

Art and Design Intent / Rationale:

We believe that Art and Design is a subject that is all-inclusive and encourages children's creativity to flourish. It should engage, inspire and challenge pupils of all abilities and backgrounds. They should also know how art and design both reflect and shape our history and contribute to society.

Core Principles for the Teaching of Art and Design at Robert Miles Infant School

Pupils at Robert Miles Infant School learn through an Art and Design curriculum that will:

- **develop appreciation and enjoyment** of the visual arts and fire their imagination as a fundamental means of personal expression;
- **develop excitement and curiosity about** a variety of different artists and their styles and techniques and use these to replicate different art forms through historical contexts;
- **give children the confidence to** express themselves, be creative and become proficient in different art and design techniques that inspire and reflect their thoughts and feelings;
- **to explore their unique style and creativity and make links to other artists;**
- **develop knowledge of a core bank of artists;**
- **ensure their accurate use and understanding of specific vocabulary and techniques when creating and evaluating their work (textures, lines, colour, shape and patterns);**
- **empower them to** think 'Outside of the box' and take risks or set challenges for themselves when developing and sharing their ideas;
- **to provide opportunities for reflection** and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own work and that of others;
- **make links to real life cultural contexts.**

EYFS (Reception)		The National Curriculum for Art and Design aims to ensure that all pupils:	KS1 pupils should be taught to (NC subject content):
In Reception	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors...</p>	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences; • become proficient in drawing, painting, sculpture and other art, craft and design techniques; • evaluate and analyse creative works using the language of art, craft and design; • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products; • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • learn 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.
Early Learning Goal	<p>Expressive Arts & Design - Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 		

RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our Art & Design curriculum at RMI:

- ❖ **Creativity:** We will ensure that we embed the use of imagination and creativity within our curriculum but also our child-initiated learning time where children can practise the skills taught to create their own works of art.
- ❖ **Culture:** We aim to provide opportunities for children to explore a variety of different cultural arts and be open to how different artists depict their creativity.

ART & DESIGN - Document 1: Whole School Knowledge Progression

Reception on-going / throughout	<ul style="list-style-type: none"> • I can draw and create pictures, experimenting with different mark-making implements and prepared colours, e.g. block paints, chalks, pencils. • I can choose materials to achieve an effect / purpose and talk about why they were chosen. • I can use my senses to describe different textures. • I can use my imagination and draw on my experiences, where appropriate, when creating artwork. • I can use my sense to respond to pieces of artwork through discussion and or creating my own pieces of artwork, and say how it makes me feel. 	Other key vocabulary: <div style="display: flex; justify-content: space-around;"> Create Explore </div> <div style="display: flex; justify-content: space-around;"> Effect Combine </div> <div style="display: flex; justify-content: space-around;"> Product Outcome </div>
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	Reception	Year 1	Year 2	Year 3
Materials <small>(collage, weaving, threads, fabric, textiles, clay, sand, wood, plaster, stone)</small>	<p>I know how to talk about the different colours and textures seen in the world around them.</p> <p>I know how to choose materials to achieve an effect / purpose and begin to talk about why they were chosen.</p> <p>I know how to work as part of a group, creating large-scale collages by using and combining natural materials found in our outside area.</p>	<p>I know what weaving is.</p> <p>I understand how materials can be manipulated, placed, arranged to create a weave.</p> <p>I can use different materials to weave.</p> <p>I understand how the artist has used cut outs to create a print.</p> <p>I can use scissors carefully to create a collage of different cut-outs.</p>	<p>I know how materials can be manipulated, placed, arranged and layered to make a collage.</p> <p>I know how clay can be manipulated using our hands to create a 3D sculpture.</p> <p>I understand that different materials are used in art to create different effects within artwork.</p>	<p><i>To be added, in liaison with the linked junior school</i></p>
Tier 2 & 3 Vocabulary	<p>Materials Collage</p> <p>Textures Natural Feel</p> <p>Smooth Rough Bumpy</p> <p>Linked Artwork: Dancing Bears (William Beard)</p>	<p>Weaving: weave, weaving, in, out, though, under, over, paper, fabric, threads, similarities, differences, materials</p> <p>Techniques: pattern, form, colour</p> <p>Artist: Anni Albers</p> <p>Window tile: cut outs, cut, design, arrange, background, compare, similarities, differences, pattern.</p> <p>Techniques: shape, line, texture, space, colour</p> <p>Artist: Henri Matisse</p>	<p>Collage: collage, manipulate, layering, materials, rip, tear, scrunch, fold, realistic, similar, different, place, arrange</p> <p>Techniques: shape, form, texture, space, colour</p> <p>Artist: Deborah Shapiro</p> <p>Sculpture: sculpt, sculpture, artist, tools, change, design, compare, similarity, differences, clay, manipulate, texture, detail, geometric, rigid, malleable, joins</p> <p>Techniques: shape, form, texture, space</p> <p>Artist: Anthony Gormley</p>	

ART & DESIGN - Document 1: Whole School Knowledge Progression

	Reception	Year 1	Year 2	Year 3
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>I know how to use a variety of drawing tools to create pictures, e.g. pencils, chalks, digital paint program.</p> <p>I know how to draw a simple representation of a person, understanding they need a head, body, arms, legs etc.</p> <p>I know how to make careful observations of objects and begin to add detail to my drawings.</p> <p>I know how to use drawings to represent meanings or an idea / simple story.</p>	<p>I understand how an image can be drawn using oil pastels.</p> <p>I understand what abstract is.</p> <p>I can complete a step-by-step drawing of a character.</p> <p>I know how to apply pressure to create faint or darker lines using a pencil.</p> <p>I can use different lines to create an effect.</p>	<p>I understand how different graded pencils create different tones.</p> <p>I know and can explain what an observational drawing is.</p> <p>I know and can explain what a self-portrait is.</p> <p>I understand how to create different textures using pencils.</p> <p>I understand what pointillism is and how to use it to create an image.</p> <p>I understand how charcoal and chalk can create different tones and effects.</p> <p>I understand that we can draw with a range of mediums and it will create different effects.</p>	<p><i>To be added, in liaison with the linked junior school</i></p>
Tier 2 & 3 Vocabulary	<p>Line Straight Circle Round Shape names</p> <p>Portrait Colour (in)</p>	<p>Oil pastel drawing: observation drawing, oil pastels, represent, desired outcome, evaluate</p> <p>Techniques: shape, line, texture, space, colour</p> <p>Artist: Paul Klee</p> <p>Drawing Step by step, line, pressure, curved, faint, dark, shade, fine, observation.</p> <p>Artist: Robert Alley</p> <p>Poppy drawing: interlink, method, arrange, abstract, realistic, representation, cut, draw, copy, plan, design</p> <p>Techniques: shape, pattern, space, colour</p> <p>Artists: Rennie Mackintosh</p>	<p>Drawing – pencil: self-portrait, observational drawing, image, graded pencils, tone, light, dark, pressure, artist, method, image, observe, realistic, shadow, mediums</p> <p>Textures: stippling (dots), dashes, hatching, cross-hatching, shading</p> <p>Techniques: line, shape, space</p> <p>Artist: Kei Meguro</p> <p>Drawing – charcoal: smudging, charcoal, artist, inspiration, pressure, tone, light, dark, effect, compare, erasing, similar, different, hard, soft</p> <p>Textures: stippling (dots), dashes, hatching, cross-hatching, shading.</p> <p>Techniques: shape, line, texture, space, colour</p> <p>Artist: Robert Longo</p>	

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Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>I know how to hold a paintbrush with good control.</p> <p>I know how to use and experiment with colours, picking them for a given purpose.</p> <p>I know how to identify and name common colours correctly.</p> <p>I know how to experiment with mixing colours and recognise how to make new colours.</p> <p>I know that the primary colours are blue, red and yellow.</p>	<p>I know how to mix some primary colours to create a secondary colour.</p> <p>I know how to follow instructions/design/artwork in order to choose colours to create intended /desired outcome.</p> <p>I understand that we can use paint in different ways to create different textures and effects.</p> <p>I know the difference between warm and cold colours and can identify these from a colour wheel.</p>	<p>I understand how to mix and use primary and secondary colours (paint) to create an intended colour.</p> <p>I understand that mixing black and white to paint will create lighter and darker tones.</p> <p>I know how to choose colour carefully to create intended /desired outcome.</p> <p>I understand how to use different drawing materials e.g. pencils/charcoal to create light and dark areas in a piece of artwork.</p>	<p><i>To be added, in liaison with the linked junior school</i></p>
Tier 2 & 3 Vocabulary	Paint Brush Palette Mix Colour names Primary colours	<p>Painting: paint, mix, primary, secondary, place, arrange, plan, purpose, intended outcome, decide, brush stroke, like, dislike, opinion, explain, created, primary, secondary</p> <p>Techniques: shape, form, space, colour, line</p> <p>Artist: Andy Warhol</p>	<p>Painting: paint, mix, light, dark, tone, primary, secondary, colours, landscape, intention, outcome, artwork, realistic, method, artist, opinions, famous, effects, watercolour wash, sweep, bold, brushstroke, tint, evaluate, pressure, hard, soft, shadow, metallic</p>	

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	Reception	Year 1	Year 2	Year 3
Sculpting (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<p>I know how to manipulate and mould playdough to create a desired effect / model.</p> <p>I know how to manipulate and mould to create desired shapes and models.</p> <p>I know how to use simple tools to add detail to my models.</p>	<p>I understand what sculpture is.</p> <p>I know that sculpture can be made out of different materials.</p> <p>I understand how paper can be manipulated in different ways and used to create sculpture.</p> <p>I know how the artist has used 'tabs' to stick the paper in place.</p>	<p>I know what sculpture is and understand that it is 3D.</p> <p>I understand how clay can be manipulated using our hands to create a 3D sculpture.</p> <p>I understand how using different tools can create detail and textures on my sculpture.</p> <p>I understand how creating and following a design can help create a desired outcome.</p>	<i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	<p>Mould Shape Squash Cut Roll Flat Pinch Twist</p>	<p>Paper sculpture: paper, sculpture, change, manipulated, effect, place, arrange, folding, tearing, ripping cutting, bending, twisting, rolling, stick, overlap, underneath, through, around, tabs</p> <p>Techniques: line, shape, space, form, colour</p> <p>Artist: Alexander Calder</p>	<p>Sculpture: sculpt, sculpture, artist, tools, change, design, compare, similarity, differences, clay, manipulate, texture, detail, geometric, rigid, malleable, joins</p> <p>Techniques: shape, form, texture, space</p> <p>Artist: Anthony Gormley</p>	
Printing (fingers, found materials, fruit/veg, wood blocks, press print, lino, string polystyrene, sculpture, mod roc)	<p>I know how to use my fingers, objects and tools to experiment with printing, e.g. food printing.</p>	<p>I know how to print using a tile to apply pressure.</p> <p>I understand that printing can be created using a range of different materials.</p> <p>I can explain how I have created a print and how it is repeated.</p>	<p>I know how to create a printed piece of artwork, using different printing materials and paint.</p> <p>I know how to use a view finder to focus on a specific area of art work.</p> <p>I know that printing can create pattern.</p>	<i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	<p>Print Repeating Printing Press Repeat Press</p>	<p>Window tile: printing, design, arrange, background, compare, similarities, differences, pattern, colour, repeat.</p> <p>Techniques: shape, line, pressure, space, colour</p> <p>Artist: Andy Warhol</p>	<p>Pointillism: pointillism, effect, artist, observe, method, stippling, technique, pattern</p> <p>Printing: printing, pattern, recreate, view finder.</p> <p>Techniques: shape, pattern, texture, space, colour</p> <p>Artists: George Seurat</p>	

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	Reception	Year 1	Year 2	Year 3
Pattern <small>(paint, pencil, textiles, clay, printing)</small>	<p>I know how to begin to recognise basic symmetry in images.</p> <p>I know how to notice and comment on different patterns with texture rubbings.</p>	<p>I understand that printing can be created using a range of different materials.</p>	<p>I understand that pattern can be created in different ways, and explain which tools and materials have been used.</p> <p>I can notice and comment on pattern in the environment.</p>	<i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	<p>Symmetry</p> <p>Texture</p> <p>Rubbings</p>	<p>Painting: paint, mix, primary, secondary, place, arrange, plan, purpose, intended outcome, decide, brush stroke, like, dislike, opinion, explain, created, primary, secondary, printing.</p> <p>Techniques: shape, form, space, colour, line</p> <p>Artist: Andy Warhol</p>	<p>Sculpture: sculpt, sculpture, artist, tools, change, design, compare, similarity, differences, clay, manipulate, texture, detail, geometric, rigid, malleable, joins</p> <p>Techniques: shape, form, texture, space</p> <p>Artist: Anthony Gormley</p>	
Artists <small>(Study a range of artists, craft makers & makers)</small>	<p>Autumn 2: Claude Monet (1868) – Winter scenes / Georgia O’Keeffe (born 1887)</p> <p>Spring 1: Animal prints (Laurel Burch – Late 1900s)</p> <p>Spring 2: Eric Carl</p> <p>Summer 1: Illustrations (Axel Shefflar) / Street Art (David Zinn)</p> <p>Summer 2: Andy Goldsworthy.</p>	<p>I can recall names and facts about some artists.</p> <p>I know what type of art work the artist created.</p> <p>I understand that different artists use different techniques in their art work.</p> <p>I know it is ok to observe and comment on art work.</p> <p>I understand how to compare my own work to that of different artists.</p>	<p>I can recall names and facts about a range of different artists.</p> <p>I know what art work the artist created and can explain the methods they used.</p> <p>I understand that different artists use different techniques and have certain skill sets.</p> <p>I understand how to observe different artist’s artwork and share my opinion.</p> <p>I know how to evaluate my own art work in comparison to the work of an artist.</p>	<i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	<p>Artist Art Sculpture</p> <p>Prints Illustrations</p>	<p>artist, famous, techniques, artwork, create, intended/desired outcome, observe, evaluate, compare, similarities, differences, opinion, like, dislike,</p> <p>Artists: Henri Matisse, Alexander Calder, Andy Warhol, Rennie Mackintosh Anni Albers, Robert Alley</p>	<p>artist, famous significant, techniques, skill set, artwork, create, intended/desired outcome, observe, evaluate, compare, similarities, differences, opinion, like, dislike,</p> <p>Artists: George Seurat, Anthony Gormley Kei Meguro, Robert Longo Deborah Shapiro, Vincent Vangogh</p>	