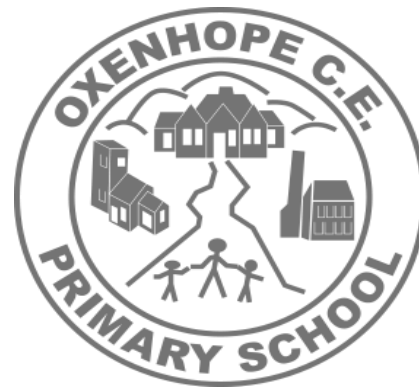




Art at Oxenhope C of E Primary School



School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Art Oxenhope

Intent

Our Art curriculum provides pupils with the opportunity to express their creativity and individuality. We want pupils to experiment and appreciate different mediums.

Art and design lessons allow the children to develop their skills using a range of media and materials, using sketchbooks as a way to plan, reflect, take risks and experiment with their ideas beforehand. As pupils progress, they should be able to think critically and develop their own unique styles, expressing mood, emotion, and feelings through their art. The children are taught about great artists, craft makers and designers and how art and design reflect and shape our history and contribute to the culture of our lives.

Implementation

We have used the National Curriculum as a basis to create an ambitious and engaging curriculum which allows all children to become passionate and confident artists. Careful consideration given to building knowledge (schema theory) and sequencing (making links over time and between themes) guarantees that children have the opportunity to build rich and detailed knowledge. Our Art curriculum focuses on the progression of skills in painting, drawing, printing, and 3D Form. Pupils are inspired by the work of local, national, and international artists. The children's learning is further enhanced with whole school 'Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists, extra-curricular clubs, visits, and visitors.

Impact

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

Understanding Different Types of Knowledge in Art

Substantive Knowledge

Substantive knowledge is the subject specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and Modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum.

At Oxenhope CE Primary School our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a combined outcome.

Procedural knowledge

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating.

Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present'.

Visual Literacy: The study of art history, art theory, specific artists and historical, social and economic contexts.

Generating ideas: The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.

Create: Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.

Present: The chance display and talk about our own creations and engage in critical discussions about own work and the work of our peers.

Adapting the curriculum for pupils with SEND in Art and Design

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Art and Design is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons.

- SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
- For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
- For pupils with fine motor difficulties, chunky tools such as pencil and paintbrushes may be provided to support grip and control.
- Other equipment to support access may also be used.
- Teachers may identify and break down the components of the subject curriculum into manageable chunks using an 'I Do – You Do' sequence to allow pupils to see a modelled technique or outcome before creating their own.
- The use of high quality WAGOLLS that are easily accessible often scaffold the learning for SEND pupils.

The Relationship of Different Kinds of Knowledge in Art

National Curriculum and EYFS Framework

Substantive Knowledge

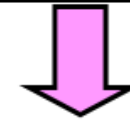
- Knowledge of art movements, artists and artistic disciplines.

Disciplinary Knowledge

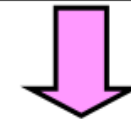
- Artistic skills and techniques in drawing, painting, printing, mixed media and 3D form
- Language of art

Procedural Knowledge

Visual Literacy (Artist research, historical context, social context)



Generate Ideas (Exploring mediums, materials, tools and techniques, developing skills generating ideas)



Create (Planning, making, refining, adapting)



Present (Evaluating, critiquing, displaying, analysing)

How Art is linked to our Vision

Vision

Rich Soil– Opportunities– School trips to Salts Mill, Yorkshire Sculpture Park, Nature Area. Exciting robust curriculum covering great artists from different backgrounds, places and covering many protected characteristics.

Deep roots– A curriculum that promotes equality and represents different cultures and backgrounds helping children explore and understand the world around us.

Growth– Growth is knowledge and skills. Pupils are inspired to express themselves through art and understand art can be a form of therapy promoting positive mental health.

Community– Our curriculum celebrates artists and craft makers from around the world. Our school is involved in local sculpture trails and art exhibitions within the BDAT community.

Love– To look at art and be inspired by great artists created by God. To love and appreciate creativity and love the world around us as God loved it– when he created it he said ‘it was very good’.

Spirituality

Beyond the ordinary– Pupils can immerse themselves in art and explore the how art makes them feel and the meaning behind art. Pupils are given the opportunity to express themselves fully and are inspired to create.

Enquiry- Questioning throughout the curriculum– researching great artists, exploring how art makes them feel, practising skills using different mediums, creating and

expressing. Where do artists get their ideas? How has art changed through time? Is the artist’s intention relevant to the viewer? What is the purpose of public art? What choices must an artist make before beginning a work? How can we create a piece of collaborative artwork that will give viewers some information? How can we recycle materials to create a musical instrument? What is art therapy? Why is it important to be able to express yourself? Why can some art be emotive? How has the artist created mood? What is the meaning behind a piece of art work? Does it tell a story?

Compassion– Pupils will explore how can art help people express themselves, promote positive mental health and research inspirational artists and their backgrounds. Art can make people feel peaceful, spiritual and compassionate.

Expression-Express what they have discovered and how. Self-expression through being creative and using different mediums encourages and supports children’s imaginations and thinking process development. Looking for art in the world around them.

Art Long Term Plan

Colour coded- Drawing, Painting, Printing, and 3D Form (Sculpture)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Sketch house Mix paint Print repeating patterns	Print fire works Colour mix green paint Artist Study Hundertwasser Collage of Christmas card Sculpture - Make diva lamps out of clay	Paint cold colours, Collage, Pastel drawing Artist Study Henri Matisse– Snail	Paint – colour match Observational drawing Sketch self-portrait. Artist Study Van Gogh	Observational drawing Imaginative drawing Paint collaboratively Artist Study- Deborah Allwright,, Henri Rosser, Rosa Bonheur	Watercolour paint on fabric Collage using fabric. Drawing landscape Paint self portrait Artist Study Picasso
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Painting Colour mixing and matching. Artist Study– Wassily Kandinsky Poster Paint	Block Printing Artist Study- Alma Thomas Poster Paint	Sculpture Manipulating Clay- Rolling, pinching, sculpting. Artist Study- Barbara Hepworth/Henry Moore Incidental—Observational drawing Pastels- Blending of Queen Elizabeth I	DT	DT	DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Painting Creating mood, texture and shade</p> <p>Artist Study-Lowry / David Hockney Northern artists</p> <p>Water colours</p>	<p>DT</p> <p>Incidental - Sculpture Art in nature Artist Study- <u>Andy Goldsworthy</u></p>	<p>Observational Drawing with moderations.</p> <p>Move on to imaginative drawing adding their own twist / shade / deviations / embellishments</p> <p>HB Pencils</p>	<p>DT</p>	<p>Relief Printing Floral repeating patterns. Creating a stamp by carving. Artist Study- William Morris Poster Paint</p>	<p>DT</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>DT</p>	<p>DT</p>	<p>Painting Artist study- Claud Monet Landscape, impressionist Water colour –Texture</p>	<p>Drawing Using the pencil in different ways Light and dark HB Pencils</p>	<p>DT</p>	<p>Printing Romans Creating a stamp and design . Printing onto card</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	DT	Drawing Blending and shading with light and dark Chalk and charcoal	DT	Painting Self Portraits Artist Study- Frida Kahlo-Portrait, surreal, bold Acrylic Paint	Sculpture Artist Study- Alberto Giacometti. Human body sculpture using aluminium wire and Modroc	DT
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Drawing/Painting Focussing on scale and perspective. Artist Study– David Hockney Paint	DT	Drawing/ Painting Layering, wet on wet, wet on dry Artist study- Vincent Van Gogh-impressionist, landscape Acrylics	DT	Lino Printing/Painting Artist Study- Alan Moore War Art Ink and watercolours, pastels	DT
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Painting Artist Study- Edvard Munch -Expressionist Using Acrylics	Observational Drawing Artist Study– Kate Lycett– Local artist Adding perspective depth, texture. Mixed media	Sculpture Architect Study- Zaha Hadid Recycled materials <u>School Trip- Barbara Hepworth / Henry Moore</u> (Revisiting fromYr1)		DT	DT

Skills progression document

Painting

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Use ready mixed paints.</p> <p>Experiment with different sized brushes.</p> <p>Colour mixing.</p>	<p>Mixing primary colours to make secondary colours.</p> <p>Add white to create lighter shades.</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p>	<p>Mix a range of secondary colours, shades and tones, emotions.</p> <p>Working with different sized paint brushes</p> <p>Experimenting with watercolours; wet on wet, wet on dry, colour washes.</p>	<p>Painting/shading using watercolour to shade and add texture. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint.</p> <p>Work confidently on a range of scales e.g., thin brush on small picture etc.</p>	<p>Make and match colours.</p> <p>Sketch and paint a self-portrait to scale and with expression.</p> <p>Experiment with line and proportion.</p>	<p>Use primary and secondary, warm, and cold, complementary and contrasting colours.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p>	<p>Layering, colour mixing. Wet on wet, wet on dry.</p> <p>Stippling to create texture.</p> <p>Repetitive dabbing, dripping, and splattering.</p> <p>Creating mood and expression through colour choice and texture.</p>

Skills progression document

Drawing

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures.</p> <p>Sketch a self-portrait with more than one colour with the features appropriately placed</p>	<p>Observe faces to create a portrait.</p> <p>Discuss and practice size, scale, and outline.</p> <p>Blending, layering and smoothing using fingers using pastels.</p>	<p>Draw lines of different thicknesses with 2 grades of pencil</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Modify drawings and create different versions.</p> <p>Draw for a sustained period from the figure and real objects, including single and grouped objects.</p>	<p>Experiment with different grades of pencil.</p> <p>Learn how to blend and smudge. Learn different techniques such as cross hatching and contouring, stippling, adding height and depth.</p> <p>Experiment with the visual elements; line, shape, pattern, and colour</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape, and pattern.</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use a variety of tools including chalk and charcoal.</p> <p>Make reflections by smudging solid lines.</p> <p>Experiment and create their own light and dark pictures.</p>	<p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p> <p>Experiment with scale and perspective.</p> <p>Learn to see images in an abstract way.</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, and shape.</p> <p>Use a range of pencils, charcoal or pastels when creating a piece of art.</p> <p>Use scale and proportion in drawings</p>

Skills progression document

Sculpture

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<p>Handling, feeling, enjoying and manipulating materials.</p> <p>Constructing, building and destroying. Shape and model</p>	<p>Manipulate clay into a variety of ways e.g., rolling, kneading, and shaping.</p> <p>Explore sculpture with a range of malleable media especially clay.</p> <p>Explore shape and form.</p> <p>Use a variety of tools.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Use natural resources to create a 3D sculpture experimenting with colour, depth and height.</p> <p>Understand the safety and basic care of materials and tools. · Plan, design and make models.</p> <p>Experiment with construct and join recycled, natural and man-made materials.</p> <p>Show an understanding of shape, space, and form.</p>	<p>Printing focus</p> <p>Observational drawing</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>·Plan, design, make and adapt models.</p> <p>·Sculpt and compose a body using aluminium wire and Modroc.</p> <p>Experiment with construct and join recycled, natural, and man-made materials more confidently.</p>	<p>Printing focus</p> <p>Painting/ Observational drawing focus</p>	<p>Develop an awareness of composition, scale, and proportion. Shape, form, model and join using malleable and rigid materials.</p> <p>Use a range of materials.</p> <p>Create sculpture and constructions with increasing independence.</p> <p>Plan and develop ideas. Shape, form, model and join.</p> <p>Use observation or imagination.</p>

Skills progression document

Printing

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>Printing repeating patterns.</p> <p>Experiment printing using different materials including sponges.</p>	<p>Look at printing in the past .</p> <p>newspapers.</p> <p>Use wooden to blocks to print and replicate Alma Thomas’ work.</p> <p>Make repeating patterns with everyday objects</p> <p>Create different textures using different mediums.</p> <p>Print using a variety of materials, objects, and techniques.</p>	<p>Design patterns of increasing complexity and repetition. Relief printing by carving onto polystyrene.</p> <p>Experiment with the visual elements; line, shape, pattern, and colour.</p>	<p>Produce simple Pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of paper.</p> <p>Continue to explore relief printing (including string, insulation and polystyrene tile printing).</p> <p>Create a stamp using cardboard and string.</p>	<p>Sculpture focus</p> <p>Observational Drawing focus</p>	<p>Choose the printing method appropriate to task. Lino printing using ink. Carving the aeroplane.</p> <p>Choose inks and overlay colours.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Explain a few techniques, 'including the use of poly-blocks, relief, mono and resist printing.</p>	<p>Sculpture focus</p> <p>Observational Drawing Focus</p>