
ART



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

ART INTENT



At Portswood Primary School, we encourage children to be creative, imaginative and have an opportunity to explore and to confidently become proficient within art.

Art is an **expressive** and **aspirational** subject that encourages children to show **resilience** while exploring a variety of medias of art. We aim for pupils to build upon the Early Years foundations of developing their fine motor skills in creating **accurate** and **controlled marks**.

At Portswood Primary School, all children are given opportunities to **explore** and develop their expertise within drawing, painting, printing, sculpture, collage and sewing.

Through **inspiration of artists** and their work, pupils have the ability to **make** and **share** their **creative ideas**. We provide children with the skills of making **thoughtful** and **reflective** comments when discussing art work.

Our aims for art, reflect the aims of the National Curriculum. It is our intention to create artists who are **inspired by great artists**, their **experiences** and **culture**. Through art, we **celebrate** our **diverse community** by exploring a variety of cultural art and **the impact art has on society**.

ART IMPLEMENTATION



Art is taught every half term at Portswood Primary School. One unit of learning is planned for each half term. This may be taught as a discrete lesson each week or delivered in blocked units of time, to allow for children to fully embed the new skills in producing their final outcome, and allows pupils to become fully engaged in learning.



Teaching of art is often whole-class based, supported by appropriate differentiation. Occasionally teachers choose for final outcomes to be conducted through smaller group teaching to provide more specific support for the children. This is more common earlier on in the pupil's learning of art.



The teaching often follows the process of focussing on an artist study, exploring the media to be used within the unit, teaching of skills, producing the final outcome and evaluation for children within KS2. A similar approach is also adopted in KS1 but with artist study used as inspiration and to develop understanding of core artistic vocabulary. At this stage, evaluations of their experience are completed orally.



ART IMPLEMENTATION



At Portswood Primary School, we value the exploration stage of art and encourage children to manipulate and understand the material before skill learning.



In the Early Years stage, art should be part of child initiated learning and children should have plenty of opportunities to mark make and explore using a variety of media.



Expressive art and design is included within the Early Years Foundation Stage framework and teachers encourage children to mark make and experiment with colour, design, texture form and function.



Children also have the opportunity to study an artist as part of their learning. This allows the children to develop their understanding, self-expression, artistic vocabulary and ability to communicate through their experience of art.



ART

Key Skills - IMPLEMENTATION



Long term planning for Art is created so each unit is visited and revisited throughout the children's education at Portswood Primary School. The long term planning ensures all elements and aims are taught as set out in the Primary National Curriculum.



Children explore a variety of media at Portswood Primary school. These include:



Drawing



Painting



Sculpture



Textiles



Printing



Artist studies

Within these medias, the children are given time to:

- explore and manipulate the resource
- Look at an artist & discuss techniques used
- Learn key skills for the media/ artist techniques
- Produce final piece



ART

Key Skills - IMPLEMENTATION



Whole school provision for art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Printing	Sculpture (Clay)	Drawing	Painting	Collage	Sewing
Year 2	Drawing	Collage	Painting	Painting (Portraits)	Sculpture (Clay)	Sculpture (Clay)
Year 3	Weaving	Drawing	Collage	Sculpture	Printing	Painting
Year 4	Printing & Mosaic	Sculpture (Mod rock)	Painting (Aboriginal art)	Sewing	Drawing	Collage
Year 5	Painting	Printing	Drawing	Drawing	Sculpture	Sculpture
Year 6	Printing	Sculpture (Clay)	Artist study	Drawing	Painting	Painting

There should be an emphasis on the teaching and modelling of appropriate artistic vocabulary so the children are exposed to the language and encouraged to use it. The children are encouraged to use the specific vocabulary when discussing artist techniques and self and peer assessing their work.





Early Years Foundation Stage

How Art fits within the Early Years Curriculum:

Expressive Arts and Design is one of four specific areas of learning and development within the Statutory Framework for the Early Years Foundation Stage (EYFS). The framework illustrates that the development of children's artistic and cultural awareness supports their imaginations and creativity.

Children at Portwood Primary have regular opportunities to engage with the arts, enabling them to explore and play with access to a wide range of media and materials. Children have the opportunity to develop their understanding, self-expression, vocabulary and ability to communicate through the arts through both structured and child-led learning.

How is Art assessed within the Early Years Curriculum:

At the end of a child's reception year, they will be assessed against the early learning goals (ELGs). For Art, there are two elements relating to ELGs:

1. Expressive Arts and Design (creating with materials)
2. Physical Development (fine motor skills)

The **ELGs** from the **EYFS Statutory Framework** state that children should be able to:

- Hold a pencil effectively in preparation for fluent writing - using the 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.

At the age of **three to four**, the '**Development Matters**' document states that children at the expected level of development will be able to:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.



Early Years Foundation Stage

How is Art assessed within the Early Years Curriculum (continued):

By the end of **reception**, the 'Development Matters' document states that children at the expected level of development will be able to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

How Art prepares children to entry into Key Stage 1:

The skills that the children acquire from their learning in the EYFS supports the children when entering KS1 where they are expected to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- 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.

Nursery and Reception study an artist each as part of their learning, further supporting their language development and providing them with opportunities to express themselves using artistic language, which will then be built upon further in KS1.

The key skills of Art within the Early Years Curriculum:

There are 6 key skills that are built upon from the EYFS through to KS1 and KS2 are:



Drawing



Painting



Sculpture



Textiles



Printing



Artist studies

Our carefully designed curriculum allows for a clear progression of each one of these skills.



ART

Key Skills – Drawing IMPLEMENTATION



Key stage 1:

Make a variety of marks with some control

Draw accurate shapes

Make observations to inform drawing of some accurate form and space

Discuss their drawing

Use different tones and lines

Lower Key stage 2:

Discuss sketching techniques used by artists

Draw from different perspectives

Draw accurate representations using the visual element

Discuss marks used

Explain choices of pencils and tone

Use a variety of techniques such as tone, texture and shape

Upper Key stage 2:

Draw consistent marks with accurate shapes

Carefully design their outcome

Understand art vocabulary and use appropriately

Use enlarge grids and focus on position when copying

Control the pressure and movement of the pencil

Create controlled lines, marks and shading



ART

Key Skills – Painting IMPLEMENTATION



Key stage 1:

Know the 3 primary colours

Know secondary colours

Use white and black paint to tint the primary colours and know how to make the colour lighter and darker

Make different marks with a variety of brushes

Begin to name some different mark techniques and discuss marks they have seen

Lower Key stage 2:

Mix paint to match the colour they need

Use a paintbrush with control to paint

Layer texture on top of a colour

Identify mark and colours that have been used

Explain how to create tints and tones

Evaluate their technique

Compare the colour effectiveness

Upper Key stage 2:

Choose colour to express an emotion and explain why

Use colour and shape to create abstract art

Consider placement and size when painting

Understand colour reflects mood and discuss what a painting might express

Use art language when describing and explain reasons and choices for their own work

Use knowledge of perspective to support painting



ART

Key Skills – Printing IMPLEMENTATION



Key stage 1:

Make a rubbing of an object

Create different prints using hands and fingers

Create a repeating pattern out of prints

Apply an adequate amount of paint to hand and finger

Show some control when creating their print

Lower Key stage 2:

Discuss prints by discussing colour, why it has been created and repeated patterns

Print a repeated pattern accurately

Use polystyrene to press print

Design a press print

Explain how to improve a press print

Explore artists' style to influence own creation

Print with control

Ensure print is aligned, neat and smudge-free

Evaluate technique

Print a base layer and a print on top (overlay)

Compare colour effectiveness

Comment, compare and recreate aspects of an artist's work

Add finer details into design

Discuss features of mosaics

Create ideas to plan a class mosaic print



ART

Key Skills – Printing IMPLEMENTATION



Upper Key stage 2:

Discuss what makes a good print and why

Explain how their press print was made

Identify the image is printed backwards

To draw own design backwards in order to print correctly

Evaluate printing techniques and comment on their preferred method and why.

Align print onto the base layer with control

Print with accuracy and control

Identify points of rotations and reflection

Create a relief printing tile by drawing lines, cutting and using string and gluing with control for printing block

Predict final outcome of rotating pattern

Apply even, heavy pressure

Align print tile carefully with axis when rotating to ensure controlled finish

Carefully paint onto raised material

Combine 2 techniques to create different effects

Choose colour for purpose

Control the tools to create a clean finish

Evaluate on success and difficulties in the process

Use different centres of rotation



ART

Key Skills – Sculpture

IMPLEMENTATION



Key stage 1:

Manipulate the clay by shaping it in a variety of way

Hatch the clay to join pieces of clay together

Leave an impression in the clay and make a pattern by using a variety of object and tools

To select own printing tools

Begin to smooth join

Understand thickness of clay supports when joining and imprinting

Lower Key stage 2:

Discuss how they added and created effect to clay

Understand how to manipulate clay

Create correct shapes by using a variety of techniques to manipulate it

Create a sculpture to a high standard

Know what sculpture is

Manipulate newspaper for model making

Know what sculpture is

Apply the appropriate amount of mod roc for the sculpture

Upper Key stage 2:

Use paper Mache and layer with control and ensure strips are smooth

Manage the moisture of the clay

Use tools to join clay and smoothing techniques to present work with an appropriate finish

Discuss what a sculpture represent and describe it by using art vocabulary

Plan their sculpture and evaluate their work

Use artists work to contribute towards designing their abstract sculpture



ART

Key Skills – Textiles IMPLEMENTATION



Key stage 1:

Cut accurately

Cutting a variety of lines (straight, wiggly and curved)

Manipulate paper to create an effect

Draw accurate representations as part of their collage work

Begin to explain what they have done to create the manipulation of the paper (tearing, folding, rolling and scrunching)

Use a needle and thread to sew

Use running stitch to sew

Lower Key stage 2:

Sew accurately with control

Explore variety of stitches (running, cross, back and over stitch)

Cut, shape, join and finish accurately

Cut fabric and thread to size

Select appropriate thread and fabric to match mood

Identify joining techniques

Evaluate existing products

Understand different textures and vocabulary to describe the texture

Explain why they have used a specific paper 3d effect

Discuss techniques they will use and why

Weave fabric onto a loom



ART

Key Skills – Artists

IMPLEMENTATION



Early Years:

Wassily Kandinsky – Shape

Piet Mondrian – Line, shape and colour

Key stage 1:

Paul Cezanne - Painting

David Hockney- Collage

Walt Disney- Drawing

Mairi Hedderwick- Painting

Henri Matisse- Collage

Lower Key stage 2:

Monica Lee - Drawing

Klimt- Printing

Giacometti- Sculpture

Henry Moore- Sculpture

Dorothy Napangardi - Painting

Andy Warhol- Printing

Vincent Van Gogh- Painting & collage

Upper Key stage 2:

Michael Angelo- Drawing

Stephen Wiltshire – Drawing

Salvador Dali – Sculpture

Frida Kahlo – Artist study

ART IMPACT



At Portswood Primary School, we pride ourselves in providing opportunities for children to explore using high quality resources so that the children are inspired to produce high quality outcomes. We also understand the value of celebrating work and ensure the children's fantastic outcomes are displayed around the school and during celebration assemblies.

Children are always enthusiastic and positive when participating in their art units. The children are often excited to develop their artistic skills and be given the chance to be creative. This has been noted during the children's participation of subject and willingness to persevere.

There is a variety of media within art that the children explore during their education and teaching of art. This allows for the children to work on skills and with materials they may not have had access to in other areas of life such as clay and Modroc. This can also contribute towards the children developing new interests which is encouraged through the use of a variety of resources during discovery time within Early Years and KS1. In addition, children have had access to clubs to develop their artistic skills such as sewing and colouring clubs to develop fine motor skills within KS1 and arts and crafts club in KS2.

The children's journey of developing their skills within a particular unit is evident throughout their outcomes and within their sketchbooks. It is apparent that the children use their knowledge of a specific artist, and the enhanced skills they have received through quality teaching, to influence and inspire their final outcomes.

ART IMPACT



The different media are revisited throughout the children's education at Portswood Primary School which allows for clear progress. For example, in Year 1 children use their hands to print a picture of an animal. This is their first introduction into exploring different prints parts of the hand creates and creating repeated patterns of prints and colours. Children in Year 3, then develop their printing skills by using polystyrene tiles to print and create a class mosaic. The children build on their new printing style and develop aligning the print while also focusing on creating an overlay print using a contrasting colour. Printing is then revisited in Year 6 where pupils design and make their own relief printing tile and use this to create a rotational print pattern.

The quality of teaching in art is high and teachers use their own subject knowledge to support the children in their progress. Teachers understand art can be tricky for some children and therefore, consistently motivate and support the children in developing a resilient attitude towards their work.

Planning for each art unit is adapted from the MTP. The short term planning consist of lessons introducing an artist and focusing on their work and techniques. Then children are given the opportunity to explore with the specific material of the unit and then taught new skills to develop upon their existing skills. Often in KS2, pupils are then given an opportunity to plan their own ideas to create their final art work for the unit by using their developed skills and influenced by the artist study. Finally, the children create their final piece to high quality standard.

Planning is differentiated to accommodate and support the needs of all pupils. This is clearly seen in children's books along with specific feedback to develop future work.

ART IMPACT



Reviews of Teaching and Learning in 2019-20 made the following observations about art:

The art curriculum is well established in the phase and pupils achieve well. The vision is clear and is underpinned by a skills progression including for clay, drawing and painting. For example, the subject leader was able to show progression in skills from Year 1 to Year 3 to Year 6 in clay and how her work sampling had identified strong outcomes and where outcomes needed to improve.

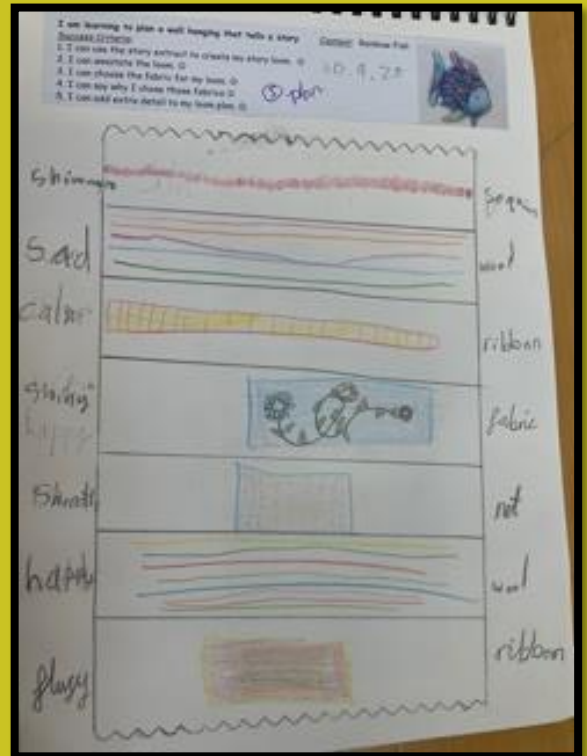
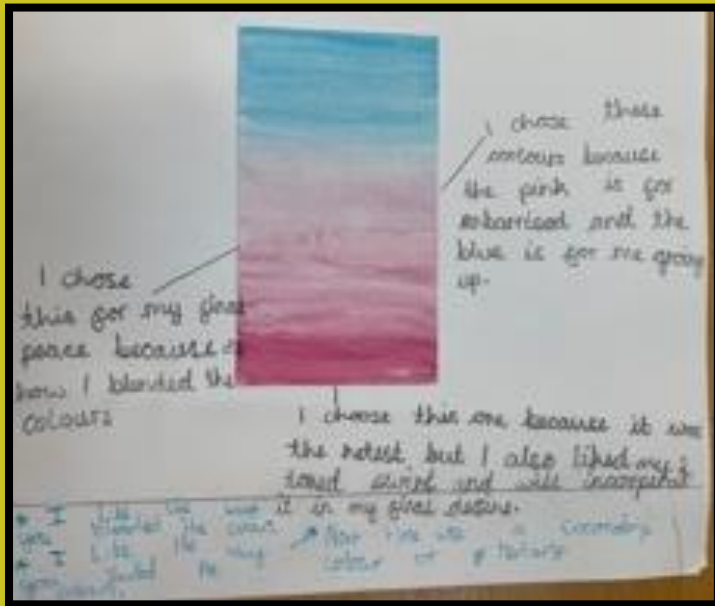
Learning walks showed that lessons reflect the curriculum ethos such as the work on Islamic art being based upon pupil experience. The MTP provides a sequence of lessons in each unit which build upon previous artistic knowledge and skills.

Pupils display positive attitudes to art and the sketch books reflect high expectations and the development and application of skills. Pupils say how much they enjoy 'drawing, sculpting and painting'. They see the value of mark making – 'I can see now how the mark making I did in Year 1 and 2 helps with me drawing in Year 6. It was the first step in being a professional artist'. Pupils are able to remember artists they have studied and talk about the work they produced based on these artists.

ART IMPACT



By the time pupils leave Portswood Primary School, they are be able to generate their own ideas to influence their planning stage of their design. This should be able to be communicated effectively to others.





Wednesday 23rd June

I am learning about an artist
 Context - Van Gogh

Describe/Describe

1. I know who Van Gogh is.
2. I can describe Van Gogh's work.
3. I can accurately match the artist

dots

Cross hatching

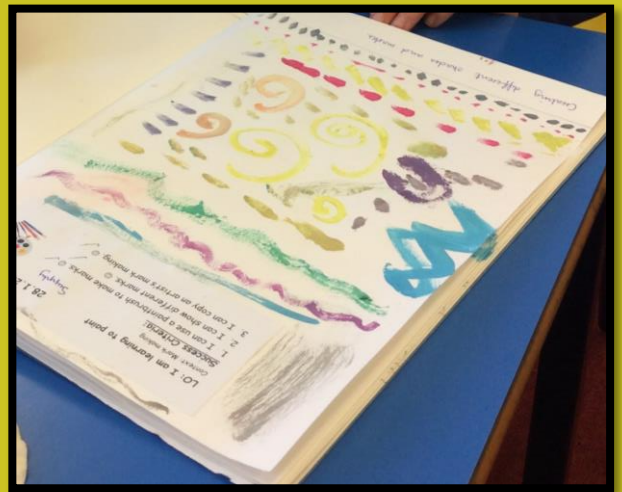
lines

hatching

shading

Sun surrounding

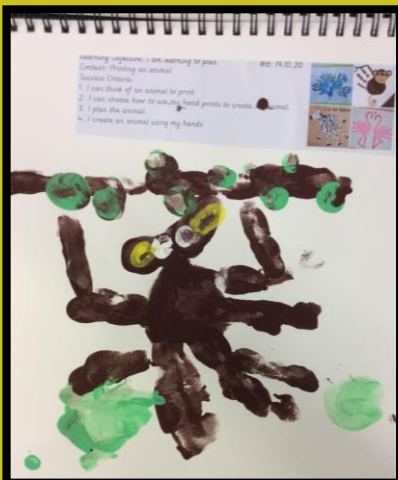
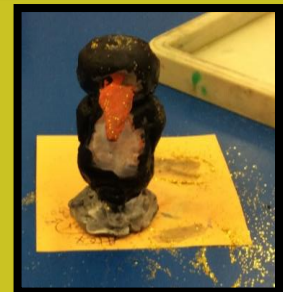
I like Van Gogh's painting because ^{are colours} the painting ^{are bright} is ~~so~~ and the colours



ART IMPACT



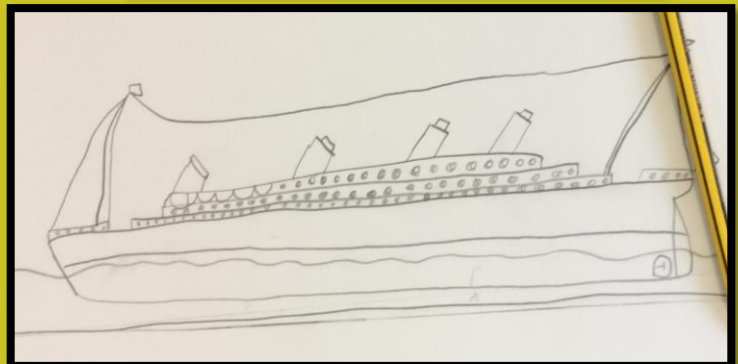
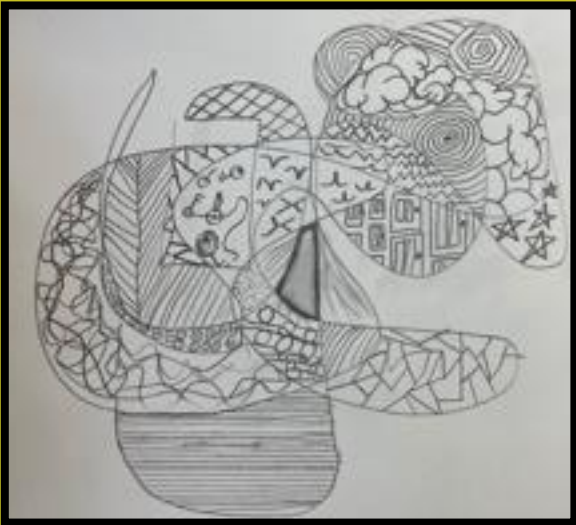
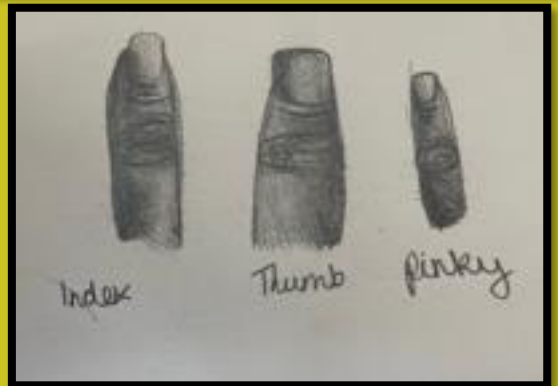
By the time pupils leave Portswood Primary School, they can express their creativity through the media of drawing, sculpture, painting, printing and sewing.



ART IMPACT



By the time pupils leave Portswood Primary School, they can make accurate and controlled marks when drawing in order to produce high quality work.



ART IMPACT



By the time pupils leave Portswood Primary School, they can make accurate and controlled marks when printing in order to produce high quality work.



ART IMPACT



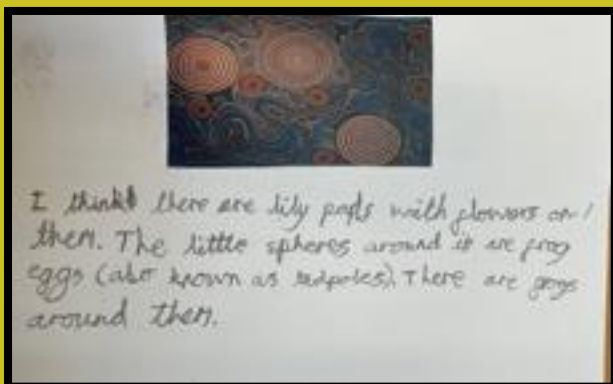
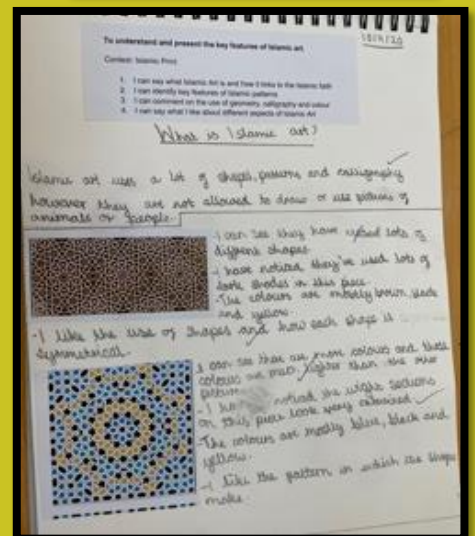
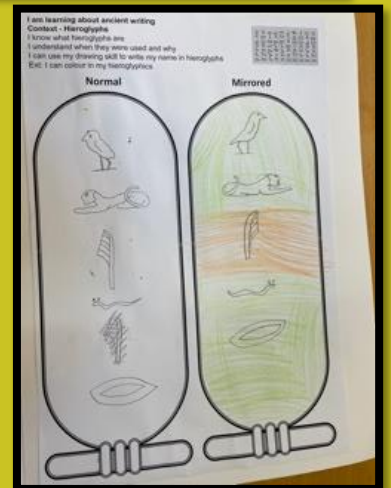
By the time pupils leave Portswood Primary School, they can make accurate and controlled marks when painting in order to produce high quality work.



ART IMPACT



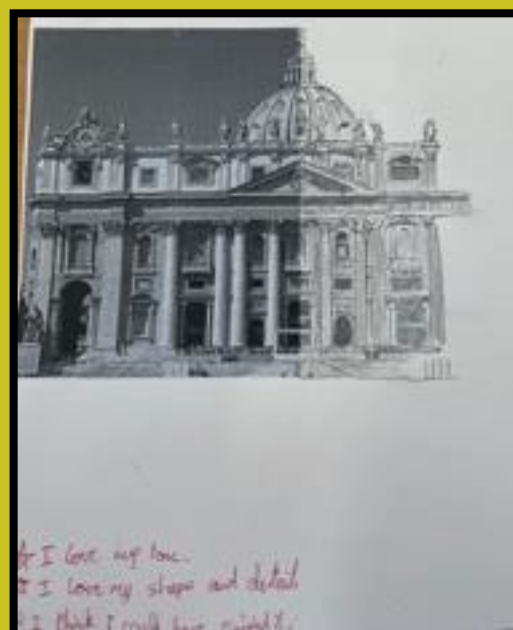
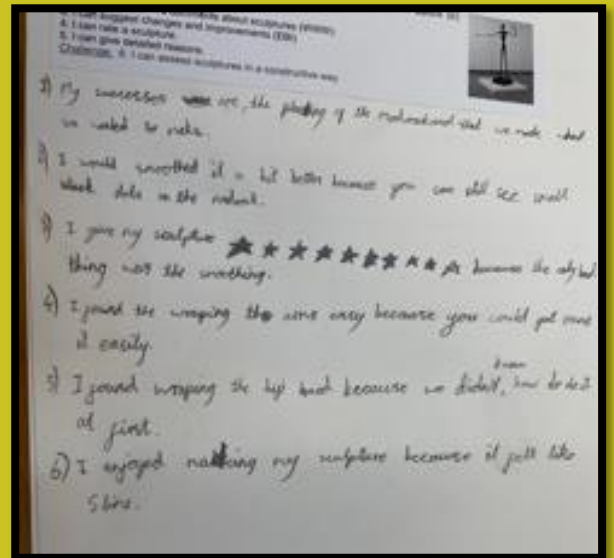
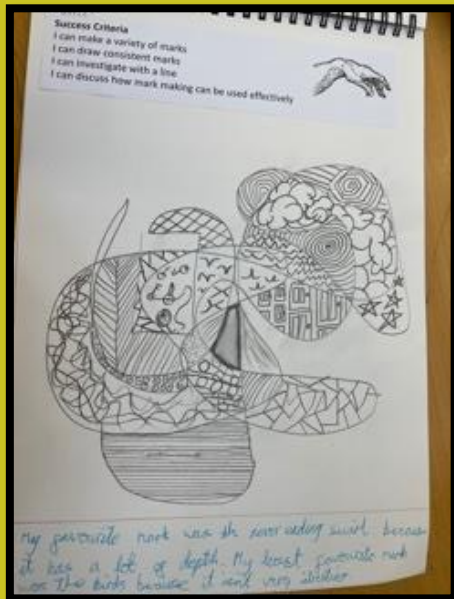
By the time pupils leave Portswood Primary School, they will explore a variety of art from different cultures and be influenced by these to create personal artwork.



ART IMPACT



By the time pupils leave Portswood Primary School, they can evaluate the success of their designs and art work.



ART

IMPACT – Pupil Voice



Michel Angelo is my favourite artist that we studied this year. He painted the Sistine Chapel!

An expression of emotion -you are in another world and you can do or create whatever you want.

You can achieve and believe in your own goals for art and be successful.

It's hard to be an artist but you need to practise and keep trying really hard.

My favourite art lesson was drawing portraits because there's lots of ways to draw and you can use techniques like smudging and shading.

We learn about artist and art from all around the world so that we can see different styles of art and use that in what we make and create

Artist are creative and unique. They can create anything because of their unique brains!

Art Week - Platinum Jubilee



For art week, we celebrated as a school by theming the event around the Queen's Platinum Jubilee; leading up to our street party. Nursery through to Year 6 took part in creating Jubilee-themed art over 4 days. Reception to Year 6 each had an artist visit and run workshops with the children and staff. They had the opportunity to explore a variety of media with the artists including: origami, clay, macrame, brusho art and illustration.

Both children and staff took part in completing whole-school art projects such as a large collage of the Queen and some smaller portraits of the Queen, which were displayed at the street party.

IMPACT – Pupil Voice

I loved that we could all be together as a class and spend time doing art and having fun.

I liked art week because we had the freedom to do different art in different media.

I really enjoyed art week because I didn't just do art, I got to learn about artists and discover more about different types of art.

I wish every week was art week – I loved it!

When something was challenging, we had to be resilient and independent and also use teamwork.

I enjoyed doing my portrait of the Queen, but it was hard because I wanted to get the shape and colour right. But I tried to do it bit by bit, a stroke at a time. I am really proud of it.

During art week I got better at art and improved my skills, and also I learnt about different types of art.

ART

Art Week - Platinum Jubilee



ART

Arts Week – Cultural Diversity



The children experienced a wide range of art activities during their arts week.

KS2 had a special visit from a local artist, Will Rosie, also known as 'Mr Mosaic'.



The whole school had many other visitors too. Local visitors, coaches and expert parents ran fantastic workshops allowing the children (and teachers) to experience and enjoy a huge range of activities. The workshops explored different cultures within art, dance, music and drama.

Many cultures were shared, and many brilliant pieces of art were produced as a result!



Each child created a self-portrait for a whole-school collaborative piece. See our display below:

