

## Beaufront First School Long-Term Plan: Art

Intent	Implementation	Impact
<p>The Art Curriculum at Beaufront meets the requirements of the National Curriculum, is informed by planning from Kapow, and is enriched by teacher-knowledge, by following children's interests, and with whole-school termly 'Take One Picture' weeks. This curriculum ensures that children are able to:</p> <ul style="list-style-type: none"> <li>• Produce creative works, exploring and recording their ideas and experiences.</li> <li>• Develop the skills of drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Develop the language for discussing art.</li> <li>• Use the language of art, craft and design to evaluate and analyse works of art, including their own and their peers.</li> <li>• Develop knowledge of great artists, craft makers and designers, and to understand the historical and cultural development of their forms of art.</li> <li>• Be an artist - 'every child an artist'.</li> </ul> <p>Children will develop their skills through the strands of:</p> <ul style="list-style-type: none"> <li>• Making Skills (including formal elements - line, tone, shape, colour, form, pattern, texture).</li> <li>• Knowledge of Artists.</li> <li>• Evaluating and Analysing.</li> <li>• Generating Ideas</li> <li>• Using Sketchbooks (Recording and Exploring Ideas and Experiences)</li> </ul>	<p>All children will engage in weekly Art lessons for 3 half-terms per year, which will be supplemented and complemented by the Design and Technology Curriculum, focused 'Take One Picture' weeks once per term, and cross-curricular themed weeks. Our inclusive and enriched curriculum enables all children to experience and engage with Art through:</p> <ul style="list-style-type: none"> <li>• Carefully planned sequences of lessons including theoretical and practical learning opportunities, designed to develop the knowledge, understanding and skills needed to engage fully with Art and to embrace the culture of 'every child an artist'.</li> <li>• Carefully planned, varied and appropriate resources and enriched learning experiences, which will include visits to art galleries and exhibitions both indoors and outdoors, visitors from a range of artists, and themed weeks designed to equip the children with knowledge of important artists and an understanding of the different forms of art in our world.</li> </ul> <p>Children's progress in Art will centre around the interplay between practical, theoretical and disciplinary knowledge. Children will also build skills in relation to:</p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Problem Solving</li> <li>- Creativity</li> <li>- Planning</li> </ul>	<p>Through a focused, inspiring and enriched Art Curriculum children are able to:</p> <ul style="list-style-type: none"> <li>• Enjoy and be inspired by art in various forms.</li> <li>• Respond to art by imitating, innovating, and inventing.</li> <li>• Engage with art by asking questions, interpreting and critiquing works of art.</li> <li>• Use a range of mediums and techniques to share their own ideas, experiences and imagination.</li> <li>• Explore and experiment with different forms of art.</li> <li>• Experience art in different forms and contexts.</li> <li>• Know more about artists and great works of art.</li> <li>• Compare and contrast different works and forms of art.</li> <li>• Collect and record their own creative works of art in sketchbooks and digital portfolios.</li> <li>• Enjoy opportunities to display and share their art with a wider audience.</li> <li>• Understand and appreciate the historical and cultural significance of artists, works of art, and forms of art.</li> <li>• Appreciate the importance of art in a global context.</li> </ul>

<p>Through a rich, challenging and engaging Art Curriculum, children will therefore build:</p> <ul style="list-style-type: none"> <li>a) Substantive knowledge - practical and theoretical knowledge encompassing methods and techniques, media and materials, and formal elements, knowledge of artists, and how to consider meanings and interpret works of art.</li> <li>b) Disciplinary knowledge - considering the big questions about art including how art is studied, discussed and judged.</li> </ul> <p>This will enable all pupils to be engaged, inspired and challenged. All pupils will enjoy high quality creative learning and exploration opportunities, enabling them to experiment, to be inventive and innovative, and to create their own works of art. Pupils will also develop their critical thinking skills and will be able to see the wider global impact of art in terms of the historical and cultural significance of great works of art and their creators.</p>	<ul style="list-style-type: none"> <li>- Adapt</li> <li>- Leadership</li> <li>- Teamwork</li> </ul>	
Art Curriculum Objectives		
EYFS	KS1 (Year 1 & 2)	KS2 (Year 3 & 4)
<p><b>ELGs</b> <i>Communication and Language</i></p> <ul style="list-style-type: none"> <li>● Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>● Participate in small group, class and</li> </ul>	<p><i>Methods, Techniques, Media and Materials</i></p> <ul style="list-style-type: none"> <li>● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures → Further demonstrate increased control with a greater range of media.</li> <li>● Make choices about which materials to use to create an effect.</li> <li>● Develop observational skills to look closely</li> </ul>	<p><i>Methods, Techniques, Media and Materials</i></p> <ul style="list-style-type: none"> <li>● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>● Use hands and tools confidently to cut, shape and join materials for a purpose → Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> </ul>

<p>one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><i>Physical Development</i></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> <p><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p>Children in EYFS will also have the opportunities to be challenged by linking their experiences of art to other subjects and global considerations, such as historical and cultural significance and insights.</p> <p><b>Specific Objectives</b></p> <p><i>Methods, Techniques, Media and Materials</i></p> <ul style="list-style-type: none"> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</li> <li>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> </ul>	<p>and reflect surface texture → Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <ul style="list-style-type: none"> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul> <p>(National Curriculum: To use a range of materials creatively to design and make products; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.)</p> <p><i>Knowledge of Artists</i></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</li> <li>Understand how artists choose materials based on their properties in order to achieve certain effects.</li> <li>Talk about art they have seen using some appropriate subject vocabulary.</li> <li>Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>Create and critique both figurative and abstract art, recognising some of the techniques used.</li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul> <p><i>Evaluating and Analysing</i></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own</li> </ul>	<ul style="list-style-type: none"> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion → Apply observational skills, showing a greater awareness of composition and demonstrating.</li> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p>(National Curriculum: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.)</p> <p><i>Knowledge of Artists</i></p> <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> <li>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</li> <li>Consider how to display art work, understanding how artists consider their</li> </ul>
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<ul style="list-style-type: none"> <li>● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>● Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>● Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul> <p><i>Knowledge of Artists</i></p> <ul style="list-style-type: none"> <li>● Enjoy looking at and talking about art.</li> <li>● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>● Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>● Recognise that artists can be inspired by many things.</li> </ul> <p><i>Evaluating and Analysing</i></p> <ul style="list-style-type: none"> <li>● Talk about their artwork, stating what they feel they did well.</li> <li>● Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul> <p><i>Generating Ideas</i></p> <ul style="list-style-type: none"> <li>● Talk about their ideas and explore different ways to record them using a range of media.</li> </ul> <p><i>Sketchbooks</i></p> <ul style="list-style-type: none"> <li>● Experiment in an exploratory way.</li> </ul>	<p>and others' artwork.</p> <ul style="list-style-type: none"> <li>● Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> <li>● Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>● Begin to talk about how they could improve their own work.</li> <li>● Talk about how art is made.</li> </ul> <p>(National Curriculum: Pupils should be taught 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.)</p> <p><i>Generating Ideas</i></p> <ul style="list-style-type: none"> <li>● Explore their own ideas using a range of media → Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><i>Sketchbooks</i></p> <ul style="list-style-type: none"> <li>● Use sketchbooks to explore ideas → Experiment in sketchbooks, using drawing to record ideas.</li> <li>● Use sketchbooks to help make decisions about what to try out next.</li> </ul> <p>(National Curriculum: To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.)</p>	<p>viewer and the impact on them.</p> <ul style="list-style-type: none"> <li>● Use subject vocabulary confidently to describe and compare creative works.</li> <li>● Understand how artists use art to convey messages through the choices they make.</li> <li>● Work as a professional designer does, by collating ideas to generate a theme.</li> </ul> <p>(National Curriculum: Pupils should know about great artists, architects and designers in history.)</p> <p><i>Evaluating and Analysing</i></p> <ul style="list-style-type: none"> <li>● Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>● Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li> <li>● Begin to carry out a problem-solving process and make changes to improve their work.</li> <li>● Use more complex vocabulary when discussing their own and others' art.</li> <li>● Discuss art considering how it can affect the lives of the viewers or users of the piece.</li> <li>● Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p>(National Curriculum: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; Pupils should know about great artists, architects and designers in history.)</p> <p><i>Generating Ideas</i></p>
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<b>Big Questions</b>		
<b>What is art?</b> <b>Why do people make art?</b> <b>How do people talk about art?</b>		

Programme of Study - Overview			
	EYFS	KS1	KS2
<b>Autumn 1A</b>	Drawing: Marvellous Marks	Drawing: Make your Mark	Drawing: Growing Artists
<b>Autumn 2A</b>			
<b>Spring 1A</b>	Craft and Design: Let's Get Crafty	Painting and Mixed Media: Life in Colour	Drawing: Power Prints

Programme of Study - Overview			
	EYFS	KS1	KS2
Spring 2A			
Summer 1A	Painting and Mixed Media: Paint my World	Sculpture and 3D: Clay Houses	Craft and Design: Fabric of Nature
Summer 2A			
Autumn 1B			
Autumn 2B	Sculpture and 3D: Creation Station	Craft and Design: Map it Out	Sculpture and 3D: Abstract Shape and Space
Spring 1B			
Spring 2B	Light and Colour: Suncatchers	Painting and Mixed Media: Colour Splash	Painting and Mixed Media: Light and Dark (Plato's Cave)
Summer 1B			
Summer 2B	Natural Materials: Salt Painting	Sculpture and 3D: Paper Play	Craft and Design: Viking Patterns

Take One Picture Termly Enrichment Weeks		
	Cycle A	Cycle B
Autumn Term	Vincent van Gogh (Post-Impressionist painter)	Leonardo da Vinci (Renaissance painter, sculptor)
Spring Term	Gustav Klimt (Symbolist painter)	Claude Monet (Impressionist painter)
Summer Term	Faith Ringold (Abstract painter and mixed media sculptor)	Georgia o'Keefe (Modern painter)