



## Art and Design

### Intent

At Mendlesham, Art and Design provides the children with the opportunities to develop and extend knowledge and skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation.

At Mendlesham, we aim to ensure that all pupils:

1. build up knowledge and skills over time to apply to their artwork
2. produce creative work, exploring their ideas and recording their experiences
3. become confident in drawing, painting, sculpture and other art, craft, and design techniques
4. evaluate and analyse creative works using the language of art, craft, and design
5. know about a wide range of different artists, craft makers and designers, and begin to understand the historical and cultural development of their art forms.

We have carefully developed our curriculum to ensure a breadth of artists and artistic styles are studied by our pupils. We have ensured representation of a variety of cultures, ethnicities, eras of artists and ensured that there is also sufficient representation of female artists.

## **SMSC and Art**

At Mendlesham, we believe that spiritual, moral, social and cultural education should be evident in everything we do. In Art, the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance. Throughout their time at Mendlesham, the children will be introduced to art from various religions and have the opportunity and time to reflect on these. Children will continually be able to enjoy the beauty and awe of the natural world and recognise how artists celebrate this in their art form.

They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or reduce another's self-belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes children to be positive about their work and increases self-esteem. Throughout their time in Mendlesham, the children will frequently need to work in pairs, groups or teams. This will allow the children to work collaboratively building upon the skills of cooperation and communication.

## **Implementation**

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on progressively and sequenced appropriately to maximise learning for all children. Art is also integrated throughout the curriculum, giving children opportunities to regularly practise and develop their skills at their own pace.

Art and design is taught half-termly, focusing on knowledge and skills stated in the Art and Design curriculum. Within Mulberry, children are taught a unit over a whole term, rather than half termly, to give the children with more complex needs the time and space to explore these new skills. Adaptation is through the targeted breakdown of the aspect of art that the class are studying so that all children are given the same opportunity to achieve.

## **Early Years Foundation Stage (Reception)**

### **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.

## **Early learning goals**

### **Expressive Arts and Design**

Children at the expected level of development will:

- 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

### **Fine Motor Skills**

Children at the expected level of development will:

- Use the tripod grip in almost all cases
- Use a range of small tools, including scissors and paintbrushes
- Begin to show accuracy and care when drawing

## **Key Stage 1**

Pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## **Key Stage 2**

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.

Pupils are taught:

- to improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about key artists, architects, and designers in history, as well as exploring the work and techniques of artists from other cultures and countries.

## **Impact**

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Looking at progressions of skills using the children's sketch books
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work
- Progress is recorded termly in line with the school's assessment program

Full details of our curriculum can be found on our [website](#). Progression of knowledge and skills documents are available from the school.

## Progression of skills

Art and Design							
Creativity						Theory	
Drawing	Painting	3D	Textiles	Printing	Collage	Inspiration from key artists	Colour theory

**Drawing:** pencils, charcoal, chalks, pastels-oil and chalk, colouring pencils, mud and sticks

Phase	Progression of skills
EYFS	<ul style="list-style-type: none"> <li>-Experiment with mark making using a range of different materials.</li> <li>-Use different sized paper and explore using hands, arms and whole body to draw.</li> <li>-Use basic shapes and different lines to create simple images.</li> <li>-Draw lines of different sizes and thickness.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>-Colour (own work) neatly in the lines.</li> <li>-Use shapes and lines to represent observations and ideas.</li> <li>-Show pattern and texture by adding dots and lines.</li> <li>-Record some detail using lines and shading.</li> <li>-Apply pressure to tools to achieve tones.</li> <li>-Work on a sustained drawing, reviewing and refining</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>-Record shapes and lines from observations.</li> <li>-Show where objects overlap and create a sense of perspective.</li> <li>-Use different hardness of pencils to show line, tone and texture.</li> <li>- Annotate sketches to explain and elaborate ideas.</li> <li>-Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>-Use shading to show light and shadows.</li> <li>-Use hatching and cross hatching to show tone and texture.</li> <li>-Work on a sustained drawing, reviewing and refining.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>-Use a choice of technique to depict movement, perspective, shadows and reflection.</li> </ul>

	<ul style="list-style-type: none"> <li>-Choose a style of drawing suitable for the work (e.g. realistic or impressionist).</li> <li>-Use scale and shadow to show perspective and depth.</li> <li>-Record a broad range of tones</li> <li>-Work on a sustained piece of work and review and refine to improve.</li> </ul>
<b>Painting:</b> powder paints, poster paints, watercolour, acrylic paint, on fabrics and other materials, brushes in different sizes and shapes	
Phase	Progression of skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Experimenting with and using primary colours</li> <li>-mixing (not formal)</li> <li>- Learn the names of different tools that bring colour</li> <li>- Use a range of tools to make coloured marks on paper</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Use thick and thin brushes for different purposes.</li> <li>-Hold the brush appropriately.</li> <li>-Load paint onto the bristles of the brush.</li> <li>-Rinse brush and remove excess water.</li> <li>-Stay within lines when painting with a thin brush.</li> <li>-Create different effects with brushes.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Use a number of brush techniques using thick/thin brushes to produce shapes, textures, patterns and lines.</li> <li>-Experiment with creating mood with colour.</li> <li>-Use watercolour paint to produce washes for backgrounds then add details.</li> <li>-Set up and clear away painting equipment. Select appropriate brush for task and explain why.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>- Sketch (lightly) before painting to combine line and colour.</li> <li>-Combine colours, tones and tints to enhance the mood of a piece.</li> <li>-Use brush techniques and the quantities of paint to create texture.</li> <li>-Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>

<b>3D:</b> clay, dough, boxes, wire, paper sculpture, mod roc	
Phase	Progression of skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-Begin to be interested in and describe the texture of things.</li> <li>-Use various construction materials.</li> <li>-Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating space.</li> <li>-Join construction pieces together to build and balance</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Use a combination of shapes.</li> <li>-Include lines and texture.</li> <li>-Use paper, card, natural materials and clay as materials.</li> <li>-Use techniques such as rolling, cutting, moulding and carving.</li> <li>-Experiment with, construct and join recycled, natural and man-made materials.</li> <li>-Understand the safety and basic care of materials and tools.</li> </ul>

<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Create and combine shapes to make recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>-Include texture that conveys feelings, expression or movement.</li> <li>-Use clay and other mouldable materials.</li> <li>-Add materials to provide interesting details.</li> <li>-Construct a simple clay base for extending and modelling other shapes.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>-Use tools to carve and add shapes, texture and pattern.</li> <li>-Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>-Plan a sculpture through drawing and other preparatory work.</li> <li>-Talk about their work understanding that it has been sculpted, modelled or constructed</li> <li>-Make a simple papier Mache object.</li> </ul>

**Textiles:** (Links with Design and Technology curriculum) sewing, fabric painting & printing

Phase	Progression of skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Begin to weave with a range of different fabrics.</li> <li>- Come in contact with a range of fabrics to explore and experience different textures.</li> <li>- Explore the origins of textiles - for example, wool comes from sheep.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Shape textiles using templates.</li> <li>-Cut and join textiles using running stitch.</li> <li>-Colour and decorate textiles using several techniques (e.g. dyeing, adding sequins, printing)</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Understand the need for a seam allowance.</li> <li>-Join textiles with appropriate stitching.</li> <li>-Begin to create simple patterns.</li> <li>-Select the most appropriate techniques to decorate textiles.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Create objects (such as a cushion) that employ a seam allowance.</li> <li>-Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>-Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as soft decoration for a comfort cushion).</li> </ul>

**Printing:** fruit/veg, wood blocks, lino, string, printing tile

Phase	Progression of skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-Use both natural and man-made resources to create rubbings.</li> <li>-Print with variety of objects.</li> <li>-Print with block colours</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Use repeating or overlapping shapes.</li> <li>-Mimic patterns from the environment (e.g. wallpapers).</li> </ul>

	<ul style="list-style-type: none"> <li>-Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>-Press, roll, rub and stamp to make prints.</li> <li>-Apply ink/paint to a printing block/stamp evenly and gently knowing when to reload paint.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Use layers of two or more colours.</li> <li>-Replicate patterns observed in natural or built environments.</li> <li>-Make printing blocks (e.g. from coiled string glued to a block).</li> <li>-Make indents onto foam tiles by simplifying a more complex drawing into lines and shapes.</li> <li>-Make precise repeating patterns.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Build upon layers of colours.</li> <li>-Create an accurate pattern, showing fine detail.</li> <li>-Use a range of visual elements to reflect the purpose of the work,</li> <li>-Create a printing tile with lines and shapes in varied widths and styles to convey texture.</li> </ul>

**Collage:** coloured paper, newspaper, tissue paper, fabric scraps, mixed media

<b>Phase</b>	<b>Progression of skills</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-Draw a simple shape and cut around the lines.</li> <li>-Cut around corners of basic shapes.</li> <li>-Apply glue without waste.</li> <li>-Experiment to create different textures.</li> <li>- Choose own collage materials for purpose.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Use a combination of materials that are cut, torn and glued.</li> <li>-Sort and arrange materials.</li> <li>- Choose own collage materials for purpose and explain why they think these are appropriate.</li> <li>- Cut using scissors with correct hold.</li> <li>- Cut along a drawn line -turning paper rather than body when cutting.</li> <li>- Layer materials so no background paper is visible.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Select and arrange materials for a striking effect.</li> <li>-Ensure work is precise.</li> <li>-Use, tessellation, mosaic and montage.</li> <li>- Create texture by folding, rolling, ripping materials to create contrasting effects.</li> <li>-Select a range of coloured and textured paper to represent ideas.</li> <li>- Work on top of a 2D image to create 3D effects with collage.</li> <li>-Simplify drawings or observed images into shapes ready for collage.</li> <li>-Create own shapes and lines to create composition.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>- Use colour theory from painting and perspective of line to create more realistic looking collage.</li> <li>- Plan before cutting exactly what shape and size is required to create the desired effect.</li> </ul>

	<ul style="list-style-type: none"> <li>- Experiment with a wide variety of materials, chosen for their quality and texture (fabrics, ribbons, tissue, newspaper, found objects etc.) to create planned for outcome.</li> <li>- Combine all of the above to create a designed outcome.</li> <li>- Create a 3D item/object or one in high relief.</li> </ul>
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Inspiration from key artists	
Phase	Progression of skills
<b>EYFS</b>	-Discuss what they like/dislike about a piece of art.
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Describe the work of notable artists, artisans and designers.</li> <li>-Use some of the ideas of artists studied to create pieces.</li> <li>-Identify and discuss what they like/dislike about a piece of art.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Identify and replicate some of the techniques used by notable artists, artisans and designers.</li> <li>-Create original pieces that are influenced by studies of others.</li> <li>-Discuss and evaluate a piece of art explaining their thinking.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>-Show how the work of those studied was influential in both society and to other artists.</li> <li>-Create original pieces that show a range of influences and styles.</li> </ul>

Colour Theory	
Phase	Progression of skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-Know the names of colours.</li> <li>-Explore colour and how colour can be changed.</li> <li>-Explore what happens when colours are mixed.</li> <li>-Experimenting with and using primary colours.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-To know the primary colours.</li> <li>-To mix primary colours to make secondary.</li> <li>-To use own colours in work (rather than premixed poster paint).</li> <li>-Create colour wheels.</li> <li>-Make as many tones of one colour as possible (using white).</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Mix a variety of colours and know which primary colours make secondary colours.</li> <li>-Mix tints and shades of colours and use them in work.</li> <li>-Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Create a colour palette based upon colours observed in the natural or built world.</li> <li>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> </ul>

