

Intent

At Picknalls First School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum, as part of our Connected Curriculum, provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is important that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

We follow the National Curriculum Art and Design programme of study and as such our aims are for children to:

- 🎨 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

There are also after school clubs for Art and craft for children who particularly enjoy these disciplines and want to develop their skills further.

The appreciation and enjoyment of the arts enrich all of our lives and all work is celebrated around the school in the classroom and common area displays especially during our annual Arts Week.

Implementation

Art is delivered both through discrete lessons and with connected-curricular links made wherever possible.

- 🎨 There is a mixture of practical work and theory
- 🎨 Children have the chance to work individually and collaboratively
- 🎨 Children have the opportunity to look closely at artefacts, objects (including their own work) and talk about them with others

- 🔗 Children look closely at the natural and man-made world and record what they see
- 🔗 Children have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings that are represented in that work
- 🔗 Children are provided with a variety of materials, tools, and resources for practical work
- 🔗 Children are provided with activities which develop their experience of
- 🔗 tools, techniques, media, language, line, shape, colour, texture and pattern
- 🔗 Children are taught to use tools safely and to organise and care for materials and equipment
- 🔗 Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas

Impact

The Art curriculum experienced at Picknalls First School is of good quality, well thought out and planned to demonstrate progression. We will measure the impact of our curriculum through the following methods:

A termly assessment piece of work reflecting on standards achieved against the planned outcomes. This involves pupil and teacher assessment.

A celebration of learning during our annual Arts Week which demonstrates progression across the school.

Learning walks along with pupil discussions about their learning, which includes discussion of their thoughts, ideas and evaluations of work.

Next steps

- 🔗 To promote the use of the current assessment system, and the keeping of the necessary evidence clearly dated with the Teacher assessment and pupil assessment also dated and attached.
- 🔗 To carry out pupil learning conversations (twice yearly) focused on awareness of knowledge and skills with pupils across both Key Stages.

Appendix 1

Planning, monitoring and assessment

In the Early Years, art is integrated within the Connected Curriculum and is, therefore, topic based. Staff ensure that a range of skills are addressed throughout the year.

In Key Stages 1 and 2 Art is planned as part of the Connected Curriculum and based on the Focus Assessment Criteria. This will ensure a balanced curriculum, covering the full range of skills and media.

Key Assessment Criteria: Being an artist Key Stage 1

A year 1 artist	A year 2 artist
<ul style="list-style-type: none">• Can show how people feel in paintings and drawings.	<ul style="list-style-type: none">• Can choose and use 3 different grades of pencil when drawing.
<ul style="list-style-type: none">• Can create moods in art work.	<ul style="list-style-type: none">• Can use charcoal, pencil and pastel to create art.
<ul style="list-style-type: none">• Can use pencils to create lines of different thickness in drawings.	<ul style="list-style-type: none">• Can use a viewfinder to focus on a specific part of an artefact before drawing it.
<ul style="list-style-type: none">• Can name the primary and secondary colours.	<ul style="list-style-type: none">• Can mix paint to create all the secondary colours.
<ul style="list-style-type: none">• Can create a repeating pattern in print.	<ul style="list-style-type: none">• Can create brown with paint.
<ul style="list-style-type: none">• Can cut, roll and coil materials.	<ul style="list-style-type: none">• Can create tints with paint by adding white.
<ul style="list-style-type: none">• Can use IT to create a picture.	<ul style="list-style-type: none">• Can create tones with paint by adding black.
<ul style="list-style-type: none">• Can describe what I see and give an opinion about the work of an artist.	<ul style="list-style-type: none">• Can create a printed piece of art by pressing, rolling, rubbing and stamping.
<ul style="list-style-type: none">• Can ask questions about a piece of art.	<ul style="list-style-type: none">• Can make a clay pot.
	<ul style="list-style-type: none">• Can use different effects with an IT paint package.
	<ul style="list-style-type: none">• Can suggest how artists have used colour, pattern and shape.
	<ul style="list-style-type: none">• Can create a piece of art in response to the work of another artist.

Key Assessment Criteria: Being an artist Key Stage 2.

A year 3 artist	A year 4 artist
<ul style="list-style-type: none">• Can show facial expression in my art.	<ul style="list-style-type: none">• <u>Can show facial expressions and body language in sketches and painting.</u>
<ul style="list-style-type: none">• Can use sketches to produce a final piece of art.	<ul style="list-style-type: none">• <u>Can use marks and lines to show texture in my art.</u>
<ul style="list-style-type: none">• Can use different grades of pencils to shade and to show different tones and textures.	<ul style="list-style-type: none">• Can use line, tone, shape and colour to represent figures and forms in movement.
<ul style="list-style-type: none">• Can create a background using a wash.	<ul style="list-style-type: none">• Can show reflections in my art.
<ul style="list-style-type: none">• Can use a range of brushes to create different effects in painting.	<ul style="list-style-type: none">• Can print onto different materials using at least four colours.
<ul style="list-style-type: none">• Can identify the techniques used by different artists.	<ul style="list-style-type: none">• Can sculpt clay and other mouldable materials.
<ul style="list-style-type: none">• Can use digital images and combine with other media in my art.	<ul style="list-style-type: none">• Can integrate my digital images into my art.
<ul style="list-style-type: none">• Can use IT to create art which includes my own art and that of others.	<ul style="list-style-type: none">• Can experiment with styles used by other artists.
<ul style="list-style-type: none">• Can compare the work of different artists.	<ul style="list-style-type: none">• Can explain some of the features of art from historical periods.
<ul style="list-style-type: none">• Can recognise when art is from different cultures.	

In KS1 art work is completed and stored in art files. In KS2 sketchbooks are provided as a means of recording, investigating and experimenting with materials, images and ideas. This is kept throughout KS2 thus showing progression.

An Art assessment task is completed each term. This is evaluated by both staff and pupils throughout the school and kept in individual assessment files to show the child's progression in drawing, imagination and observation skills across the range of media.

Appendix 2

Art Assessment tasks

Prepared by Miss Tinto

Art Lead



Name _____ Age _____ Year Group _____

TERM 1

PORTRAITS

W.I.L.F.: Observational Skills (see standards ref sheet) Medium: pencil

AA –Observed representation in reasonably accurate position, size and number of drawn features.

A - Presence of recognisable features.

BA – Still at controlled scribbling stage.

CHILD SELF EVALUATION



TERM 2

MY SURROUNDINGS

W.I.L.F.: Spatial Representation (see standards ref sheet) Medium: paint

AA –Baseline placement-child arranges elements of pictures along a baseline and some attempt to relate elements to each other.

A - No baseline representation. Picture elements are random and unrelated to each other.

BA – Little recognisable pictorial elements.

CHILD SELF EVALUATION



TERM 3

OBSERVED STUDY OF FRUIT Medium: pencil drawing developed to mixed media study in paint/pastels

W.I.L.F.: Use of Media

AA –Controlled use of media supplied. Colour matching is good.

A - Controlled use of media supplied.

BA– Little control or coordination.

W.I.L.F.: Observational Skills

AA –Attempts to represent observed features of fruit.

A - Drawing of Child's preconceived idea of fruit-little evidence of observation.

BA– Little recognisable pictorial representation.

CHILD SELF EVALUATION



PICKNALLS FIRST SCHOOL - ART ASSESSMENT - KEY STAGE 1



Name _____ Age _____ Year Group _____

TERM 1

PORTRAITS

W.I.L.F.: Observational Skills (see standards ref sheet) **Medium:** pencil

AA –Accurate representation of position, size and detail of drawn features. Evidence of close observation.

A - Representation of observed features with evidence of attempts to draw sizing's and placings relative to each other.

BA –Simple representation of basic features (not accurate in relative size and place) drawing derived largely from preconceived ideas rather than observations.

CHILD SELF EVALUATION



because _____

TERM 2

MY SURROUNDINGS

W.I.L.F.: Spatial Representation (see standards ref sheet) **Medium:** paint

AA –Double baseline or other device is used to indicate spatial awareness in picture. Details drawn showing developing realism.

A - Baseline placement. Child arranges pictures along a baseline and drawn elements are related to each other.

BA –No baseline placement. Child arranges elements of picture randomly, no relationship shown.

CHILD SELF EVALUATION



because _____

TERM 3

OBSERVED STUDY OF FRUIT

W.I.L.F.: Use of Media **Medium:** pencil drawing developed to mixed media study in paint/pastels

AA –Experimentation and investigation to create effects with material supplies.

A - Controlled use of media supplied and colour matching.

BA– Little control or coordination.

W.I.L.F.: Observational Skills

AA –Accuracy of detail in representation of observed features.

A - Attempts to represent observed features evident.

BA– representation of preconceived ideas of fruit-little evidence of observation shown.

CHILD SELF EVALUATION



because _____

PICKNALLS FIRST SCHOOL - ART ASSESSMENT - KEY STAGE 2



Name _____ Age _____ Year Group _____

TERM 1

PORTRAITS

W.I.L.F.: **Observational Skills** (see standards ref sheet) **Medium:** pencil

AA –Attempts made to record the influence of light and shade on accurately positioned and sized features drawn from observation.

A - Accurate representation of position, size and detail of drawn features. Evidence of close observation.

BA –Representation of some observed features but still reliance on preconceived ideas.

CHILD SELF EVALUATION



I could improve _____

The best part of my work is _____

TERM 2

MY SURROUNDINGS

W.I.L.F.: **Spatial Representation** (see standards ref sheet) **Medium:** paint

AA –Overlapping distance created, good awareness to realism represented in work.

A - Double baseline or other device used to indicate spatial awareness in picture. Details drawn show developing realism.

BA –Baseline placement-child arranges elements of pictures along a baseline and some attempt to relate elements to each other.

CHILD SELF EVALUATION



I could improve _____

The best part of my work is _____

TERM 3

OBSERVED STUDY OF FRUIT

W.I.L.F.: **Use of Media** **Medium:** pencil drawing developed to mixed media study in paint/pastels

AA –Experimentation and investigation to create effects with material supplies.

A - Controlled use of media supplied and colour matching. **BA**–

Little control or coordination.

W.I.L.F.: Observational Skills

AA –Accuracy of detail in representation of observed features.

A - Attempts to represent observed features evident.

BA– representation of preconceived ideas of fruit-little evidence of observation shown.

CHILD SELF EVALUATION



I could improve _____

The best part of my work is _____