

Distington Community School Art Statement

Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

As artists, we aim for our children to leave Distington Community school with:

- The ability to use visual language (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations and convey insights.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate through purposeful drawing.
- A sound knowledge and understanding of other artists.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques so they can execute their ideas.

At Distington Community School, we follow the Learning Challenge Curriculum alongside the planning/ resource tool, KAPOW. Our scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Kapow Primary's Art and design scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Art is taught half-termly within 'Art Week' (the last week of every half term) and is linked directly through our cross-curricular approach to learning using our Learning Challenge curriculum. Each group has their knowledge and skills outlined with the intent of each Art lesson ensuring coverage and a progression of knowledge/ skills year upon year.

The Kapow Art scheme of work is designed with four strands that run throughout.

These are:

- Making skills

- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

These strands are revisited throughout each unit. In our *Art and design skills* and our *Formal elements of art* units, pupils have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 1/ 2 pupils using sketchbooks to document their ideas. Differentiated guidance is available on Kapow for every lesson to ensure lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Kapow supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality.

To raise the profile of Art and celebrate its success around school, we are developing our whole school Art Gallery for work to be displayed and appreciated by all.

We also offer children an opportunity to develop their art skills further by offering an afterschool art club which focus' on developing a particular art skills every half term.

Below are the end of year expectations for each year group in knowledge and understanding/ skills:

EYFS

By the end of EYFS children will be able to:

- Hold a pencil effectively in preparation for fluent writing and accurate drawing- using a tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes, and cutlery.
- Begin to show accuracy and care when drawing.
- 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.

Year 1

By the end of Year 1 children will be able to demonstrate a knowledge and understanding of:

Materials – pattern

- Use a range of materials creatively to design and make products.
- Use a wide range of patterns.

Drawing – line, shape

- Use drawing as a medium to develop and share ideas.
- Incorporate known experiences.
- Focus on using lines and known geometric shapes to create.

Painting – colour, space

- Use painting as a medium to develop and share ideas.
- Involve experiences and imagination.
- Focus on using colour and space for effect.

Sculpting – texture and form

- Use painting as a medium to develop and share ideas.
- Create using imagination.
- Develop and use a texture for effect.
- Incorporate known experiences or imagination.

Artists – Making links to their own work

- Covered either continuously or as revision.
- Link their products to well-known artists.
- Attempt to make links to the local artistic community.

By the end of Year 1 children will be able to demonstrate the following **skills**:

Using Materials:

- I can cut, roll and coil materials
- I can use IT to create a picture

Drawing:

- I can show how people feel in paintings and drawings.
- I can use pencils to create lines of different thickness in drawings.

Use colour, pattern, texture, line, form, space and shape:

- I can create moods in art work
- I can name the primary and secondary colours.
- I can create a repeating pattern in print

Range of artists:

- I can describe what can be seen and give an opinion about the work of an artist
- I can ask questions about a piece of art

Year 2

By the end of Year 2 children will be able to demonstrate a **knowledge and understanding** of:

Materials – pattern, texture, form

- Use a range of materials creatively to design and make products.
- Create and use a wide range of patterns and colours.
- Identify man-made and natural patterns.
- Choose for effect and purpose.

Drawing – line, shape

- Refine skills in drawing and develop and share ideas.
- Incorporate known experiences.
- Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.

Painting – colour, space

- Refine skills in painting and develop and share ideas.
- They choose to use own experiences or imagination.
- Focus on using colour and space for effect.

Sculpting – texture and technique, form

- Refine skills in sculpture and develop and share ideas.
- They must combine their experiences and their imagination.
- Develop and use a texture for effect.
- Create visual texture using different marks.

Artists – differences and similarities

- Covered either continuously or as revision.
- Link their products to well-known artists.
- Attempt to make links to the local artistic community.
- Examine a piece of work from a well-known artist and use it to create a success criterion.
- Critically evaluate their work.

By the end of Year 2 children will be able to demonstrate the following **skills**:

Using Materials:

- I can create a printed piece of art by pressing, rolling, rubbing and stamping
- I can make a clay pot and know how to join two clay finger pots together
- I can use different effects within an IT paint package

Drawing:

- I can choose and use three different grades of pencil when drawing
- I can use charcoal, pencil and pastel to create art
- I can use a viewfinder to focus on a specific part of an artefact before drawing it

Use colour, pattern, texture, line, form, space and shape:

- I can mix paint to create all the secondary colours
- I can create brown with paint
- I can create tints with paint by adding white and know how to create tones with paint by adding black

Range of artists:

- I can suggest how artists have used colour, pattern and shape
- I can create a piece of art in response to the work of another artist

Year 3

By the end of Year 3 children will be able to demonstrate a **knowledge and understanding** of:

Sculpture – observations, technique and control

- Introduce them to a wide range of sculptures and artists.
- Choose one for in-depth analysis.
- They must evaluate and analyse their work and form their own opinion.
- They can replicate the work to gain understanding and improve technique and control.

Drawing – pencil, charcoal

- Children are to develop their drawing skills charcoal, pencils and sketching.
- They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.

Painting: acrylic - Review and revisit ideas

- Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.

Artists, architects and designers in history

- Continuously refer back to artists, architects and designers in history for inspiration or comparison.

By the end of Year 3 children will be able to demonstrate the following **skills**:

Using Sketchbooks:

- I can use sketches to produce a final piece of art
- I can use digital images and combine with other media know how to use IT to create art which includes their own work and that of others

Drawing, painting and sculpture:

- I can show facial expressions in art.
- I can use different grades of pencil to shade and to show different tones and textures
- I can create a background using a wash
- I can use a range of brushes to create different effects in painting

Study of great artists:

- I can identify the techniques used by different artists
- I can compare the work of different artists
- I can recognise when art is from different cultures
- I can recognise when art is from different historical periods

Year 4

By the end of Year 4 children will be able to demonstrate a **knowledge and understanding** of:

Materials – Texture, pattern, experimenting

- Create visual texture using different marks and tools.
- Create patterns/ motifs with repeated mark making.
- Evaluate beginning to use artistic language.

Painting 1: watercolours - observations, techniques and control

- Conduct an in-depth analysis of a watercolour painting.
- Comment on the form, line, technique and other observations.
- Form and discuss opinions.
- Begin to create a sketch book of what you have discovered.
- Evaluate beginning to use artistic language.

Painting 2 – watercolour, experiment

- Plan, create and evaluate a painting using watercolours.
- Incorporate what you have found in Painting 1 into creating something.
- Students refer to the sketch book and use it for planning.
- Evaluate beginning to use artistic language.

Drawing – pencil, charcoal

- Children are to develop their drawing skills charcoal, pencils and sketching.
- Choose the appropriate techniques i.e. line, shape, colour and space.
- Evaluate beginning to use artistic language.
- Artists, architects and designers in history
- Continuously refer back to artists, architects and designers in history for inspiration or comparison.

By the end of Year 4 children will be able to demonstrate the following **skills**:

Using Sketchbooks:

- I can integrate digital images into artwork.
- I can use sketchbooks to help create facial expressions
- I can use sketchbooks to experiment with different texture
- I can use photographs to help create reflections

Drawing, painting and sculpture:

- I can show facial expressions and body language in sketches and paintings
- I can use marks and lines to show texture in art.
- I can use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections
- I can print onto different materials using at least four colours.
- I can sculpt clay and other mouldable materials.

Study of great artists:

- I can experiment with the styles used by other artists.
- I can explain some of the features of art from historical periods.
- I can explain how different artists developed their specific techniques

Year 5

By the end of Year 5 children will be able to demonstrate a **knowledge and understanding** of:

Sculpture – experimenting, form

- Plan and create a sculpture.
- Evaluate using artistic language.

Drawing: charcoal - line, texture

- Experiment with shading and perspective to create form and texture.
- Know that a short, hard line gives a different feeling to a more flowing one.

Children are to create a sketch book, record, revisit and review their ideas

- Refer to artists, architects and designers in history to explain choices
- They must choose from a range of materials (e.g. pencil, charcoal, paint, clay)
- Students are to refer to sketch books and use them for planning

Artists, architects and designers in history

- Continuously refer back to artists, architects and designers in history for inspiration or comparison.

By the end of Year 5 children will be able to demonstrate the following **skills**:

Using Sketchbooks:

- I can experiment by using marks and lines to produce texture
- I can experiment with shading to create mood and feeling
- I can experiment with media to create emotion in art
- I can use images created, scanned and found; altering them where necessary to create art

Drawing, painting and sculpture:

- I can use shading to create mood and feeling
- I can organise line, tone, shape and colour to represent figures and forms in movement.
- I can express emotion in art
- I can create an accurate print design following given criteria.

Study of great artists:

- I can research the work of an artist and use their work to replicate a style

Year 6

By the end of Year 6 children will be able to demonstrate a **knowledge and understanding** of:

Sculpture experimenting, form

- As independently as possible plan, create and evaluate a sculpture.
- Incorporate form, pattern, and texture.
- Use a wide variety of tools and refine skills.
- Use imagination and experience to influence work.
- Evaluate and edit using artistic language.

Drawing – charcoal, pencil

- Use a variety of techniques to create form and texture i.e. shading and perspective.

Painting - acrylic

- Review and revisit their work.
- Critically evaluate and edit (paint over their work).
- Work in pairs to recreate a well-known piece or an element of the piece.
- Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.

Artists, architects and designers in history

- Continuously refer back to artists, architects and designers in history for inspiration or comparison.

By the end of Year 6 children will be able to demonstrate the following **skills**:

Using Sketchbooks:

- I can explain why different tools have been used to create art
- I can explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art
- I can use a range of e-resources to create art

Drawing, painting and sculpture:

- I can overprint to create different patterns
- I can use media to create maximum impact
- I can use a full range of pencils, charcoal or pastels when creating a piece of observational art

Study of great artists:

- I can explain the style of art used and how it has been influenced by a famous artist
- I can understand what a specific artist is trying to achieve in any given situation
- I can understand why art can be very abstract and what message the artist is trying to convey

Inclusive Learning for SEND in Art

At DCS, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an art education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.

- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking art to real life
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded) for the children to point to.
- IT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need.
- Provide additional ways to record info(video/ICT etc)
- Ensure any sensory difficulties are considered at the point of planning
- Showcase different artists' work and a focus on the creation process rather than on the end result.
- Teachers languages – that we are all artists.
- Open ended learning objectives – the skill not the artwork.
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at DCS is a teacher of SEND. Our provision is led by the SENDCo (Cheryl Sanderson) and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.