

To deliver a curriculum where language acquisition, reading, writing and arithmetic is the bedrock of learning

What does Art & Design look like at Vicarage Primary School?

At Vicarage School our Art curriculum is informed by the National Curriculum and is taught by a Specialist Art Teacher.

We believe that Art and Design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to explore, experiment, invent and create their own art, craft and design.

Pupils learn about great artists, historical and cultural development of art forms.

Pupils develop a range of medium, such as drawing, painting, sculpture and other art, craft and design techniques. These skills are recalled and practised to develop pupil's deeper understanding. So that as pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Pupils are taught to develop their confidence and given opportunities to transfer their understanding of the skills by making links with their learning in other curriculum areas.

Special Educational Needs Disability (SEND) have an additional music lesson by the Art specialist teacher, providing pupils with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Our Art curriculum is based on three key threshold concepts,

Media: Develop ideas

Visual Element: Master techniques

Take inspiration from the greats

These concepts are the 'big ideas' that shape our pupil's thinking within the subject. The same threshold concepts are explored and revisited in each unit of work in every year group. This enables pupils to gradually increase their contextual knowledge and opens a door into a new way of thinking about something and therefore enhances the ability to master the subject.

Art contributes to the three core values at Vicarage, resilience in risk taking, excellence in being inventive and respect in each other's ideas and decision making.

What do the children enjoy about Art & Design at Vicarage Primary School?

"I learnt to work as team and make decisions together".

"I enjoy lessons as I get to draw and make things".

"I look forward to my art lessons each week."

Art & Design at Vicarage School

To deliver a curriculum where cultural capital, diversity and inclusivity is celebrated

Examples of learning and enrichment activities at Vicarage Primary School.

At Vicarage Primary School, Pupils learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils have a chance to develop their artistic creativity in a range of enrichment activities.

Pupils work from Nursery to Year 6 are displayed and celebrated in the Art Matters Exhibition, at the University of East London.

Pupils in Year 4 took part in Tate Britain Art project. Organised by the artist Sir Steve McQueen.

Pupils in Year 3 attend workshop about Spain. This links well with the artist, Pablo Picasso.

Pupils are invited to join the afterschool Art Club to further develop their passion and skills.

Educational visits are planned effectively throughout the year to enhance what pupils are learning in class.

To deliver a curriculum for lifelong learning

Reasons for learning Art & Design.

Art and Design is a vital and integral part of pupil's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society.

Art and Design contributes to pupil's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around and fire up their imagination. Learning Art is a fundamental means of personal expression.

The Art & Design curriculum helps develop pupils critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Learning Art and Design will inspire the next generation of artists, designers, engineers, creators and cultural leaders that are vital to our future.

We measure the impact of our curriculum through the following methods:

- ✓ Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- ✓ Summative assessment of pupil discussions about their learning.
- ✓ Images and videos of pupil's practical learning.
- ✓ Interviewing the pupils about their learning (pupil voice).
- ✓ Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- ✓ Annual reporting of standards across the curriculum.
- ✓ Marking of written work in books.
- ✓ Subject portfolio which shows learning across the whole school.

Art and Design - Drawing

<p>Skills</p>	<p>Draw on different surfaces and coloured paper</p> <p>To be able to hold and use drawing tools correctly</p> <p>Explore in different patterns and textures from observations and imagination</p>	<p>To experiment with a variety of media i.e. charcoal, oil pastels, chalk pastels</p> <p>To explore a range of tones using different mediums</p> <p>To combine mediums with different effects</p> <p>To learn how to fill in the whole page</p> <p>To be able to record simple shapes from observation</p>	<p>To continue in exploring with range of drawing mediums on different surface</p> <p>To explore a range of tones using different mediums</p> <p>To control the types of marks made with the range of media</p> <p>To draw on a smaller or larger scale</p> <p>To begin to add detail to line drawings</p>	<p>To be confident in using a variety of tools and surfaces</p> <p>To investigate tone by drawing light/dark, dark to light</p> <p>To create different marks and lines with different tools on different scale</p> <p>To begin and develop composition, scale and proportion</p>	<p>To be confident in using a variety of tools and surfaces</p> <p>To explore ways in which tone, texture and surface detail may be added</p> <p>To create different marks and lines with different tools on different scale</p> <p>To develop and understand composition, scale and proportion</p>	<p>To work with extended range of drawing such as charcoal and ink.</p> <p>To explore ways in which tone, texture and surface detail may be added</p> <p>To investigate proportions</p> <p>To introduce perspective, fore/back and middle ground</p>	<p>To use a range of mediums on a range of background</p> <p>To develop further drawings of three dimension and perspective</p> <p>To investigate proportions</p> <p>To show awareness of space</p> <p>Key vocabulary to demonstrate knowledge</p> <p>To develop their own style using tonal contrast and mixed media</p>
<p>Key Vocabulary</p>	<p>Thin Thick Light Dark Strong Soft Hard</p>	<p>Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature</p>	<p>Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life</p>	<p>Frame Position Boundary Label Line Symbol Practical Impractical Change Improve</p>	<p>Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality</p>	<p>Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality</p>	<p>Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint</p>
<p>EYFS</p>							
<p>Year 1</p>							
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<p>Year 6</p>							

Art and Design - Painting

Skills	<p>To explore in developing range of mark makings using fingers, brush, sticks, feathers</p> <p>To explore in developing techniques such rolling, splashing, dripping on different surface</p> <p>To develop language relating to paint and colour</p>	<p>To be able to recognise the names of primary and secondary colours</p> <p>To be able to mix primary colours to make secondary colours</p> <p>To investigate mark making for particular effect</p> <p>To explore making light and dark colours</p> <p>To be able to understand and practice using equipment correctly</p>	<p>To be able to mix primary colours to make secondary colours</p> <p>To explore in creating textures with different tools</p> <p>To begin to create shades and tones using black and white</p> <p>To be able to select and use different brushes</p> <p>To be able to understand and practice using equipment correctly</p>	<p>To develop further in colour mixing to create different shades and tones</p> <p>To experiment with tools and techniques such as layering, mixing media, scrapping through.</p> <p>To work on a range of scale and surface</p> <p>To develop fine brush strokes</p> <p>To use a variety of tools and techniques including different brush sizes and types</p>	<p>To be confident to create different effects and textures with paint</p> <p>To experiment with tools and techniques such as layering, mixing media, scrapping through.</p> <p>To work on a range of scale and surface</p> <p>To develop fine brush strokes</p> <p>To begin to start developing their own style of painting</p>	<p>To be able to work on paint surface with other media such as chalk pastels, oil pastels, charcoal</p> <p>To be able to show the effect of light/dark, colour, texture and tone</p> <p>To develop fine brush strokes</p> <p>To work on a range of scale and surface</p> <p>To begin in developing their own style of painting</p> <p>To use sketchbooks to collect, record and plan for future works</p>	<p>To control and experiment with tones, shades and mood and build on previous knowledge</p> <p>To work on a range of scale and surface</p> <p>To develop fine brush strokes</p> <p>To be independent in selecting their own tools, materials and techniques</p> <p>To use sketchbooks to collect, record and plan for future works</p>
Key Vocabulary	Light Dark Bright, Dull Colourful	Blend Bright Primary Secondary Warm Vibrant Deep	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middleground	Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon	Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
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Year 6							

Art and Design - Printing

Skills	<p>To be able to name shapes, textures and colours</p> <p>To be explore in taking rubbings of leaf, brick, coin</p> <p>To develop simple patterns by using objects</p> <p>To be able to discuss the names of shapes, patterns and textures</p>	<p>To be able to produce rubbings from textures</p> <p>To experiment with amount of paint and develop control</p> <p>To be able to apply ink onto shapes or surface to experiment with printing</p> <p>To create repeated patterns and explore textures – with found materials</p>	<p>To explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge</p> <p>To experiment with amount of paint and develop control</p> <p>To be able to apply ink onto shapes or surface to experiment with printing</p> <p>To create repeated patterns and explore textures – with found materials</p>	<p>To be able to recreate images through relief</p> <p>To revisit previous skills learnt, work independently and collaboratively</p> <p>To be able to use two colour inks printing</p> <p>Replicate patterns from observation</p> <p>Make repeated patterns with precision</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>	<p>To use sketchbook to plan and develop simple ideas</p> <p>To be able to use two colour inks printing</p> <p>To be able to demonstrate experience in fabric printing</p> <p>To be able to describe techniques and processes</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>	<p>To use sketchbook to plan and develop simple ideas</p> <p>To be able to use two colour inks printing</p> <p>To investigate and develop from paper printing to fabrics</p> <p>To design and create a motif turn into printing</p> <p>To be able to describe techniques and processes</p>	<p>To use sketchbook to plan and develop simple ideas</p> <p>To investigate with three colour ink printing</p> <p>To make a design and explore in arranging, ordering, repeating and overlaying patterns</p> <p>To explore using pen, ink or other mediums to work into prints</p>
Key Vocabulary	<p>Print Repeat Patterns Shapes</p>	<p>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth</p>	<p>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p>	<p>Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image</p>	<p>Pounce Linear Register Block Manipulate Repeat Continuous Cylinder</p>	<p>Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy</p>	<p>Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition</p>
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

Art and Design - Sculpture

Skills	<p>To explore in using a range of materials such as clay, playdough</p> <p>To be able to cut shapes including using scissors and other tools</p> <p>To be able to build and construct using a variety of objects</p> <p>To explore in using clay and develop simple techniques</p> <p>To be able to use language to explain skills and techniques</p>	<p>To be able to use tools and equipment safely and in correct way</p> <p>To be able to shape, form and construct and model from observation and imagination</p> <p>To be able to construct using different materials</p> <p>To be able to create patterns and textures</p> <p>To be able to use language to explain skills and techniques</p>	<p>To be able to use tools and equipment safely and in correct way</p> <p>To be able to shape, form and construct and model from observation and imagination</p> <p>To be able to construct using different materials</p> <p>To demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>To be able to use language to explain skills and techniques</p>	<p>To use equipment and media with increasing confidence.</p> <p>Construct a simple base for extending and modelling other shapes</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>To be able to use language to explain skills and techniques</p>	<p>To use ideas to make sculpture from observation</p> <p>To be able to experience in relief and freestanding work using different range of media</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>To be able to use language to explain skills and techniques</p>	<p>To plan and design and make models from observation or imagination</p> <p>To be able to experience in relief and freestanding work using different range of media</p> <p>To be able to use language to explain skills and techniques</p> <p>To use clay to create a form from observation and explore different techniques and impressing details</p>	<p>To plan and design and make models from observation or imagination</p> <p>To create sculpture, both small and large scale</p> <p>To build from using wires to create form and covered with newspapers and Modroc</p> <p>To be able to use language to explain skills and techniques</p> <p>To use clay to create a form from observation and explore different techniques and impressing details</p>
Key Vocabulary	<p>Sculpture Fold Bend Clay</p>	<p>Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture</p>	<p>Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture</p>	<p>Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional</p>	<p>Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p>	<p>Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief</p>	<p>Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance</p>
EYFS							
Year 1							
Year 2							
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Year 4							
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Year 6							

Art and Design - Textile

Skills	<p>To become familiar with using a variety of textile and fabric</p> <p>To experience in simple weaving using paper and twigs</p> <p>To explore in using fabric collage to create a decorative piece</p>	<p>To be able to develop basic skill in weaving and understand the process and techniques</p> <p>To apply shapes with glue or by stitching</p> <p>To apply decoration using beads, buttons, feathers etc</p> <p>To explore in different ways of decorating</p>	<p>To be able to develop basic skill in weaving and understand the process and techniques</p> <p>To develop in gaining confidence on simple stitching</p> <p>To be able to cut threads and fabrics</p> <p>To apply decoration using beads, buttons, feathers etc</p> <p>To explore in different ways of decorating</p>	<p>To be able to control stitching and produce different stitching</p> <p>To apply decoration using beads, buttons, feathers etc</p> <p>To continue to gain experience in applying colour with printing.</p> <p>To be able to incorporate other materials into the woven design</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas</p>	<p>To be able to control stitching and produce different stitching with complex patterns</p> <p>To develop prints onto fabrics and explore techniques and effects</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas</p>	<p>To develop decorative prints and paint effects on fabrics</p> <p>To use variety of techniques to create different textural effects, e.g. printing, stitching, dyeing</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas</p>	<p>To be able to explore techniques to create an image or artefacts and decorate</p> <p>Experiment with a variety of techniques.</p> <p>To use a number of different stitches creatively to produce different patterns and textures.</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas</p>
Key Vocabulary	Cutting Weave	Fabric Colour Pattern Shape Texture Sew Weave Mixed media Collage Appliqué Layers Combine Opinion Fur Silk Tweed Satin Net	Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool Yarn Mixed media Weave Collage Appliqué Layers Combine Opinion Thread Net Fur Tweed Silk Satin	Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding	Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract	Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view	Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic
EYFS							
Year 1							
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Year 3							
Year 4							
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Year 6							

Art and Design - Collage

Skills	<p>To become familiar with a range of different collage materials</p> <p>Create simple collages, layering different materials and fabrics</p> <p>To develop a basic vocabulary to describe the qualities of different materials</p> <p>To investigate different ways materials can be applied and make a simple, experimental collage</p>	<p>To develop cutting, tearing and layering paper to create different effects</p> <p>To explore a variety collage material and make a randomly textured collage, building on previous experimental experience</p> <p>Create and arrange shapes appropriately</p> <p>To develop language to explain the ideas of arrangements and use of materials.</p>	<p>To develop cutting, tearing and layering paper to create different effects</p> <p>Arrange and glue materials to different backgrounds</p> <p>To explore a variety collage material and make a randomly textured collage, building on previous experimental experience</p> <p>Create and arrange shapes appropriately</p> <p>To develop language to explain the ideas of arrangements and use of materials.</p>	<p>To explore collage materials in different ways to achieve different effects, exploring texture</p> <p>To explore other ways of developing cutting, tearing, folding, scrunching</p> <p>To incorporate other mediums such as paint, drawing and prints</p> <p>To adapt their ideas and explaining their choices with an appropriate vocabulary</p>	<p>To experiment other ways of arranging collage and techniques</p> <p>To explore other ways of developing cutting, tearing, folding, scrunching</p> <p>To incorporate other mediums such as paint, drawing and prints</p> <p>To adapt their ideas and explaining their choices with an appropriate vocabulary</p>	<p>To extend the use of collage materials revisiting texture, pattern and shape</p> <p>To use fabrics and other mediums to create a 2D or 3D structure</p> <p>To incorporate other mediums such as paint, drawing and prints</p> <p>To adapt their ideas and explaining their choices with an appropriate vocabulary</p>	<p>To extend the use of collage materials revisiting texture, pattern and shape</p> <p>To use fabrics and other mediums to create a 2D or 3D structure</p> <p>To incorporate other mediums such as paint, drawing and prints</p> <p>To adapt their ideas and explaining their choices with an appropriate vocabulary</p>
Key Vocabulary	Cutting Shapes Sticking Texture	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy	Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background
EYFS							
Year 1							
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Year 4							
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