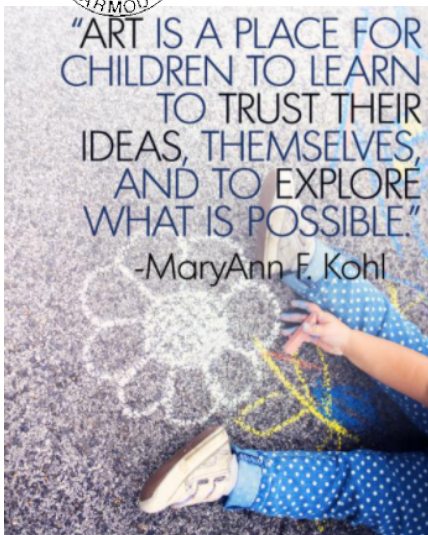


Charmouth Primary School Subject Stories:

Art



Intent

We believe that art stimulates creativity, imagination and inventiveness. Through art lessons and opportunities, children will gain the skills, concepts and knowledge they need for them to express their ideas and respond to their experiences. They will be able to use colour, texture, form, pattern and different materials to create their own independent works of art, craft and design. Over time, children will gain skills in drawing, painting and sculpture; basic skills are introduced and then built upon. Skills are revisited and the use of ongoing sketchbook work underpins this process. The Access Art curriculum plans are used as a starting point for teachers to underpin the progression in all areas of art.

At Charmouth, we aim to develop a deeper understanding of art and design by exploring various artists, craft makers and designers, and understand the historical and cultural development of their art forms and their impact on culture and history. Through taking inspiration from others, and through the use of sketchbooks, children are supported to generate their own creative ideas, and to evaluate their work and the work of others.

Art is taught in an inclusive way. For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported by simplified equipment or activities, or through additional modelling of skills from adults or peers. High expectations will challenge all children to meet their personal targets.

The National Curriculum Aims for Art

The national curriculum for art aims to ensure that all pupils:

- develop produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art within Early Years – Expressive Arts and Design

Nursery – Opportunities provided through continuous provision

Expressive Arts and Design is delivered in Nursery with a focus on:

- Imagination and Creativity
- Self-expression
- Communicating through arts

Reception – Planning and provision is guided by the Educational Programme for Expressive Arts and Design:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities** to engage with the arts, enabling them to explore and play with **a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe**.

The endpoint for EYFS is the Early Learning Goal for Expressive Arts and Design – Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.


















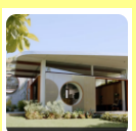
Opportunities provided through both continuous provision and direct teach might include:




Autumn 1	Begin to mix colours.
<i>All About Me!</i>	Draw and paint self-portraits. Begin to explore junk modelling. Provide opportunities to work together to develop and realise creative ideas.
Autumn 2	Make firework pictures with different media.
<i>Terrific Tales</i>	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Use collage and/or printing techniques to create Christmas decorations and Christmas cards.
Spring 1	Look at and talk about Rousseau’s Tiger.




<p><i>Amazing Animals</i></p>	<p>Make simple animal prints.</p> <p>Collage owls.</p> <p>Print/paint symmetrical butterflies.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Make Chinese lanterns; try Chinese writing; explore simple puppet making.</p>
<p>Spring 2</p> <p><i>Come Outside</i></p>	<p>Make different textures; make patterns using different colours.</p> <p>Collage different farm animals.</p> <p>Pastel drawings, printing, patterns on Easter eggs</p> <p>Artwork themed around Eric Carle / The Seasons</p>
<p>Summer 1</p> <p><i>Ticket to Ride</i></p>	<p>Junk modelling of houses, bridges, boats and transport.</p> <p>Design and make rockets.</p> <p>Creating outer space pictures.</p>
<p>Summer 2</p> <p><i>Fun at the Seaside</i></p>	<p>Create sand pictures.</p> <p>Rainbow fish collages.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts.</p> <p>Use colour mixing for underwater pictures</p>









Curriculum Map (Years 1 to 6) (units taken from Access Art)




Art Long Term Map	Autumn	Spring	Summer
	Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
Year 1/2 Year A	Spirals 	Expressive Painting 	Making Birds 
Year 1/2 Year B	Explore and Draw 	Simple Printmaking 	Be an Architect 
Year 3/4 Year A	Gestural Drawing with Charcoal 	Exploring Still Life 	Telling Stories through Drawing & Making 
Year 3/4 Year B	Storytelling through Drawing 	Working with Shape and Colour 	Festival Feasts 
Year 5/6 Year A	Typography & Maps 	Fashion Design 	Shadow Puppets 
Year 5/6 Year B	2D drawing to 3D making 	Exploring Identity 	Architecture: Dream Big or Small? 




Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p style="text-align: center;">Spirals (Autumn)</p> 	<p style="text-align: center;">Expressive Painting (Spring)</p> 	<p style="text-align: center;">Making Birds (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: - Use drawing to develop and share ideas, experiences and imagination.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Learn about a range of artists, making links to their own work.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Use a range of materials creatively to design and make products.</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW HOW TO draw using a continuous line. I CAN make an observational drawing. I CAN make different marks with different drawing tools. I CAN make choices about the colours I use in my work.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW that I can change the hue of a secondary colour by changing the amount of primary colours used. I CAN mix secondary colours and experiment with hues. I CAN make a loose drawing from still life, with a focus on colours and shapes. I KNOW about old masters Van Gogh and Cezanne.</p>	<p>SUBSTANTIVE KNOWLEDGE: I CAN draw from life looking closely. I CAN use colour in my drawings and mix two or more different media together. I KNOW HOW TO fold, tear, crumple and collage paper to transform it from 2D to 3D.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW my sketchbook belongs to me. I KNOW HOW TO talk about what I like in my drawings.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN share my response to the work of other artists. I CAN share my experiments and final piece with others, share what I liked and what went well.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO share my work with classmates and teachers, considering what the success was for me.</p>
<p>ARTISTS STUDIED: Molly Haslund</p>	<p>ARTISTS STUDIED: Marela Zacarías Charlie French Vincent Van Gogh</p>	<p>ARTISTS STUDIED: Andrea Butler</p>

Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p style="text-align: center;">Explore and Draw (Autumn)</p> 	<p style="text-align: center;">Simple Printmaking (Spring)</p> 	<p style="text-align: center;">Be an Architect (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: - Use a range of materials creatively to design and make products.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Develop art and design techniques in using colour, pattern, shape and line.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Develop art and design techniques in using form and space.</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW what wax resist is. I KNOW HOW TO collect things in my local environment and explore composition to arrange them. I CAN make an observational drawing, focusing for 5-10 minutes. I KNOW HOW TO combine different media, eg wax resist, watercolour, graphite, water.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW what a repeat print is. I CAN make rubbings of my environment. I CAN make prints with plasticine and foam board. I KNOW HOW TO use colour, shape and line to make interesting prints.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW that architects design buildings. I CAN share how architecture makes me feel, what I like and what I think is interesting. I CAN explore line and shape through drawings of architecture. I CAN make an architectural model of a building, thinking about form, structure and balance. I CAN reshape materials and fasten them together to make a model.</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN work small in my sketchbook and on large sheets of paper. I KNOW HOW TO talk about what I like in my drawings, and what I'd like to try again.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN use my sketchbooks to collect prints and ideas.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN document my work by taking photographs or short videos.</p>
<p>ARTISTS STUDIED: Rosie James Alice Fox</p>	<p>ARTISTS STUDIED: Pablo Picasso</p>	<p>ARTISTS STUDIED: Hundertwasser Zaha Hadid</p>

Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p>Gestural Drawing with Charcoal (Autumn)</p> 	<p>Exploring Still Life (Spring 2)</p> 	<p>Telling Stories through Drawing & Making (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE:</p> <ul style="list-style-type: none"> - Improve mastery of art and design techniques, including drawing with charcoal. - Learn about great artists in history. 	<p>NATIONAL CURRICULUM COVERAGE:</p> <ul style="list-style-type: none"> - Learn about great artists in history. 	<p>NATIONAL CURRICULUM COVERAGE:</p> <ul style="list-style-type: none"> - Create sketchbooks to record their observations.
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW about the artist Edgar Degas.</p> <p>I KNOW how artists use charcoal in their work.</p> <p>I KNOW HOW to make different types of mark with charcoal, using my hands as well as the charcoal.</p> <p>I CAN use light and dark tones in my work.</p> <p>I KNOW what Chiaroscuro is and how I can use it in my work.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW about different artists who create still life art, including Paul Cezanne.</p> <p>I CAN draw from observation, thinking about how to use line, colour, shape, texture, form and composition to make my artwork interesting.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW that artists are inspired by other artists.</p> <p>I KNOW about the illustrator Quentin Blake.</p> <p>I CAN make a sculpture inspired by a character in a book or film.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO take photographs of my work, thinking about focus, lighting and composition.</p> <p>I CAN voice what I like about my classmates work and how it makes me feel.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN use my sketchbook to make visual notes, record and reflect.</p> <p>I CAN explain how my sketchbook work helped build my skills and knowledge towards my final piece.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN use my sketchbook to explore my response to a chosen book or film.</p> <p>I CAN share how the way I made my sculpture helps capture my feelings about the original character.</p>
<p>ARTISTS STUDIED:</p> <p>Heather Hansen Laura McKendry Edgar Degas</p>	<p>ARTISTS STUDIED:</p> <p>Paul Cezanne Peter Claesz Jacob Vosmaer Hilary Pecis</p>	<p>ARTISTS STUDIED:</p> <p>Rosie Hurley Inbal Leitner Quentin Blake</p>

Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p>Storytelling through drawing (Autumn)</p> 	<p>Working with shape and colour (Spring)</p> 	<p>Festival Feasts (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: - Use sketchbooks to review and revisit ideas.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Learn about great artists in history.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Improve mastery of sculpture with a range of materials.</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW that some artists use art to tell stories, and can give examples. I CAN use line, shape, and colour using a variety of materials to test my ideas. I KNOW HOW TO use composition, sequencing, mark making and text in my drawings. I CAN create a finished piece which contains sequenced images to describe a narrative.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW about the artist Henri Matisse. I KNOW what is meant by negative and positive shapes. I CAN cut shapes directly into paper, using scissors, inspired by the artwork. I KNOW HOW TO collage with my cut elements, choosing colour, shape and composition to make my own response. I CAN add to my collage, using line, colour and shape made by stencils.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW that sculpture will be seen from different viewpoints. I CAN use my sketchbook to draw food using a variety of media, using line, shape and colour to capture the texture and form of the food. I CAN make a sculpture of food.</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN use a sketchbook to generate ideas about how I might respond to a piece of poetry or a story. I CAN appreciate the work of my classmates and think about similarities and differences between our work.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN take photographs of my work.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN present my work as part of a larger artwork.</p>
<p>ARTISTS STUDIED: Laura Carlin Shaun Tan</p>	<p>ARTISTS STUDIED: Henri Matisse Claire Willberg</p>	<p>ARTISTS STUDIED: Claes Oldenberg Lucia Hierro Nicole Dyer</p>

Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p style="text-align: center;">Typography and Maps (Autumn)</p> 	<p style="text-align: center;">Fashion Design (Spring)</p> 	<p style="text-align: center;">Shadow Puppets (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: - Improve mastery of art and design techniques, including drawing with a range of materials.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Use sketchbooks to record observations, review and revisit ideas.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Develop their techniques, including their control and use of materials.</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW that typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. I KNOW HOW TO create my own letters in a playful way using cutting and collage. I KNOW HOW TO draw my own letters using pen and pencil inspired by objects I have chosen around me.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how 2d shapes can become 3d form. I KNOW some examples of contemporary fashion designers. I CAN use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW that cutouts can be used to generate imagery by artists and craftspeople. I CAN make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. I CAN manipulate the materials using tools so that the puppets I make have character and expression. I CAN make my puppets move in simple ways by articulating them.</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN see how other artists work with typography and have been able to share my thoughts on their work.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN respond to the work of contemporary fashion designers, articulating what I like or dislike about their work. I CAN listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN work with my peers to create a collaborative experience.</p>
<p>ARTISTS STUDIED: Louise Fili Grayson Perry Paula Scher</p>	<p>ARTISTS STUDIED: Alice Fox, Rahul Mishra Pyer Moss</p>	<p>ARTISTS STUDIED: Lotte Reiniger Phillipp Otto Runge Pippa Dyrllaga</p>

Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions
<p>2D drawing to 3D making (Autumn)</p> 	<p>Exploring Identity (Spring)</p> 	<p>Architecture: Dream Big or Small? (Summer)</p> 
<p>NATIONAL CURRICULUM COVERAGE: - Improve mastery of art and design techniques, including drawing and sculpture.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Improve mastery of art and design techniques, including drawing with a range of materials.</p>	<p>NATIONAL CURRICULUM COVERAGE: - Learn about great architects in history.</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW what is meant by typography and design lettering. I KNOW the grid method and how it helps me to draw. I CAN use line, mark making, tonal values, colour, shape and composition to make my work interesting. I CAN transform my drawing into a three dimensional object.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW that some artists explore their identity by creating layered and constructed images. I KNOW what a portrait is, and examples of artists who create them. I CAN work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW about domestic architecture (which is aspirational and large), and the Tiny House movement. I KNOW that line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. I CAN make an architectural model using the 'design through making' technique.</p>
<p>DISCIPLINARY KNOWLEDGE: I CAN use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I CAN share my work with others, and talk about my intention and the outcome.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN share my work with my classmates, articulate how I feel about the journey and outcome. I CAN listen to feedback from my classmates and respond.</p>	<p>DISCIPLINARY KNOWLEDGE: I CAN respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. I CAN make short films of my work.</p>
<p>ARTISTS STUDIED: Lubaina Himid Claire Harrup</p>	<p>ARTISTS STUDIED: Njideka Akunyili Crosby Thandiwe Muriu Mike Barrett</p>	<p>ARTISTS STUDIED: Shoreditch Sketcher Various Architects</p>

Progression by Area: DRAWING

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Explore and play with pencil, charcoal, different pens and pastels.</p> <p>Begin to draw by looking at objects and copying shape and details.</p> <p>Mark make to copy or create a pattern.</p>	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 3D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 3D</p>

Progression by Area: SKETCHBOOKS

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Use sketchbooks to:</p> <p>Explore making marks with different materials and media</p> <p>Practice drawing people or places they know</p>	<p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds</p> <p>Make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Be an Architect</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw Be an Architect</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories</p> <p>Brainstorm animation ideas. Working with Shape & Colour</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Still Life Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Still Life Festival Feasts</p> <p>Reflect. Storytelling Through Drawing Exploring Still Life</p>	<p>Use sketchbooks to:</p> <p>Explore and develop mark making. Typography & Maps Fashion Design 2D to 2D Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Architecture: Big or Small Fashion Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc Architecture: Big or Small Fashion Design</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design. Fashion Design</p> <p>Practise seeing negative and positive shapes. 2D to 3D</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Shadow Puppets</p>

Progression by Area: PRINTMAKING AND PAINTING

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Explore simple printing techniques (eg potato, sponge, string)</p>	<p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>	<p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world Exploring Identity</p>
<p>Begin to explore mixing colours</p> <p>Explore shading by adding black or white</p> <p>Make patterns using different colours</p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature. Telling Stories</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. Exploring Still Life</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p>	<p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Fashion Design</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>

Progression by Area: MAKING/SCULPTURE

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Begin to explore junk modelling.</p> <p>Select tools and techniques to assemble different materials.</p>	<p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p> <p>Construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Playfully construct towards a loose brief. Be an Architect</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p> <p>Develop our construction skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Reflect at all stages to inform future making. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p>	<p>Create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p> <p>Work in 3d to devise fashion constructed from patterned papers. Fashion Design</p> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Shadow Puppets</p>

Progression by Area: COLLAGE

EYFS	Year 1/2	Year 3/4	Year 5/6
Make pictures with different media combined.	<p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p> <p>Use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p>	

Progression by Disciplinary Knowledge: BEING AN ARTIST

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Say if you like an artist's work or not, and begin to say why.</p> <p>Share your own work with my teacher and friends. Some children may reflect on what they enjoyed and what went well.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.</p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>

Lesson Design in Art

The Charmouth long term programme and progression plan for art is based on the curriculum provided by Access Art, a creative community to support visual arts teaching & learning. They provide ideas and resources which have been created by artist-educators to offer a rich art education for pupils. It is up to class teachers to assess on an individual or school basis if the resources or tasks might best be adapted to suit the needs of specific classes, and they are encouraged to discuss this with the art subject leader to ensure the integrity of the progression plan is not affected.

Sequences of learning will include focused time for children to generate ideas, including through learning about the work of different artists. These artists are chosen to reflect artistic movements over time and across the world. The use of sketchbooks will be integrated in our teaching of art and within this, teachers should feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) and let pupils *discover and share* for themselves. As they move through the school, art teaching should enable pupils to build confidence in their own ideas.

Within the making phase of a sequence, teachers will balance time to carefully model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning. They should also have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning).

Lessons will be designed to enable children to develop their evaluation skills, of their own work, of the work of their classmates and the work of professional artists. We will try to ensure that evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process.

Art for learners with SEND

Inclusion in art means: everyone feeling they can be successful, opportunities to explore their creativity from their own starting points, supporting language and communication for all learners.

Possible struggle or challenge	Scaffold or support to consider
<ul style="list-style-type: none">- Difficulties with language/ vocabulary	<ul style="list-style-type: none">- Provide a word bank related to the artistic method or piece of artwork. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons.- Word banks for KS2 created to stick in the inside of their sketchbooks to relate to when making annotations.- Provide sentence stems/questioning prompts for oracy/discussion tasks to structure evaluations and annotations.- Opportunities to talk within mixed ability pairings.- Scribing quotes to record a child's thoughts and feelings. Videoing themselves talking about an art project (QR code in sketchbook?)
<ul style="list-style-type: none">- Difficulties with fine motor skills	<ul style="list-style-type: none">- Children to be provided with appropriate tools- grips can be added to crayons, paint brushes, charcoal etc.- Triangular shaped brushes and pencils to be used.- If writing is hard for the child, opportunities to assess their work by recording their voice (and then using a QR code) to be made available.- Scaffolding to be used appropriately, e.g. adult to help with certain tasks and guide the child.- Pre-teaching of techniques
<ul style="list-style-type: none">- Difficulties with engagement, resilience and self-esteem	<ul style="list-style-type: none">- Children to be taught not to 'start again' but to reflect on their work and annotate- what would they like to change? Any work a child sees as a 'mistake', see if the child can cut up the bits they want to use, paint over certain aspects, rip it up and use it as a collage, enlarge on a photocopier and zoom in to their favourite part to keep etc.

	<p>This teaches them to be reflective and appreciate their good work.</p> <ul style="list-style-type: none">- Sit alongside the child and work with them, talking through what you are doing for them to see and learn. Let them see you make a mistake and how you would move on from this.- Allow them more time to explore- this could be through pre-teaching or any free time. This will help build their confidence.
<ul style="list-style-type: none">- Sensory difficulties (including visual impairment, sensory processing disorder)	<ul style="list-style-type: none">- Use verbal and physical prompts, rather than visual and gestural ones.- Use tactile materials: just because a child may not be able to see their art, doesn't mean they can't enjoy the process of using paint and making brushstrokes on paper.- Consider adapting the art project. You could have students with visual impairments create a three-dimensional interpretation of a two-dimensional art project your sighted students are doing. Using materials such as Wiki-Stix, scented crayons or makers or stencils can help students to orient themselves to their project.

Assessment in Art

Our approach to assessing the impact of our art curriculum is in line with the Access Art belief: "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported". Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils. They will record children who are struggling to make the expected progress through the curriculum, so that this can be targeted in future work. To support teachers, the following age-appropriate questions are offered:

<p>Year 1:</p> <ul style="list-style-type: none">• Tell me about what you are making...• What might you do next?• Tell me about what you have made	<p>Year 2:</p> <ul style="list-style-type: none">• Tell me about what you are making...• What might you do next?• Which materials might you use?• What have you discovered?• Tell me about what you have made• What would you like to explore more of?
<p>Year 3/4:</p> <ul style="list-style-type: none">• Tell me about that you are making and what inspired you• What might you do next?• Tell me about the materials and techniques you are using• What have you discovered?• How do you feel about the end result?• What kinds of problems did you encounter and how did you get round them?• Tell me about things you really liked or enjoyed• What would you like to explore more of?	<p>Year 5/6:</p> <ul style="list-style-type: none">• Tell me about that you are making and what inspired you• What might you do next?• Tell me about the materials and techniques you are using• What have you discovered?• How do you feel about the end result?• What kinds of problems did you encounter and how did you get round them?• Tell me about things you really liked or enjoyed• What is the potential of what you have done?