



## Art at Moorside

### National Curriculum:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Moorside Primary School and Nursery, we embrace the aims of the National Curriculum Programme of Study for Art and Design.

<b>Our Intent:</b>	<b><i>Children to acquire expressive skills that will positively impact on their creativity throughout their lives. We want children to enjoy expressing their ideas in their own unique style and critically analyse art from other cultures and the work of artists and craftsmen.</i></b>		
	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Use artwork to record ideas, observations and experiences</li> <li>• Explain what he/she likes about the work of others</li> <li>• Know the names of tools, techniques and elements that he/she uses</li> <li>• Pupils should know 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>• Compare and recreate form of natural and manmade objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>• Mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>• Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>• Adapt his/her own final work following feedback or</li> </ul>

		<ul style="list-style-type: none"> <li>• Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>• Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Use a variety of techniques e.g. marbling, silkscreen and cold water paste</li> <li>• Print on fabrics using tie-dyes or batik</li> <li>• Add detail to work using different types of stitch, including cross-stitch</li> </ul>	<p>discussion based on their preparatory ideas</p> <ul style="list-style-type: none"> <li>• Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>• Explain and justify preferences towards different styles and artists</li> <li>• Begin to develop an awareness of composition, scale and proportion in their work</li> <li>• Use simple perspective in their work using a single focal point and horizon</li> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> <li>• Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips,</li> </ul>	<ul style="list-style-type: none"> <li>• He/she is able to create a collage using overlapping and layering</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a painted, drawn or printed background using a range of media,</li> </ul>

	<p>charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <ul style="list-style-type: none"> <li>• Make structures by joining simple objects together</li> <li>• Make marks in print using found objects and basic tools and use these to create repeating patterns</li> <li>• Experiment with basic tools on rigid and flexible materials</li> <li>• He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</li> <li>• Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> <li>• Develop techniques to join fabrics and apply decorations such as a running or over stitch</li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed techniques</li> <li>• Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/her work Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li> <li>• Draws familiar objects with correct proportions</li> <li>• Use a variety of techniques e.g. marbling, silkscreen and cold water paste</li> <li>• Print on fabrics using tie-dyes or batik</li> <li>• Add detail to work using different types of stitch, including cross-stitch</li> </ul>	<p>different techniques, colours and textures</p> <ul style="list-style-type: none"> <li>• Return to work over longer periods of time and use a wider range of materials</li> <li>• Develop skills in using clay including slabs, coils and slips</li> <li>• Refine his/her use of learnt techniques</li> <li>• Create intricate printing patterns by simplifying and modifying sketchbook designs</li> <li>• Follow a design brief to achieve an effect for a particular function</li> <li>• Develop skills in using clay including slabs, coils and slips</li> </ul>
<p><b>Implementation</b></p>	<p>We believe every child is an artist given their freedom to express themselves creatively with skills taught to help them choose how they would like to demonstrate their individual creativity.</p> <ul style="list-style-type: none"> <li>• We have a specialist Art teacher in Art and design, who ensure that the curriculum for Art is implemented effectively across Key Stage 2</li> </ul>		

	<ul style="list-style-type: none"><li>• In Ks1 our weekly lessons are delivered by adults who have a love for art and are eager to share many techniques to inspire all children to express their creativity through our termly topics</li><li>• Our whole school art gallery with a theme of European artists helps us to celebrate our amazing work with parents and the community, whilst learning about different artists and their various styles.</li></ul>
<b>Impact:</b>	