



DISHFORTH  
C OF E PRIMARY SCHOOL

## **Dishforth CE Primary School** **Art and Design Vision Statement**

*‘An artist cannot fail; it is a success to be one.’*

At Dishforth C.E Primary school, we understand that Art and Design develops visual thinking, fires imagination and is a fundamental means of personal expression. It helps children to develop curiosity, creativity and inventiveness, to make connections through their inventive minds and gives them the skills to record their ideas. Through this subject, our children develop their observational skills, which make them more able to record and respond to the world around them. We believe development in Art and Design is closely linked to development in other subjects.

We know that alongside opportunities for creativity and self-expression, our children need to be systematically taught artistic skills and become used to a variety of tools. We ensure they work with a range of media, in two and three dimensions and at different scales.

### **We aim to:**

- **Enable** the production of creative work, the exploration of ideas and the recording of experiences
- **Develop** the proficiency of drawing, painting, sculpture and other art, craft and design techniques
- **Encourage** the evaluation and analysis of creative works using the language of art, craft and design
- **Deepen** the appreciation of great artists, craft makers and designers, and the understanding of the historical and cultural development of their art forms.

### **Organisation of teaching and learning**

At Dishforth C.E. Primary School, artistic skills are nurtured not merely through art projects related to topics, but also through ‘Art for Art’s sake’ experimentation developed from a range of exciting stimuli, including the work of inspirational artists. Art and Design is not restricted to a weekly lesson, but is used whenever appropriate to enrich learning.

We use sketchbooks to help our children develop ideas and show progression in their artistic ability. We find opportunities for our children to create work individually, in small groups and to contribute to whole-class art projects.

Each year, our children will be given opportunities to experiment with different artistic media, grouped as: drawing, colour, texture, form, printing and pattern, following our carefully laid plan to ensure continuity and progression. Class teachers are given the freedom to decide whether to focus on one of the six areas per half term or to mix these over a year. Class teachers do ensure that our children get experiences to work with the media at the appropriate year group level.

	<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)	<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	<b>Texture</b> (textiles, clay, sand, plaster, stone)	<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)	<b>Pattern</b> (paint, pencil, textiles, clay, printing)
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story Investigate different lines</li> <li>- Explore different textures Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with and using primary colours</li> <li>- Name colours</li> <li>- Mix (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>	<ul style="list-style-type: none"> <li>- Handle, manipulate and enjoying using materials</li> <li>- Sensory experience</li> <li>- Simple collages</li> <li>- Simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>-Handle, feel, enjoy and manipulate materials</li> <li>- Construct</li> <li>- Build and destroy</li> <li>- Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>- Create rubbings</li> <li>- Print with variety of objects</li> <li>- Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>- Repeating patterns</li> <li>- Irregular painting patterns</li> <li>- Simple symmetry</li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>- Extend the variety of drawings tools</li> <li>- Explore different textures</li> <li>- Observe and draw landscapes</li> <li>- Observe patterns</li> <li>- Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Name all the colours</li> <li>- Mix colours</li> <li>- Find collections of colour</li> <li>- Apply colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>- Weave</li> <li>- Collage</li> <li>- Sort according to specific qualities</li> <li>- Investigate how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>- Construct</li> <li>- Use materials to make known objects for a purpose</li> <li>- Carve</li> <li>- Pinch and roll coils and slabs using a modelling media.</li> <li>- Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>- Create patterns</li> <li>- Develop impressed images</li> <li>- Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness and discussion of patterns</li> <li>- Repeating patterns</li> <li>- Symmetry</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces</li> <li>- Draw a way of recording experiences and feelings</li> <li>- Discuss use of shadows, use of light and dark</li> <li>- Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to describe colours by objects</li> <li>- Make as many tones of one colour as possible (using white)</li> <li>- Darken colours without using black</li> <li>-Use colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>- Overlap and overlay to create effects</li> <li>- Use large eyed needles – running stitches</li> <li>- Simple appliqué work</li> <li>- Start to explore other simple stitches</li> <li>- Collage</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of natural and man-made forms</li> <li>- Expression of personal experiences and ideas</li> <li>- Shape and form from direct observation (malleable and rigid materials)</li> <li>- Decorative techniques</li> <li>- Replicate patterns and textures in a 3-D form</li> <li>- Work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- Print with a growing range of objects</li> <li>- Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>- Natural and man-made patterns</li> <li>- Discuss regular and irregular</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils</li> <li>- Close observation</li> <li>- Draw both the positive and negative shapes</li> <li>- Initial sketches as a preparation for painting</li> <li>- Accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Make colour wheels</li> <li>- Introduce different types of brushes</li> <li>- Techniques- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer threads</li> <li>- Weaving</li> <li>- Tie dying, batik</li> </ul>	<ul style="list-style-type: none"> <li>- Shape, form, model and construct ( malleable and rigid materials)</li> <li>- Understanding of different adhesives and methods of construction</li> <li>- Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>- Relief and impressed printing</li> <li>- Record textures/patterns</li> <li>- Mono printing</li> <li>- Colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>- Pattern in the environment</li> <li>- Design using ICT</li> <li>- Make patterns on a range of surfaces</li> <li>- Symmetry</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light</li> <li>- Scale and proportion</li> <li>- Accurate drawings of whole people including proportion and placement</li> <li>- Work on a variety of Scales</li> <li>- Create computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>- Colour mixing and matching; tint, tone, shade</li> <li>- Observe colours</li> <li>- Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider variety of stitches</li> <li>- Observation and design of textural art</li> <li>- Experimenting with creating mood, feeling, movement</li> <li>- Compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>- Explore surface patterns / textures</li> <li>- Discuss own work and compare to the work of other sculptors</li> <li>- Analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>- Use sketchbook for recording textures/patterns</li> <li>- Interpret environmental and man-made patterns</li> <li>- Modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>- Explore environmental and man-made patterns</li> <li>- Tessellation</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings of people</li> <li>- Concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories, music, poems as stimuli</li> <li>- Select and use materials</li> <li>- Embellish work</li> <li>- Fabric making</li> <li>- Artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and develop ideas</li> <li>- Shape, form, model and join</li> <li>- Observation versus imagination</li> <li>- Properties of media</li> <li>- Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- Combine prints</li> <li>- Design prints</li> <li>- Discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>- Create own abstract pattern to reflect personal experiences and expression</li> <li>- Create pattern for purposes</li> </ul>
<b>YEAR 6</b>		<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Colour for purposes</li> <li>- Colour to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Develop experience in embellishing</li> <li>- Apply knowledge of different techniques to express feelings</li> <li>- Work collaboratively on a larger scale</li> </ul>		<ul style="list-style-type: none"> <li>- Build up drawings and images of whole or parts of items using various techniques</li> <li>- Screen printing</li> <li>- Explore printing techniques used by various artists</li> </ul>	
<b>SUGGESTED ARTISTS</b>	Leonardo Da Vinci Vincent Van Gogh Poonac	Pollock Monet Chagall Ben Moseley Van Gogh	Linda Caverley Molly Williams William Morris Gustav Klimt	Henry Moore Barbara Hepworth Andy Goldsworthy	Picasso Dan Mather Andy Warhol	Joan Miro Bridget Riley Escher, Paul Klee

## **Planning**

At Dishforth C.E. we create long term plans which map out the artistic stimuli and the artistic media to be used each half term.

Medium term plans identify learning objectives and outcomes for each term or half term, as well as indicating the skills to be taught. They identify resources which will need to be supplied and any artists which will be studied.

Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation.

## **Resources**

At Dishforth C.E., we have a wide variety of resources which teachers use to support their art and design lessons.

- Each class has a range of resources to support learning.
- Shared resources are kept in the stock cupboard in the school hall.

## **Assessment**

### **Foundation Stage**

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

### **KS1 and KS2**

- Progress is discussed at parent consultations.
- A formal assessment is made in each child's individual annual report against our end of year expectations.

## **Monitoring procedures**

The Head teacher and art and design subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of art across the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Lesson 'drop ins' take place in all classes.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are fed back to staff at an appropriate time.