



Art at LWPS

We aim for every child at Long Wittenham to have the opportunity to engage with, be inspired by and be challenged by art, craft and design. We want to ensure that all children are equipped with the knowledge and skills that they need to experiment, invent and create their own works of art, craft and design. We want the children to enjoy and engage with a variety of artists, skills, techniques and processes that will allow them not only to express themselves within art but also prepare them to be creative thinkers and problem solvers across the curriculum and in life. We also hope to instil a greater appreciation for the world and cultures through our art and design curriculum.

The teaching and implementation of the art and design curriculum at Long Wittenham school is based on the National curriculum and linked to our whole school and year group topics. We follow a skills progression that ensures that a variety of techniques (including, drawing, painting, sculpture, printing, textiles and collage) are covered and mastered over children's time at LWPS. We also dedicate some of each term to a detailed study of a specific artist to give the children an opportunity to appreciate, evaluate and respond to different artists, their methods and works.

We want to ensure that all children have access to and opportunities to engage with a variety of artists, skills, techniques and processes. We want to expose them to a variety of artists, both local and from different cultures, backgrounds and ethnicities to widen their horizons of what an artist looks like and how they express themselves. We aim for all children to feel safe to explore their own creativity and invention.

Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust

Determination: Children are encouraged to strive for excellence in art and are encouraged to challenge themselves to try out new techniques. Children are *resilient* when tackling these new challenges and practise is often needed to master the new skill. Children understand they need to be determined when learning new techniques in art and we create a positive and support atmosphere in class to support their learning.

Independence: Children are asked to work independently in art as well as group art activities. They formulate their own ideas and preferences of expression and we encourage children to select what media they would like to use and what technique they think they will use to achieve the most favourable outcome. As part of their learning in Art and design, children are invited to explore using new tools and techniques, for example, glue guns or saws to model and make.

Aspiration: Our children work diligently to achieve their very best and in Art and design, children are encouraged to reflect on their learning and make decisions as to what they might amend or do differently when practising and applying new skills. We encourage all at LWPS to be proud of their achievements. Children *trust* each other when sharing their learning with a group or class as we encourage them to celebrate each other's successes, however big or small.

Curiosity: Art and design lessons provide the perfect place to explore and be curious. Children will be naturally inquisitive and want to explore new media and materials, often experimenting with combining different media to achieve a planned effect. Children are encouraged to question why an artist or engineer would use certain techniques to create and are invited to explore different techniques to observe which is best to achieve a desired outcome.

Community-mindedness: As part of their learning in Art and design, children will take part in group projects where children will need to work together and take account of others ideas. We believe that art should be enjoyed by all and art work is therefore displayed and celebrated around the school. As part of their learning, children will share their art and design with the school community. Children have used skills and techniques applied in art and design to create and make products to sell at fundraising events. They understand the importance of fundraising for others which demonstrates *compassion*.

**LONG WITTENHAM C OF E (C) PRIMARY SCHOOL
ART PROGRAMME OF LEARNING**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	Expressive arts and design Exploring and using media and materials children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative:	Communicate something about themselves in their drawing Draw using pencil and crayons Draw lines of different shapes and thickness, using 2 different grades of pencil	Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark	Use different grades of pencil shade, to show different tones and texture	Begin to show facial expressions and body language in their sketches	Identify and draw simple objects, and use marks and lines to produce texture Show reflections Explain why they have chosen specific materials to draw with	Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques Their sketches communicate emotions and a sense of self with accuracy and imagination
Painting		Choose to use thick and thin brushes as appropriate Paint a picture of something	Mix paint to create all the secondary colours Mix and match colours,	Predict with accuracy the colours that they mix Know where each of the primary	Create all the colours they need Create mood in their paintings	Create a range of moods in their paintings Express their emotions accurately	Use a wide range of techniques in their work Explain why they have

	children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	they can see Name the primary and secondary colours	predict outcomes Mix their own brown Make tints by adding white Make tones by adding black	and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects	Successfully use shading to create mood and feeling	through their painting and sketches	chosen specific painting techniques
Collage		Cut and tear paper and card for their collages Gather and sort the materials they will need	Create individual and group collages	Cut very accurately Overlap materials Experiment using different colours	Use ceramic mosaic Combine visual and tactile qualities		
3D		Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay,	Can they make a clay pot Join two finger pots together		Experiment with and combine materials and processes to design and make 3D form		Make a 3D sculpture using a range of joining methods e.g. gluing,

		dough or plasticine			Begin to sculpt clay and other mouldable materials		stitching, weaving, tying
Printing		Print with sponges, vegetables and fruit print onto paper and textile Design their own printing block Create a repeating pattern			Print using at least four colours Create an accurate print design Print onto different materials		Overprint using different colours Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods
Textiles		Group fabrics and threads by colour and texture Weave with fabric and thread	Sew fabrics together Create part of a class patchwork		Use early textile and sewing skills as part of a project		Create work which is open to interpretation by the audience Include both visual and tactile elements in their work

Knowledge/Artists		Describe what they can see and like in the work of another artist/craft maker/designer Ask sensible questions about a piece of art	Say how other artists have used colour, pattern and shape Create a piece of work in response to another artist's work		Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used	Make a record about the styles and qualities in their work Say what their work is influenced by
Sketchbooks				Create sketch books to record their observations and use them to review and revisit ideas	Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas	Keep notes in their sketch books as to how they might develop their work further Use their sketch books to compare and discuss ideas with others	Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books

					Keep notes about the purpose of their work in their sketch books		
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