**Art & Design**

*“Every child is an artist.”*

*Picasso*

**How art and design links to the ethos and values of Green Lane**

*“Creativity takes courage.”*

*Henri Matisse*

At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, 10:10) and developing young people who can flourish in all areas of their lives. Through art and design the children at Green Lane will develop their own self confidence.

**A character education for art and design**

*“Art is a place for children to learn to trust their ideas, themselves and to explore what is possible.” (Maryann F Kohl)*

Through art and design activities, the children should learn to make informed valued judgements and artistic and practical decisions, becoming actively involved in shaping environments. They will learn to become open to disagreement, developing an understanding that not everyone has the same opinions or likes. We aim to develop their ability to disagree well, listen carefully to others, recognising and valuing their opinions.

**Our vision for art and design**

*“Logic will take you from A to B. Imagination will take you everywhere.”*

*Albert Einstein*

At Green Lane we would like art and design to stimulate creativity and imagination and provide visual, tactile and sensory experiences. Pupils will use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They will also learn about the various roles and functions of art, craft and design in contemporary life, and in different times and cultures, exploring ideas and meanings in the work of artists, craftspeople and designers.

In addition, the school aims to develop the children’s use and understanding of technical vocabulary associated with this subject. This is so the children can articulate the skills that they have applied, the equipment they have used and describe the features of pieces they have made or explored.

**Pupil voices**

“I like painting and creating things” Owen

“You can get creative with your imagination” Isabelle

“You can be creative and it’s calm and peaceful” Jack

“It tests your imagination and helps you with your drawing and other skills” Dennis

**How do we teach art and design at Green Lane?**

*Art has the role in education of helping children become like themselves instead of more like everyone else.” (Sydney Gurewitz Clemens)*

In Foundation Stage, the children develop basic skills in art which prepares them for their transition into Year 1. This is by the teacher creating lots of opportunities for the children to carry out art related activities across all areas of learning.

From Year 1 upwards, the children will engage in three art and design topics a year which will involve the children exploring, creating and evaluating their own pieces as detailed in the progression of skills and long-term plan attached.

**Art and design skills and knowledge taught for each year group**

By the end of Foundation Stage, it is expected that the children will be able to:

* Explore what happens when they mix colours.
* Experiment to create different textures.
* Understand that different media can be combined to make new effects.
* Manipulate materials to achieve a planned effect.
* Use simple tools and techniques competently and appropriately.
* Create simple representations of events, people and objects.
* Choose particular colours to use for a purpose.

By the end of Key Stage One, it is expected that the children will be able to:

* Use a range of materials creatively to design and make products.
* Develop and share their ideas, experiences and imagination through drawing, painting and sculpture.
* Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

By the end of Key Stage Two, it is expected that the children will:

* Have improved their mastery of techniques, including drawing, painting and sculpture with a wide range of materials.
* Be able to confidently discuss the works of great artists, architects and designers in history.

See progression table attached for breakdown of skills for each year group.

Topic Overview

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| --- | --- | --- | --- |
| **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | Self-portraits | Investigating materials | What is sculpture? |
| **2** | Picture This! | Mother Nature, designer | Can buildings speak? |
| **3** | Portraying relationships | Investigating pattern | Can we change places? |
| **4** | Viewpoints | Take a seat | Journeys |
| **5** | Objects and meanings | Containers | Talking Textiles |
| **6** | People in action | What a performance | A sense of place |

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| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * I can draw portraits and self-portraits, conveying ideas about myself
* I can investigate different types of images of children and artists’ portraits in order to develop ideas about how they will portray themselves.
* I can use a range of drawing materials and techniques
* I can mix and use colour in painting.
* I can investigate the qualities and potential of natural and made materials.
* I can gain sensory and tactile experiences of materials
* I understand colour and texture
* I can develop my manipulative skills through weaving, plaiting, tying, fastening, folding, cutting and constructing.
* I understand how textiles are used in my own and others’ lives.
* I can arrange materials I have collected to make a relief collage and sculpture.
* I can build on knowledge of the properties of materials by learning about the work of sculptors and about different kinds of sculpture including those made from natural materials.
 | * I am beginning to understand how to use a viewfinder and record my observations and ideas using a variety of methods.
* I can look at and comment on the work of photographers and illustrators.
* I can explore important elements of art; shape, line, colour and texture in natural forms.
* I can make observations of natural objects and use these as a basis for textile design.
* I can make a collage, learning to use simple technique for applique.
* I can explore shape and pattern.
* I can produce prints and rubbings of patterns found in buildings.
* I can look at and record the use of shape, space and pattern in local buildings.
* I can question how these features tell us something about the purpose of the building.
* I can work in a group to produce a relief sculpture using our first-hand observations as a starting point
 | * I can investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships.
* I can use composition skills to make a double portrait that conveys ideas about myself and my relationship with another person in my life.
* I can investigate patterns in textiles from different times and cultures.
* I can use ideas from these as a starting point for developing my own designs.
* I can investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.
* I can explore sculpture in public buildings and spaces.
* I can explore and use shape, form, colour and pattern to make a sketch or model of a sculpture for a site in the school or the local area.
* I can compare ideas, methods and approaches used in the work of different sculptors.
 | * I can explore how to convey the atmosphere and story of a dream.
* I can explore different viewpoints in the school environment as a setting for my dream.
* I can invent several characters who are photographed ‘on location’ and develop a narrative to describe the dream.
* I can make prints based on the narrative.
* I can compare ideas, methods and approaches used in their own and other artists’ and print makers’ work.
* I can discuss what objects tell us about everyday life and the way people rest, eat and relate to each other.
* I can look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for an object for a particular character or occasion.
* I can explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey.
* I can produce a mixed-media work, combining drawing, painting, collage and print-making techniques.
* I can learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.
 | * I can select, arrange and present objects in a still-life painting.
* I can investigate the work of artists who have used still-life in a variety of ways to convey ideas and feelings.
* I can develop my skill of observation and recording, and knowledge and understanding of colour, tone and composition.
* I can explore the craft tradition of making vessels and containers.
* I can develop my own designs and build a 3D form to represent a vessel or container that will hold something special that I would wish for.
* I can consider examples by contemporary designers and ceramicists and look at work from different cultures.
* I can explore how stories have been represented in textiles in different times and cultures.
* I can work with a partner / in a group to make a 2D or 3D work based on a familiar story, myth or legend.
* I can investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.
 | * I can explore how to convey movement in their work.
* I can explore dynamic activities such as sport, dance, drama and music as a starting point for making work in 2 dimensions.
* I can look at how the idea of movement is shown in different kinds of art e.g. photos, illustrations, cartoons, paintings, prints.
* I can experiment with different methods and techniques to show movement.
* I can investigate head-dresses and costume worn in different times and cultures, including theatre costume.
* I can design and make head-dresses for a character in a story, using a range of textiles and other materials.
* I can explore the rural and/or urban landscape as a starting point for 2D work.
* I can record observations through drawing and photography.
* I can use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting.
* I can consider ideas, methods and approaches of artists who have responded to landscapes in different ways.
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