

Intent: The curriculum is planned and sequenced into yearly projects with the explicit teaching of skills running alongside. We make links between our wider projects and the teaching of Art and Design to enrich learning, support connections to develop across different areas of learning and to bring the curriculum to life with exciting opportunities. Our Art and Design projects are planned specifically with our children in mind, giving them an awareness of art in the world around them and broadening their minds by the study of artists from differing gender, eras and cultural backgrounds. Using the children's starting points as a base from which to plan, we are aware of the emerging motor skills and data from Foundation Stage and hence, how the physical skills and technical aspects need to be built upon carefully each year to address these needs.

Disadvantaged/SEND – SEND children access the same inclusive curriculum and adaptations are made to ensure barriers to learning are removed. I

n Art and Design and are encouraged to improve and revisit skills for long term memory. Art media is also used as a means of expression, exploration and sensory play for those with SEND.

Implementation: Each year group has a set of progressive skills developed by all staff from F1 to Year 2. Around these, art lessons have been designed and based on wider year group projects. For example, manipulating wire to make wire poppies as part of a History project on the importance of remembrance. Sequences of learning are planned in a way that children can build on and revisit knowledge and skills and apply what they have previously learnt. Lessons are designed to incorporate teacher modelling and questioning, experimenting with and exploring media and practical tasks where progress in skills is visible and expected. Teachers demonstrate passion in lessons about using art as a means of expression but are careful to recognise and teach the small steps. Sketchbooks are used in KS1 throughout the journey of children's thinking and practice and are valued as a vehicle for not only finished pieces but also the processes towards these.

Disadvantaged/SEND – QFT is available to all children and reasonable adjustments are made for SEND when accessing Art lessons, for example, guidance and modelling and opportunities to practise.

Impact: Our provision and delivery enables us to measure the impact of what we are teaching children; the way we teach skills help us to assess small steps of learning accurately. Our assessment records highlight children that are not meeting ARE. These children can then become our focus when we revisit knowledge and skills. In Art and Design, progress can be very visible in the work children produce, particularly technical skill and creativity. Appreciation and recognition of other artists and styles of art can be reflected on by the use of our 'learning walls' and Sticky Knowledge folders in every classroom. Always being accessible, these displays promote conversations and questions between the teacher and children at any opportunity and generates recall about learning that has taken place. Children talking about previous learning regularly really helps consolidate knowledge, question, share ideas with others, embedding and encouraging new learning. For example; a picture of a colour wheel promotes talk

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about colour mixing, primary and secondary colours, complementary colours. Children use their sketchbooks to show a 'journey' of their thinking and work. They feel confident to practise, try out ideas and make mistakes.

Disadvantaged/SEND – We make art accessible to all groups of children. We feel all children have the right to enjoy art and access opportunities at their own level and develop their own creativity. Art will mean different things to different children; for some it is expression, and for some, skill. We find for children with SEN and learning difficulties, art can be a real talent and we draw on this to promote self-esteem and celebrate different intelligences.

Substantive, disciplinary knowledge and procedural knowledge

Substantive knowledge in art is based on the knowledge of the 5 key elements of art. All of these elements will be taught from nursery to Year 2 and vocabulary is taught explicitly and will be deliberately practised and applied through the 5 key elements. Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt.

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. It is the knowledge that helps children answer the questions What is art? What counts as art? What makes an artist?

Procedural Knowledge in art is the skills and processes needed to create a piece of art, for example, shading, stippling, printing.

Vocabulary is crucial to academic success for our children. Tier 3 vocabulary is mapped out throughout our curriculum in order to ensure progression and ambition.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge within the threads of learning planning**.

Our **Sticky Knowledge** for Art outlines the key knowledge that we want our children to know and remember from each unit of work. This incorporates key vocabulary, knowledge, key questions and considerations for Art. **Retrieval** is built into every lesson and **spaced retrieval** each term using the learning wall and sticky knowledge books.

In **EYFS**, the children have daily access to a variety of art resources to ensure skills are reinforced. Provision is carefully planned to suit the interests of the children, whilst developing the necessary foundation skills. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development. This ensures that the adults facilitating learning know each child's next steps and can give the children the learning opportunity and experience they need to develop their Art skills.

Component Plan

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>FS1</u>	- Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.	Remember and sing entire songs. -Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. -Take part in simple pretend play, using an object to represent something else even though they are not similar.	- Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises.	Develop storylines through small-world or role-play. . -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Request a favourite song/rhyme.	Creating with Materials: -Enjoy mark-making opportunities. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Use blocks/construction toys to build "small worlds" e.g. a pen on a farm. -Develop confidence using a wider range of materials to create with	Being Imaginative and Expressive: -Know and join in with some nursery rhymes or favourite songs and poems. -Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Respond to music with movement.
<u>FS2</u>	Self-portrait painting – facial features and skin colour identification.	-Clay Diva lamps – adding beads/sequins to decorate.	Mixing shades of a colour – light and dark	Silhouettes of animals. -Shadow drawings	Painting flags -Farm animal masks	

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	-Collaging a colour monster – scrunching/folding and tessellations. -Observational drawing of fruit and vegetables	-Collaging a self - portrait in the style of Brianna McCarthy. -Printing with vegetables – repeating patterns -Bonfire firework pictures – kitchen rolls with snipped ends – stamping, filling a page, sprinkling glitter. -Bonfire art – cotton buds – sparklers	-Sponge painting a bear mask -Design a pair of shoes – collaging – mixing resources -In forest schools explore powder paints for colour mixing	-Colour mixing chart – 3 colours -Finger painting – adding detail to pictures – mermaids tail/scales -Staining paper – mapwork and adding details with black pen -Concertina paper – chicken legs		
<u>Year 1</u>		Painting & Printing Practising the skill of printing. Paul Klee – Castle and the Sun Picasso- Art day linked to drawing.	Drawing Quentin Blake	3D		Textiles/ Collage
<u>Year 2</u>	Drawing Cityscape art with Stephen Wiltshire	3D Wire poppies with Alexander Calder	Printing Pop Art inspired polystyrene printing with Roy Litchenstein	Drawing Habitat drawing with hatching, cross- hatching, stippling etc	Painting Henri Rousseau landscape art with watercolours 3D Clay relief tiles inspired by Henri Rousseau	Collage Photo montaging with Hannah Hoch

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Progression of Knowledge and Threads of Learning

	THREADS OF LEARNING Highlighted text links to the same knowledge thread of the same colour across year groups What they absolutely need to know.					
	Drawing	Painting	Printing	3D	Textiles/ collage	Artists
FS1	Substantive Knowledge Threads: Know there is a range of drawing media. Know that different media have different mark making potentials. To know that my art can represent an emotion. I can make marks with pencils, brushes, charcoal Disciplinary and Procedural Knowledge Threads: Make marks Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas. Draw a face to represent an emotion. to use drawing, painting and sculpture to develop and share their ideas,	Substantive Knowledge Threads: Know the names of colours. Know that colours of paint can be experimented with. Disciplinary and Procedural Knowledge Threads: Explore colours and colour mixing. Develop their own ideas and then choose suitable colours to express them. Paint and make marks.	Substantive Knowledge Threads: Know that you can make art with a range of different materials. Disciplinary and Procedural Knowledge Threads: Paint and make marks. Explore premade stamps, sponges and stencils.	Substantive Knowledge Threads: Know that modelling materials can be shaped. Disciplinary and Procedural Knowledge Threads: Choose the right resources to carry out their own plan. Explore textures. Explore different materials freely, in order to develop their ideas about how to use them and what to make	Substantive Knowledge Threads: Know you can make art with a range of materials. Disciplinary and Procedural Knowledge Threads: Explore different textures. Choose the right resources to carry out their own plan. Develop their own ideas and then choose suitable materials to express them.	Substantive Knowledge Threads: Know that art exists all around us. Disciplinary and Procedural Knowledge Threads: Explore different materials freely, in order to develop their ideas about how to use them and what to make.

	experiences and imagination					
FS2	Substantive Knowledge Threads: Know that different media makes marks Know how to select media to form different marks. Disciplinary and Procedural Knowledge Threads: Use a variety of media to make various marks and lines. Begin to hold and control tools with precision. Draw into sand, liquids, glitter to mark make. Look at basic shapes to draw.	Substantive Knowledge Threads: Know the primary colours on the colour wheel. Disciplinary and Procedural Knowledge Threads: To consider and choose colours for a desired effect, Explore what happens when they mix colours. Explore painting with different mediums e.g. wheels, car tracks. Learn how to hold a paintbrush with precision.	Substantive Knowledge Threads: Know what printing is. Know that objects can make a print. Know that prints can make a pattern. Disciplinary and Procedural Knowledge Threads: Recognise patterns. Introduce tessellation. Explore premade stamps and stencils to create a pattern. Use manmade and natural objects to create patterns. Create patterns with finger painting. Use sponges to make patterns or pictures. Begin to understand different objects make different prints.	Substantive Knowledge Threads: Know what a sculpture is in everyday life. Know that a sculpture is not flat. Know you can model art using playdough. Disciplinary and Procedural Knowledge Threads: Explore a range of malleable materials such as clay, playdough, salt dough, plasticine. To create clay sculptures with decorative markings (e.g. diva lamps) (thumb pots). Use simple tools to create texture. Explore 3D art with junk modelling.	Substantive Knowledge Threads: Know that materials have different textures. Know that materials can be combined to make artwork. Disciplinary and Procedural Knowledge Threads: Begin to explore different textiles. Hold and manipulate a range of natural and manmade materials. Hold scissors and cut a range of materials. Use fabric, wool, thread to make models with recycled items. Know that paper can be torn or cut for an effect.	Substantive Knowledge Threads: Know how to discuss thoughts, feelings and emotions of artwork. Disciplinary and Procedural Knowledge Threads: Explore and use a variety of artist's effects to express their ideas and feelings.
YEAR 1	Substantive Knowledge Threads: Know that different types of lines can be drawn. Know what observational drawing is and draw.	Substantive Knowledge Threads: Know the names of the primary and secondary colours on the colour wheel. Know how to make secondary colours from primary colours.	Substantive Knowledge Threads: Know that you can combine different printing artistic techniques to create a piece of art. Know that patterns have a specific	Substantive Knowledge Threads: Know that sculptures can be made from different materials. Know that sculptures are 3D. Know that modelling materials can be shaped	Substantive Knowledge Threads: Know what a collage is. Know that mixed media including fabrics, bead, yarn etc can be used to create artwork. Know that you can combine different artistic	Substantive Knowledge Threads: Know what an artist is. Know that they can form an opinion about an artist's work.

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	Disciplinary and Procedural Knowledge Threads: Draw using variety of tools. Experiment with drawing lines and use 2D shapes to draw. Use charcoal and chalk to draw from observations	Disciplinary and Procedural Knowledge Threads: Mix and choose colours for effect. To understand how to use medias appropriately (e.g. rinse brushes in water when changing colours). Understand how to use tools appropriately (e.g. not to scrub bristles too hard on the paper). Artist focus: Paul Klee	placement for a desired affect. Disciplinary and Procedural Knowledge Threads: Print from a range of objects by applying paint carefully and using appropriate pressure. Use firm pressure when printing with objects and remove them gently to avoid smudges. Create a repeating pattern. Artist focus: Katsushika Hokusai	with their hands and different tools to create different outcomes. Know that pieces of clay can attach Disciplinary and Procedural Knowledge Threads: Experiment with rolling, kneading, and shaping clay and printing into clay. Use construction methods to build such as cut, bend, fold, stick materials. Use range of junk modelling to create a 3D sculpture.	techniques to create a piece of art. Disciplinary and Procedural Knowledge Threads: Explore ways of manipulating media, such as scrunching, ripping, tearing, cutting. Use a range of media such as fabric, plastic, papers	Disciplinary and Procedural Knowledge Threads: Look at a range of artists work and discuss it. Artists: Paul Klee Katsushika Hokusai
YEAR 2	Substantive Knowledge Threads: Know how to create different effects by drawing. Know how to draw landscape art with foreground, middle ground, background.	Substantive Knowledge Threads: Identify shades of primary and secondary colours. Know how to make tones and tints with black and white.	Substantive Knowledge Threads: Know how to make a polystyrene relief print. Know how to create repeated patterns. Know what relief print means.	Substantive Knowledge Threads: Know that sculpting involves modelling. Be able to select materials based on their properties. Know techniques to attach clay.	Substantive Knowledge Threads: Know that collage is a specific placement of materials with precision and accuracy. Know what a montage is. Know what a photomontage is.	Substantive Knowledge Threads: Know that artists can influence and inspire us to replicate a piece of work. Know how to reflect upon their work and

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Know pattern and texture can be used to create drawing. Know that shading creates tone. Disciplinary and Procedural Knowledge Threads: Show texture and patterns in the drawing using hatch, cross hatch, stippling, scribbling. Draw for a sustained period of time from the figure and real objects Create different tones, using light and dark affects. Experiment with line, shape, pattern and colour Artist focus- Stephen Wiltshire <i>Cityscape drawing- The Great Fire of London. Using black pen and pencil. <u>Autumn 1</u></i> <i>Habitat drawing using hatching, cross hatching, stippling etc. <u>Spring 2</u></i>	Know that the properties of the paint you use will affect your mark making. I know complementary colours. Disciplinary and Procedural Knowledge Threads: Mix their own brown Make tints by adding white Make tones by adding black. Use watercolours and layer Paint in the style of an artist. Artist focus- Henri Rousseau <i>Watercolours- Landscape art influenced by Henri Rousseau – Tiger in a Tropical Storm – Linked to Global Week of Asia. <u>Summer 1</u></i>	Know what tie-dyeing is and how its used. Know the history of tie-dyeing. Disciplinary and Procedural Knowledge Threads: Create a print using pressing, rolling, rubbing and stamping Create a print like a designer – design patterns of increasing complexity and repetition Experiment with different inks and layering colours. Take inspiration from the historical art of tie-dying to create own pattern. Artist focus- Roy Lichtenstein <i>Polystyrene fruit printing influenced by Roy Lichtenstein Repeating prints with stencil. <u>Spring 1</u></i>	Know where clay comes from. Disciplinary and Procedural Knowledge Threads: Manipulate clay for a variety of purposes e.g. simple coil pots and clay relief tiles. Explore slips, scores and blends with clay. Use wire to create a specific sculpture. Artist focus- Alexander Calder <i>Wire poppies for WW1 remembrance day. <u>Autumn 2</u> influenced by Alexander Calder Clay relief Tiles influenced by Henri Rousseau. <u>Summer 1</u></i>	Disciplinary and Procedural Knowledge Threads: Create textured collages from a variety of media. Practice collage techniques. Create a photomontage. Artist focus- Hannah Hoch <i>Photo montaging with magazines of staff faces inspired by Hannah Hoch. <u>Summer 2</u></i>	review art by famous artists. Disciplinary and Procedural Knowledge Threads: Explore the work of famous, notable artists and designers. <u>Artists:</u> <i>Stephen Wiltshire Henri Rousseau Andy Warhol Hannah Hoch</i>
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Vocabulary

Vocabulary	Drawing	Painting	Printing	3D	Textiles/Collage	Artists
FS1	thick, thin, wavy, straight, pencil, stick, chalk, pastel, felt tip, marks, lines, thick, thin,	mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination,	experiment, printing, media, understand, print, stamp, press, roll, techniques, patterns	explore, mark making, effects, material, observe, imagination, tools, control, fine motor, experiment, clay, plasticine, dough, model,	fabric, cotton wool, paper, cut, material, join, practise, threading, stitches, understand, decorate, join, practise, threading, stitches, understand, decorate, collage, experiment, media, understand, glue, sticking, paper, fabric, materials, effects, observe, imagination	Like, dislike, opinion, discuss
FS2						
Year 1	thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, soft (pencil), hard (pencil), shiny, charcoal, observational, landscape, portrait, 2D, light, dark.	brush, size, scale, colour, mixing, primary colours, secondary colours, shades, tones, techniques, layering	hard, soft, rollers, pallets, mono printing, roll printing, stencils, repeating patterns, firm, pressure, gentle	Sculpture, materials, products, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, paint, create, texture, construct, join, natural, manmade, surface, cut, bend, fold, stick,	match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving, Collage, create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, texture, fold, crumple, tear, overlap	Compare, same, different, artist, craft maker, designer, question Paul Klee, Georgie O'Keefe
Year 2	3D, hatch, cross-hatch, stipple, blend, scribble, foreground, middle-ground, background, perspective, tone,	Tints, light, dark,	Polystyrene, layering, complexity, ink, relief print,	Slip, score, blend, sculpting	Montage, photomontage, precision,	Roy Lichtenstein, Henri Rousseau, Yayoi Kusama, Hannah Hoch, Alexander Calder, Stephen Wiltshire, inspire, influence, replicate,

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Sticky Knowledge/Retrieval

Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations.

Sticky knowledge combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills.

At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them.

In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls.

In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

Assessment Criteria

EYFS	
Drawing: Know that different media makes marks	Painting: Know the primary colours on the colour wheel
3D: Know that a sculpture is not flat.	Printing: Know what printing is.
Collage/ Textiles Know that materials have different textures.	

YEAR 1	
Drawing: Know that different types of lines can be drawn.	Painting: Know the names of the primary and secondary colours on the colour wheel
3D: Know that sculptures can be made from different materials.	Printing: Know that you can combine different printing artistic techniques to create a piece of art
Collage/ Textiles Know what a collage is.	
YEAR 2	
Drawing: Know pattern and texture can be used to create drawing.	Painting: I know complementary colours.
3D: Know that sculpting involves modelling.	Printing: Know how to make a polystyrene relief print.
Collage/ Textiles	

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| <ul style="list-style-type: none">• Know what a photomontage is. | |
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