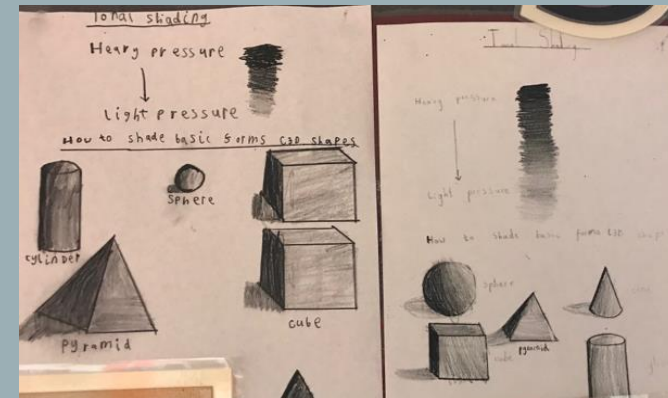


# ART AT SEC





# NATIONAL CURRICULUM – KSI

## Key stage 1

Pupils should be taught:

- 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
- to 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.



# NATIONAL CURRICULUM – KS2

## Key stage 2

Pupils should be taught 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 be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

# OUR ETHOS

## Intent:

At St Edmund Campion Catholic Primary Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, sculpture, pattern and different materials and processes.

Art 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.



Art at SEC



# OUR ETHOS

## Implementation:

The teaching and implementation of the Art and Design Curriculum at St Edmund Campion Catholic Primary Academy is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art and Design as part of their termly topic work. Areas covered include: printing techniques, portraits, Viking collage, mask making, painting (colour mixing), pointillism and the works of the great artists. Sketchbooks are also used through Year 1 to Year 6, to develop skills and enhance learning. These are very much 'owned' by the child and are their space to develop their creativity and techniques.

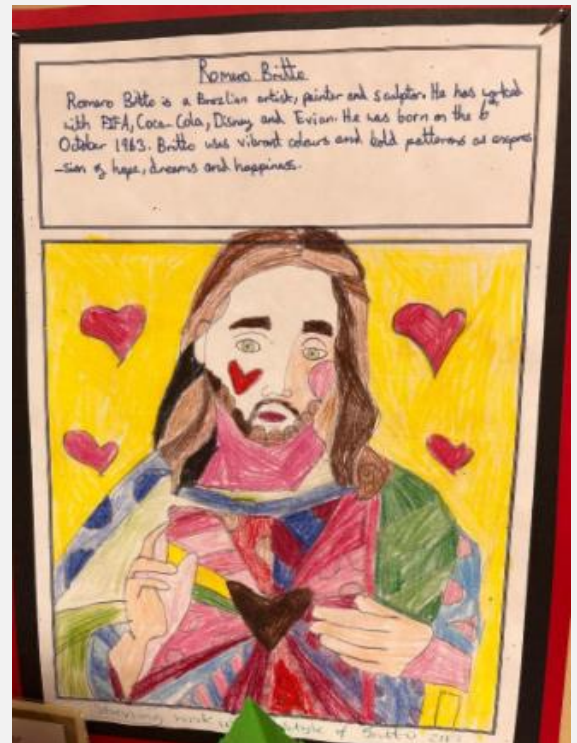
The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further improved with whole school termly art focuses e.g. printing and artist focuses, when the children have the opportunity for collaborative working and the chance to explore different styles and techniques.

# PROGRESSION OF SKILLS

At St Edmund Campion we follow the following strands:

- Materials
  - Drawing
  - Colour
  - Sculpting
  - Printing (EYFS, Yr 1, 3 and 5 )
  - Pattern (Yr 2, 4 and 6)
- \*Artist (focus)

Skills and objectives are revisited across the years.



# PROGRESSION OF SKILLS



Art

St Edmund Campion

## Materials

(collage, weaving, threads, fabrics, textiles, clay, sand, wood, plaster, stone)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use a range of materials to help create and build e.g. scissors, paintbrushes, split pins, hole punches.</p> <p>Be able to join different materials and explore different textures.</p> <p>Talk about the different colours and textures seen in the world around them.</p> <p>Select different materials to achieve the effects and can talk about why they were chosen.</p> <p>Art at SEC</p>	<p>Cut, roll and coil materials.</p> <p>Use simple paper and/or material weaving using a card or paper loom.</p> <p>Use large eyed needles, different thicknesses of thread and running stitches.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information e.g. manmade, natural materials, a 'journey' of where they have been.</p> <p>Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Attach material shapes to fabric with running stitches e.g. poppy.</p> <p>Use various collage materials (including media) to make a specific picture. Use IT/media to create faces e.g. Arcimboldo (fruit/veg)</p>	<p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape e.g. Ellen Jackson (warm colours/stone age).</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Use ways of colouring or patterning material e.g. batik.</p> <p>Use smaller eyed needles and finer threads to complete a simple cross stitch on large square binca e.g. book mark or coaster.</p>	<p>Explore a new stitch to join materials and begin to develop pattern e.g. back stitch or over sew stitch.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Discuss different types of fabric.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work e.g. South African/tie dye/batik.</p> <p>Attach sequins using knot stitch.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Use found and constructed materials.</p> <p>Explore a new stitch e.g. stem stitch, satin stitch, blanket stitch or lazy daisy.</p>

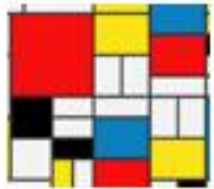





















# Printing

(fingers, found materials, fruit/vegetables, wood blocks, press print, lino, string, polystyrene)

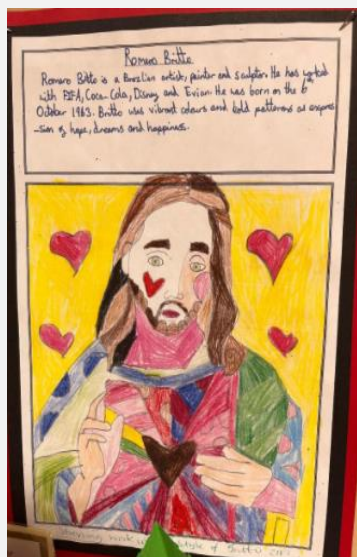
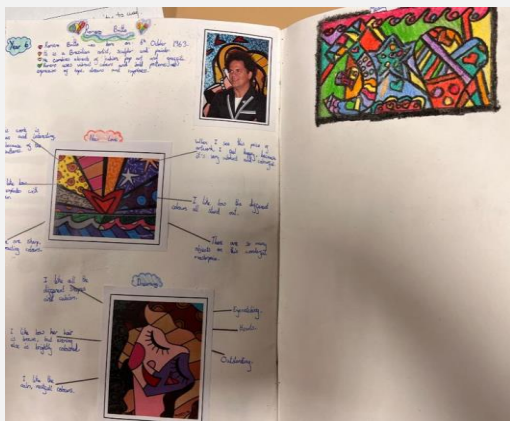
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use objects and tools to print with e.g. Paul Klee block printing.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Use relief printing - string, card, bubble wrap, lego blocks, leaves or natural objects etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools and processes.</p>		<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Create different textures/patterns.</p> <p>Discuss own work and that of other artists (Hiroshige, Escher, etc.).</p> <p>Explore images through monoprinting on a variety of papers e.g. Bryan Wynter and Naum Gabo (Tate Modern)</p> <p>Explore colour mixing through overlapping colour prints deliberately e.g. natural resources/leaves.</p>		<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Know how to create an accurate print design following criteria e.g. foam printing block/lino.</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper).</p> <p>Discuss and evaluate own work and that of others.</p>	



# Artists

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<b>KS1: Study a range of artists, craft makers and designers.</b>		<b>KS2: Great artists, architects and designers in history</b>			
<p>Compare artists work and talk about which they prefer and why.</p> <p>Piet Mondrian – colour</p>  <p>Paul Klee - printing</p>  <p>Mary Blair – materials</p> 	<p>Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.</p> <p>Kandinsky - colour</p>  <p>Miro/Klee - drawing</p>  <p>Alexander Calder – paper sculpture</p> 	<p>Suggest how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of another artist.</p> <p>Arcimboldo – materials</p>  <p>M.Bulinya – drawing</p>  <p>Andy Warhol - colour</p>  <p>Michelle Reader - junk sculpture</p> 	<p>Know how to identify the techniques used by different artists. Know how to compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different historical periods.</p> <p>Van Gogh - colour</p>  <p>Cave painting – drawing</p>  <p>Barbara Hepworth - 3D sculpture &amp; curved lines with straight string</p> 	<p>Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques.</p> <p>Virginia Weiringa - colour</p>  <p>L.S. Lowry - drawing</p>  <p>Giacometti - Sculpture figures</p> 	<p>Research the work of an artist and use their work to replicate a style.</p> <p>Viking Art - drawing</p>  <p>Peter Thorpe – abstract/colour</p>  <p>Antony Gormley Sculpture figures/emotion</p> 	<p>Explain the style of art used and how it has been influenced by a famous artist (critique artwork). Understand what a specific artist is trying to achieve in any given situation. Understand why art can be very abstract and what message the artist is trying to convey.</p> <p>Romero Britto – colour</p>  <p>Bridget Riley 'Op Art' – pattern</p>  <p>Andy Goldsworthy - land art/rock sculptures</p> 

## EXAMPLES OF MEDIUM TERM PLANS



Art at SEC

## SEC ART PLANNING

Year: 6

### Prior learning:

- Consider artists use of colour and application of it (Yr 5).
- Use colour to reflect mood (Yr 4)
- Research the work of an artist and use their work to replicate a style (Yr 5).
- Suggest how artists have used colour, pattern and shape (Yr 2)
- Describe what can be seen and give an opinion about the work of an artist (Yr 1).
- Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body (Yr 4)
- Encourage more accurate drawings of people – particularly faces looking closely at features (Yr 3)

Autumn 1	Objective	Activities	Resources
1	Develop the concept of perspective.	<b>Drawing</b> Research Christ the Redeemer/show film clips. Where is it located? What materials is it made from? What size is it? Look at images of Rio de Janeiro. Study the proportion of landscape/buildings. Look at how Christ the Redeemer sits into the landscape. Discuss positioning on the paper e.g. closer images at the bottom of the page. Create a scene of Rio using their knowledge of perspective.	Elim Clips Images of Rio de Janeiro
2	Produce increasingly accurate drawings of people/animals.	<b>Drawing</b> Sketch images of rainforest animals, look closely at detail e.g. toucans, frogs, parrots. Experiment with pastels to give definition/colour.	Sketching pencils Sugar paper Pastels
3	Use colour to express moods and feelings.  Explain the style of art used and how it has been influenced by a famous artist (critique artwork).	<b>Colour &amp; Artist Focus</b> Research & critique the work of Romero Britto – use <b>sketchbooks</b> to annotate examples of his work. Look at use of colour and how it expresses mood/feelings. Produce own version in his style.	Clips of Britto's work Images Sketchbooks
4.	Use colour to express moods and feelings.	<b>Colour</b> Recap on the work of Britto. What is his style? Tell me about his choice of colour? How does this piece of work make you feel? Produce a piece of art in the style of Britto. Focus on the use of colour to create mood. Experiment with contrasting colours.	Images Sketchbooks

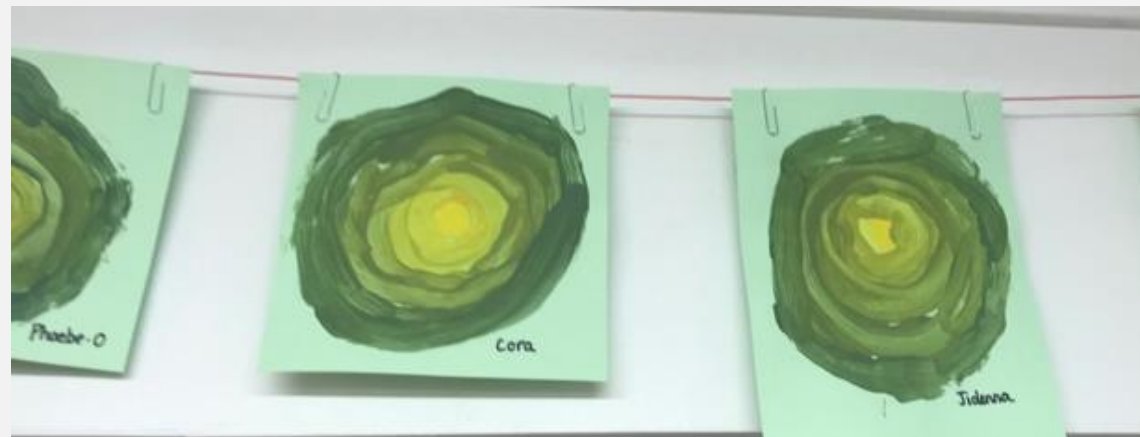


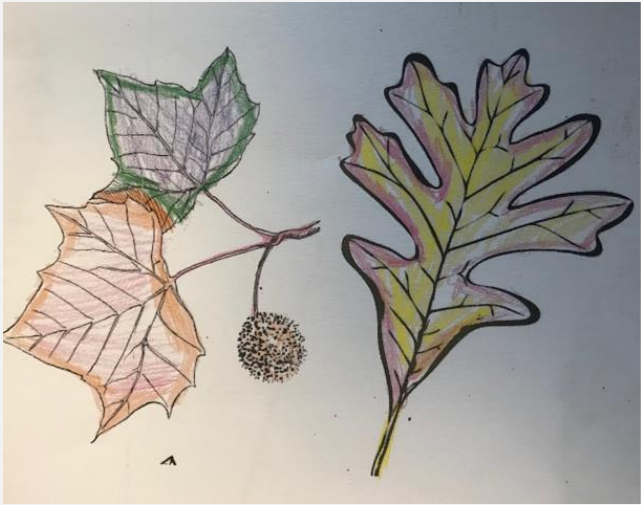
Prior learning:

- Children will use their own ideas to confidently create their own pieces of work which they can talk about and evaluate.
- Beginning to colour mix to create the colours I want.
- Explore what happens when I mix colours and can talk about what I see.
- Talk about the different colours and textures I can see in the world around me.
- Hold a paintbrush correctly and can experiment with how different effects can be achieved.

Autumn 1	Objective	Activities	Resources
1	Ensure they know the names of all the colours.  Begin to introduce mixing of colours to make new colours.	Explain the primary colours to the children; Red, yellow and Blue.  Discuss how all the colours we see in life are made up from the three primary colours except black and white used for shading of existing colours. Children explore what happens when we mix the colours together to form a colour wheel.  EXT - Children can create additional shades of orange, green and purple.	Colour wheel outline Red Yellow and Blue Paint
2	Find collections of colour – different sorts of green, blue, purple etc.	Introduce the children to Kandinsky. Children choose two primary colours. They start with the lightest colour in the centre. Add a touch of the darker colour and add a ring around the circle. Add a touch more and build up the colour to explore the shades of the secondary colour. Build three or four rings around the circle to make a Kandinsky inspired circle.	Red Yellow and Blue Paint Paper Powerpoint of Kandinsky

3	Find collections of colour – different sorts of green, blue, purple etc.	Building on the colour shading from the last lesson, children explore shades of red, yellow and orange. Using three blobs of paint in a 6 colour palette, children build different shades and create a strip to explore the shades.  EXT - Children can extend to using this technique to create A5 shades of colour between red and orange in preparation for a silhouette.	Red and yellow paint Paper strips Sponges
4		Children create simple silhouettes with black card to create a London skyline for the Great Fire of London during the fire.	Card Black paper Scissors

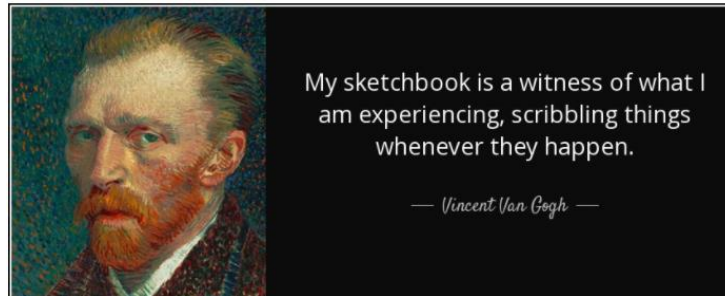




The sketchbook is a very personal document. It records the thinking process which often leads to outcomes but the book itself becomes an art form. The word itself needs revisiting as 'sketch' implies drawing to many people, yet the sketchbook can include:

- drawings or notes,
- key words,
- pieces of fabric or material,
- found objects,
- colours,
- photos,
- texts,
- rubbings,
- annotations,

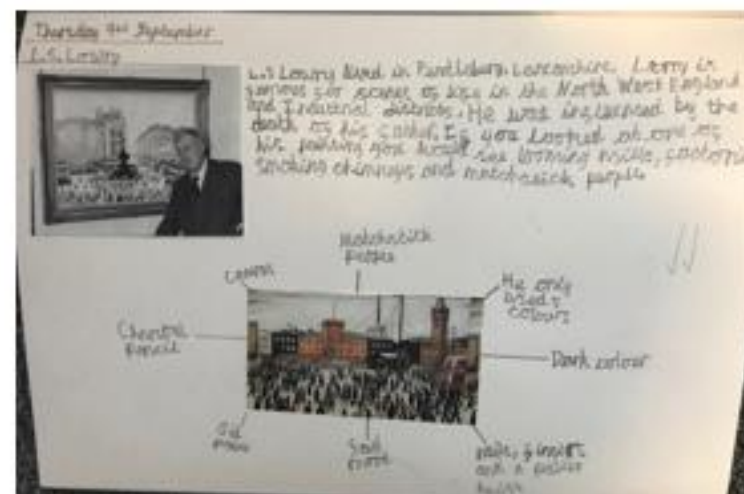
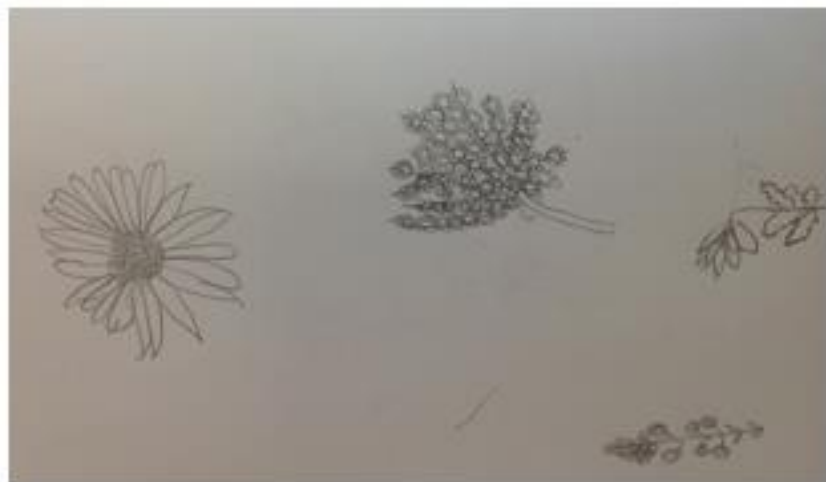
## SKETCHBOOKS

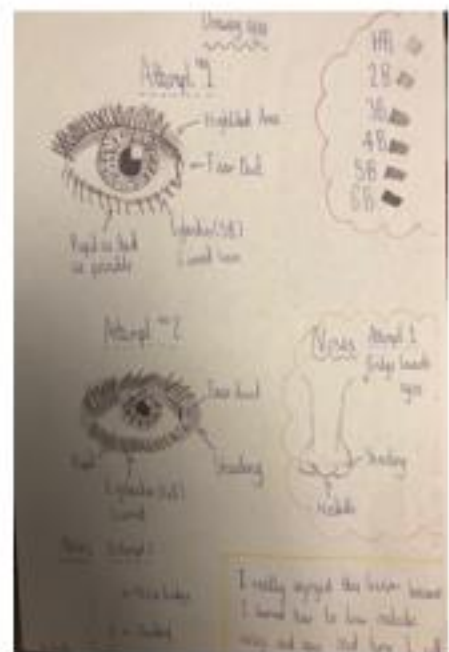
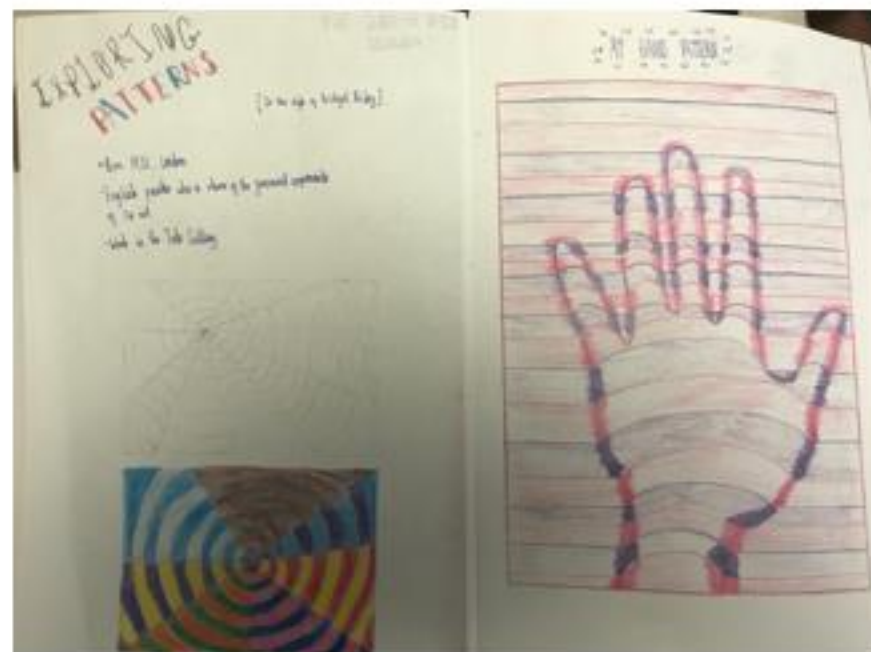
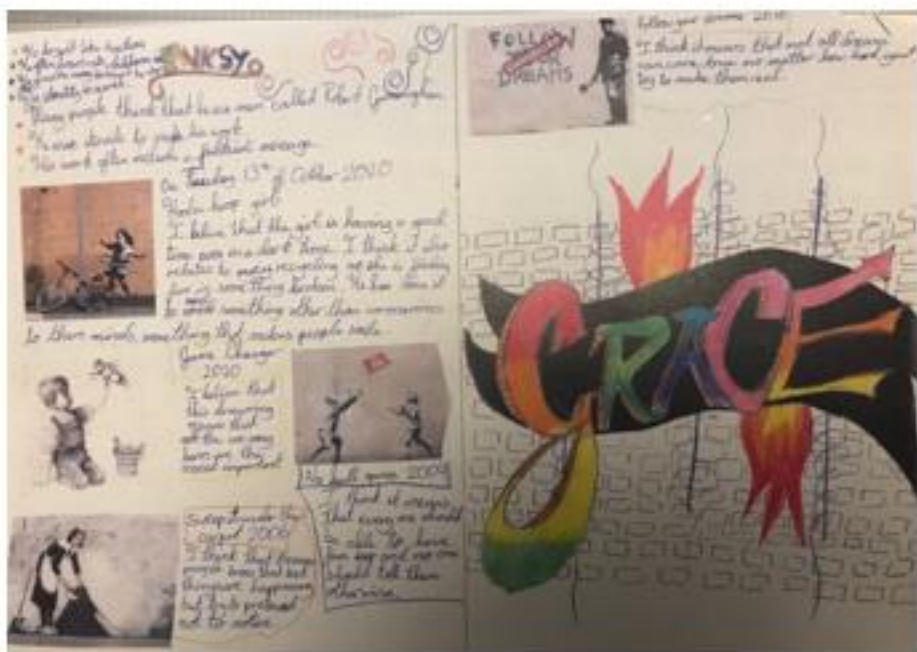
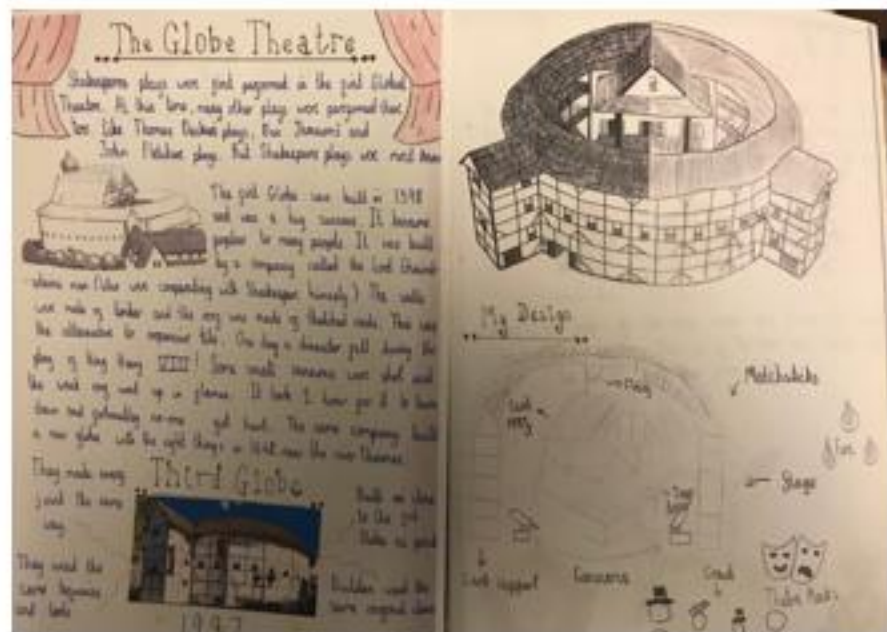
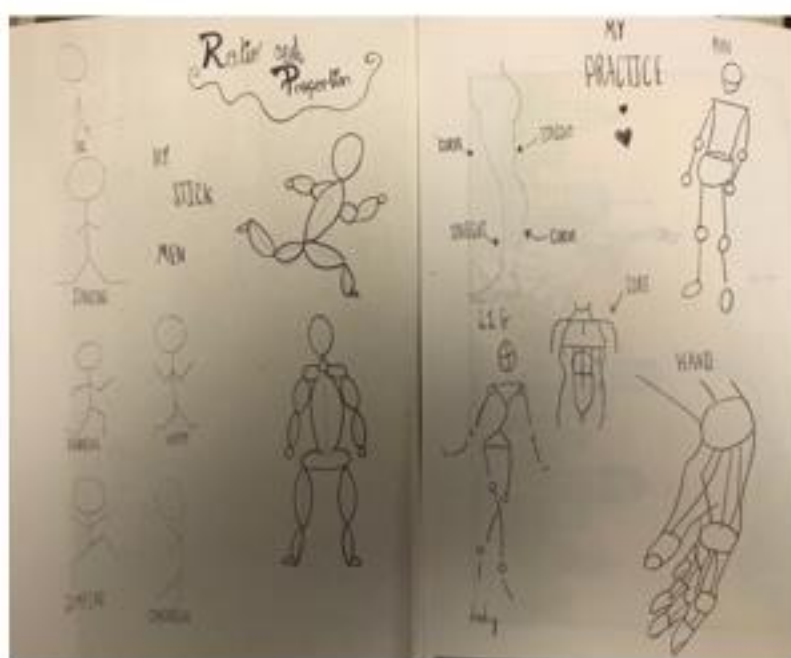


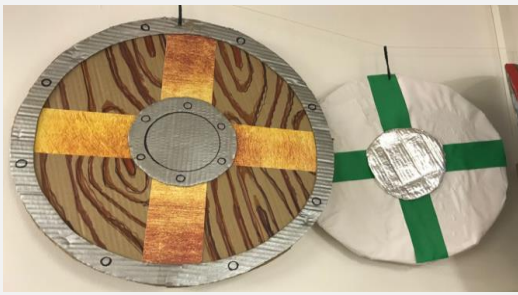
Sketchbooks should be exciting to look at, touch and feel. As the work is mostly visual, there are no right or wrong answers. In this subject, children **do** learn from mistakes and those should be valued as part of the working process. In fact, call it experimentation!

Drawing is usually the main content of these books and has purpose if used for perception, for invention, for communication and for action. The sketchbook is very important for this and it is also a place where children can record their ideas, their thinking, their evaluations, their experimentation, as well as their individuality.

# SEC examples







## OUR ETHOS



### Impact:

Ongoing assessment and monitoring takes place throughout the year. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the tracker system. Age related expectation levels are reported to parents at the end of the foundation year.

Teachers assess children's knowledge, understanding and skills in Art and Design by making observations of the children working during lessons. Feedback is given to children by their peers or teachers over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps.

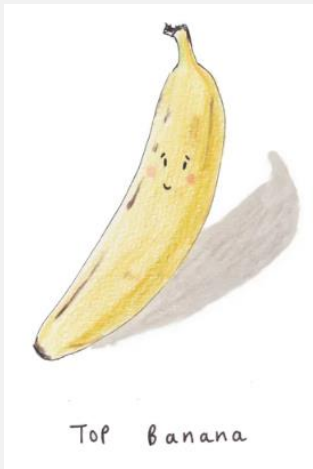




YR6 NOTTINGHAM CASTLE - LONG GALLERY



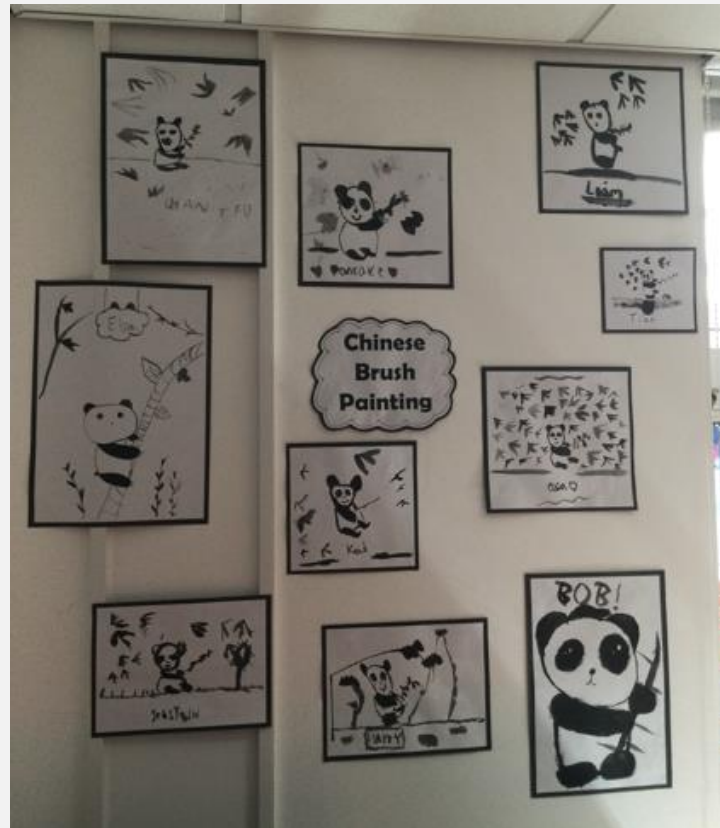
# YR3 CARD ILLUSTRATOR VISIT





YR4 NEW WALK MUSEUM – THE GALLERY





CHINESE NEW YEAR ACTIVITIES



ANY QUESTIONS?



ART



DESIGN & TECHNOLOGY



# ARTSMARK 2021-2022





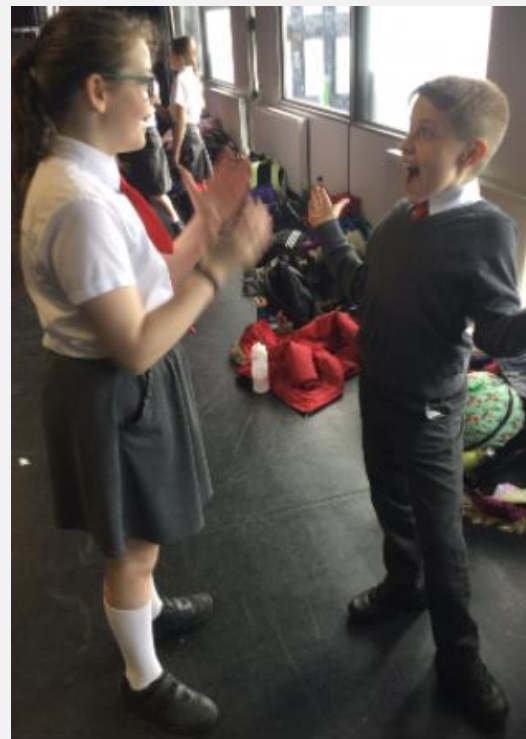
# WHAT DO WE DO?

- A creative curriculum
- Music lessons (and staff CPD) provided by a music specialist including glockenspiels
- Peripatetic music teachers including drums, guitar and violin
- Recorder
- Nativities, class assemblies, music evenings, liturgies, masses, advent, crucifixion, 'Campion's Got Talent' and performances
- Choir
- Drumba
- Dance and drama workshops
- Regular dance lessons
- Year 6 annual study of Shakespeare's Macbeth.
- Blocked Art weeks with a skills focus.
- Specific DT focus each term



- Art competitions both local and national
- Working with specialist teachers
- Multi faith weeks using workshops and artefacts
- Enterprise Week
- Gymnastics
- Basketball
- Football
- Athletics
- Rowing machines
- Mindfulness
- Forest Schools
- Trampolines
- School visits e.g. Berlin, museums, Briars, synagogue and PGL.
- House Competitions





ARTSMARK PARTNERSHIPS –  
YR6 MACBETH WORKSHOP  
AT THE PLAYHOUSE







ARTSMARK PARTNERSHIPS –  
YR 1 JACK AND THE  
BEANSTALK STORYTELLING



## AFRICAN DRUMMING



## BOYS' CHOIR



## GLOCKENSPIELS





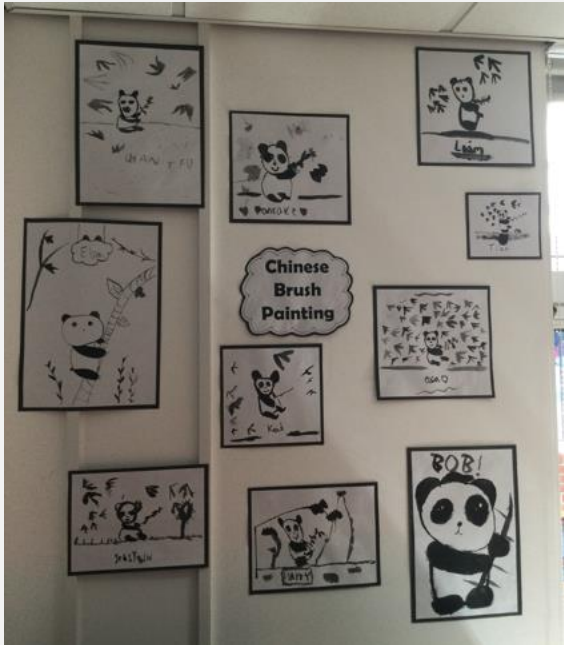
MUSIC SPECIALIST



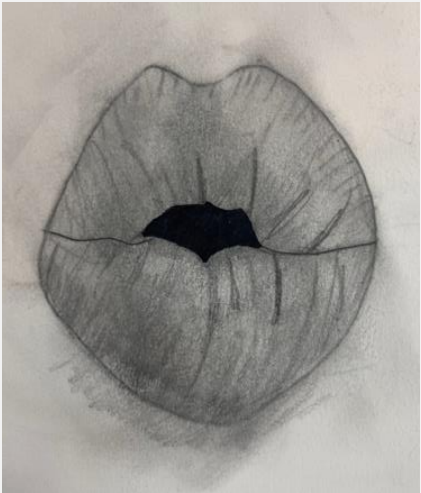
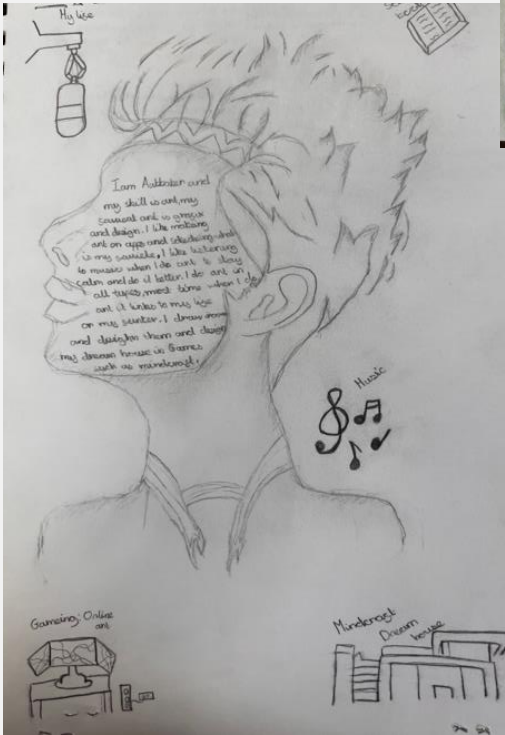
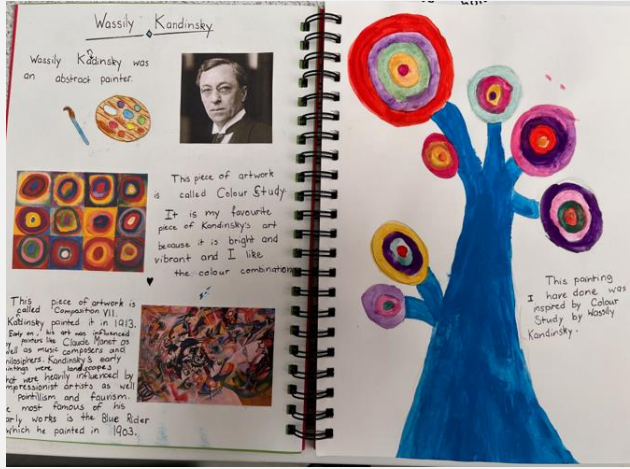
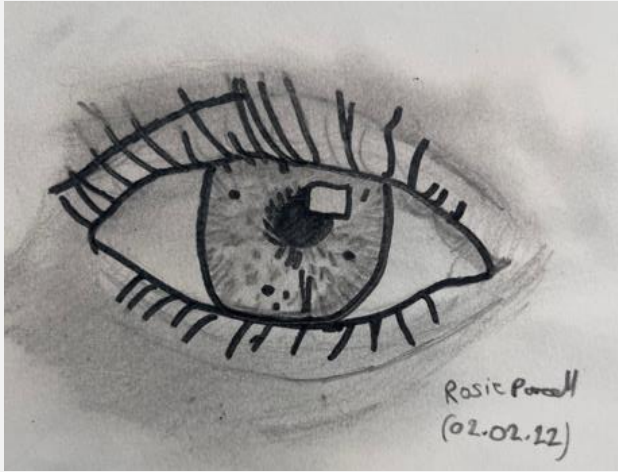
R&R DANCE SPECIALIST



# CHINESE NEW YEAR



# SEC EXAMPLES OF DISCOVER ARTS AWARD



THANK YOU

