

Art and Design Ingol CPS

Art, craft and design embody some of the highest forms of human creativity

Pupils at Ingol CPS will continue to develop the 'characteristics of effective learning' (CoEL) throughout their primary school journey. The CoEL will provide a structure for **how** our pupils will learn. All staff will have regard for the CoEL when teaching art and design to ensure that our high-quality art and design curriculum engages, inspires, and challenges our pupils. Pupils will be equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will be able to think critically, and they will develop a more rigorous understanding of art and design.

Playing and Exploring

- **Finding out and exploring** – Every art and design project taught at Ingol CPS will link to a specific artist, designer, or architect (this has been carefully mapped out across school to ensure a broad and balanced curriculum). Pupils will be provided with a wealth of opportunities to research their specific artist.
- **Playing with what they know** – pupils will be given opportunities to use the knowledge and skills that they have already gained, so that they can refine and consolidate their learning. For example, pupils will be given numerous opportunities to refine their sketching skills during annual lessons that focus on sketching.
- **Being willing to 'have a go.'** – staff do not pass negative judgements on pupil's artwork, our pupils are encouraged to self-reflect on their own art. This helps our pupil's to feel a sense of success and develop a positive view of themselves as learners. As a result, they are all keen to 'have a go'.

Active Learning

- **Keeping trying** – At Ingol CPS we set high expectations for our pupil's, as a result pupil's are constantly developing their resilience as they bounce back from challenges and learn to persist when difficulties arise.
- **Being involved and concentrating** – We endeavour for our art and design lessons to link with the interests of our pupils, as we recognise that children show high levels of focus when they are fascinated by something.
- **Enjoying achieving what they set out to do** –, We recognise that learning is not linear, children learn at different rates and have their own unique strengths and weaknesses. Our pupils enjoy learning for its own sake and not for external praise, after each art and design lesson they are encouraged to reflect on their own learning and set themselves challenges, they enjoy achieving what they set out to do.

Creating and Thinking Critically

- **Having their own ideas** – Staff allow pupils to generate their own new ideas. This can be seen during large art projects and one-off lessons (for example, our pupils will be given opportunities to be inventive as they design their own Christmas cards, Mother's Day Cards and new year calendars.
- **Making links** – Our pupils will have opportunities to develop concepts and link them together, as they find meaning in sequence and in cause and effect.
- **Choosing ways to do things** - Our pupils will be encouraged to make their own choices and decisions about how to approach tasks, planning and monitoring what to do, they will be able to change their strategies.

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Finding Circles</p> <p>Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflections</p> <p>Observation and Imaginative Drawing of shells – children to engage with these contrasting drawings methods and to compare and observe the results.</p>	<p>Painting</p> <p>To respond to Cezanne still life paintings, thinking about the artist's choice of subject and composition.</p> <p>To become familiar with vocabulary such as: composition, texture, colour, shape and mood.</p> <p>To be independent in their selection of objects, creative composition and photography – they are the artist!</p> <p>To view everyday objects, form a fresh perspective; looking closely and noticing details.</p> <p>Collaging with wax crayon rubbings</p> <p>Children to explore the world around them in new and exciting ways. Pupils will go onto create a collage from their rubbings, promoting skills such as mark-making and dexterity, as well as nurturing their curiosity about textures and surfaces in the world.</p>	<p>Collage – Imaginary Landscapes</p> <p>Children to make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.</p>	<p>Textiles</p> <p>Prop making, children to make clothes for their pets. Developing skills such as dexterity, hand-eye coordination, creating narratives and nurtures pupils curiosity about the world around them.</p> <p>Painting – Children to create observational paintings of daffodils.</p>	<p>Painting</p> <p>Children to use a water colour technique to create a colourful galaxy scene.</p>	<p>3D sculpture</p> <p>Children to create insect hotels using natural materials sourced from their local area. Children to create drawings inspired by their insect hotels, experimenting with different materials and mark making</p> <p>Drawing – Children to create their own fossils by drawing on pebbles and flint.</p> <p>Painting with string – Father's Day cards</p> <p>Children to develop dexterity, understanding of line and also building up colour recognition skills.</p>
<u>Year One - Autumn</u>		<u>Year One – Spring</u>		<u>Year One - Summer</u>	
<p>Spirals</p> <p>Drawing, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. <ul style="list-style-type: none"> That we can use colour to help our drawings engage others. <p><u>Key Artist- Molly Haslund.</u></p>	<p>Flora and Fauna</p> <p>Drawing, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. <p><u>Key Artists- Eric Carle, Pierre-Joseph Redoute, Jan Van Kessel, Anselmus Boëtius de Boodt, Hannah Borger, Arin Anflinson, Henri Rousseau</u></p>	<p>Playful Making</p> <p>Sculpture, Drawing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical. <p><u>Key Artists- Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</u></p>			
<u>Year Two- Autumn</u>		<u>Year Two - Spring</u>		<u>Year Two- Summer</u>	
<p>Explore and Draw</p> <p>Drawing, Collage</p>	<p>Expressive Painting</p> <p>Painting,</p>	<p>Stick Transformation Project</p> <p>Making, Drawing,</p>			

<p>Key Concepts:</p> <ul style="list-style-type: none"> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. <p><u>Key Artists- Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</u></p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page. <p><u>Key Artists- Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</u></p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world. <p><u>Key Artist- Chris Kenny</u></p>
<p><u>Year Three - Autumn</u></p>	<p><u>Year Three- Spring</u></p>	<p><u>Year Three - Summer</u></p>
<p><u>Gestural Drawing with charcoal</u> <u>Drawing, Sketchbooks</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. <p><u>Key Artists- Edgar Degas, Laura McKendry, Heather Hansen</u></p>	<p>Working with shape and colour Printmaking (Stencil/Screen Print), Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. <ul style="list-style-type: none"> That we can use collage to inspire prints. <p><u>Key Artists- Matisse, Romare Bearden, Claire Willberg</u></p>	<p>Telling Stories through drawing and making. Drawing, Sculpture, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. <p><u>Key Artists- Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</u></p>
<p><u>Year Four - Autumn</u></p>	<p><u>Year Four- Spring</u></p>	<p><u>Year Four- Summer</u></p>
<p><u>Storytelling through drawing</u> <u>Drawing</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery. <p><u>Key Artists- Laura Carlin, Shaun Tan</u></p>	<p>Exploring Still Life Painting, Drawing, Collage, Relief</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... 	<p>Festival Feasts Sculpture, Painting, Drawing, Collage, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.

	<ul style="list-style-type: none"> That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. <p><u>Key Artists-</u> Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<ul style="list-style-type: none"> That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. <p><u>Key Artists-</u> Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>
<p style="text-align: center;">Year Five - Autumn</p>	<p style="text-align: center;">Year Five- Spring</p>	<p style="text-align: center;">Year Five- Summer</p>
<p>Set Design, Making, Drawing, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own "sets" to create models for theatre design, or backgrounds for an animation. <ul style="list-style-type: none"> That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama <p><u>Key Artists-</u> Rae Smith, Fausto Melotti, Tiny Inventions, Rosie Hurley, Gabby Savage-Dickson</p>	<p><u>Typography and Maps</u> Typography, Drawing, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. <p><u>Key Artists-</u> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p><u>Mixed Media Land and Cityscapes</u> Painting, Drawing,</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough. <p><u>Key Artists-</u> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan</p>
<p style="text-align: center;">Year Six - Autumn</p>	<p style="text-align: center;">Year Six- Spring</p>	<p style="text-align: center;">Year Six- Summer</p>
<p>2D drawing to 3D making Drawing, Sculpture, Graphic Design, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. <p><u>Key Artists-</u> Lubaina Himid, Claire Harup</p>	<p><u>Print and Activism</u> Printing, Collaging, Drawing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together. <p><u>Key Artists-</u> Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p><u>Shadow Puppets</u> Making, Drawing,</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience.

		<u>Key Artists- Lotte Reiniger, Matisse, Phillipp Otto Runge, Pippa Durlaga, Thomas Witte, Wayang Shadow Puppets.</u>
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