Art at Oasis Academy Hobmoor

Monitoring - Some evidence seen Clear evidence seen

Intent:

'Every child is an artist, the problem is how to remain an artist once he grows up.' Pablo Picasso

Live:

Children will be introduced to the people, skills, ability, opportunities and space needed for art & design to flourish at the school and beyond.

Love:

Children will uncover a love of the arts that enables them to communicate and understand the world in deeper ways that speak about our humanity.

Learn:

Children will develop the skills and innate artistic ability that is hidden within them. Creativity is a skill that is developed through exceptional teaching, practice and use, thinking carefully about the design process.

In order to break down barriers and widen the horizons for our community, OAH have tailored an art and design curriculum that uncovers the hidden creativity within our young people and beyond.

- All children have at least one full term of specialised high-quality art provision per year through the 'Every Child Is an Artist programme' (ECIAA)
- Art/Design Technology teaching is progressive and builds on children's previously taught knowledge in a range of forms.
- Each term, children will focus on a core discipline within the arts; Digital Arts, Visual Arts and Performing Arts.
- All children have a safe space to develop their ability to imagine, play, create and communicate their art and design skills.
- All children are seen as artists, we do not expect a one size fits all approach to outcomes.
- The children experience a range of art and design forms that are not separated into distinct disciplines.
- The children are encouraged to develop a state of mind and a matter of approach, rather than a mastery of materials.
- ECIAA will strive to make works of high quality that communicate to their community about the issues that matter to them.
- Staff have the opportunity to develop their pedagogy by observing specialised art teaching.
- Children are encouraged to cook and think about the nutritional value of food.

Implementation

Art & Design at Hobmoor	
• Throughout their time at Hobmoor children will be taught by specialised artists as part of the Every Child An Artist Programme (ECIAA) • Any gaps in the ECIAA curriculum will be filled by teachers in thematic Aspire lessons • Whole School art gallery that showcases the artwork of all of our children and shows the progression of skills from Yr1-6 • A range of artwork displayed in the school grounds • End of term ECIAA exhibition or performance to the school, parents and community • Children will be shown internationally renowned artists work from different cultural heritages • Cross curricular links to be made where possible	
Every Child is An Artist	• Each term, children will focus on a core discipline within the arts; Digital Arts, Visual Arts and Performing Arts. The disciplines are underpinned by themes to inform the creative process. • Themes that have been used are The Environment, Water, Our Community. • Artist focus on contemporary (usually living) artists to explore how they approach similar themes. Specialisms: Sculpture, Ceramics, Photography, Collage & Printing
In class Art & Design provision	• Bespoke Art & Design lessons focusing on 2D art forms, including the design, make, evaluate model, linked to their thematic Aspire work. • Art/DT regularly linked with other subjects through 'thematic' areas • DT lessons should include the planning, making and evaluating stages even if not all are evidenced in books. • Specialisms: Drawing, Painting • Teachers are encouraged and supported to choose other art specialisms linked to the themes they teach • Skills builder programme has extensive DT links – designing and packaging

Recording of work

- EYFS evidence their work on Exxat in line with EYFS policy
- Each Year group (y1-6) has a large A3 book where all Artist work is recorded as well as teacher led Art/DT covered in classes.
- Selection of evidence of Art/DT in large class books which should be updated across the year.
- These books will be collected in every term for monitoring
- Our artists develop bespoke sketchbooks which accompany their art form
- Online sketchbooks are being developed for children to showcase their unique learning journey

Assessment

- We do not expect a one size fits all approach to outcomes as creativity is hard to measure
- Assessment is a fluid & inclusive practice, which takes place during lessons through conversations with pupils
- Questions are asked by both adults and children to guide how the lesson/sequence of lessons moves forward
- (in online sketchbooks) Children are encouraged to record their thought process on their IPAD in different ways
- The children are encouraged to develop a state of mind and a matter of approach, rather than a mastery of materials.
- A3 large art books serve as evidence of previous years learning and are passed up to the next year group

Supporting SEN children in Art & Design	More able children in Art & Design:
• References made to previous learning as a jog to memory • Visual aids/word banks/picture banks are provided for learners to refer to • Modelling is key by both adults and peers • Key words are regularly referred to in lessons whilst modelling • Paired and group work • Alternative resources available where necessary e.g. for those who struggle with fine motor skills or with physical disabilities • Lessons are broken into chunks including 'do nows' where children have a chance to explore in manageable stages • Worked examples are useful to allow learners to visualise the process • Conversations between children and adults form the basis of assessment in an inclusive and fluid way • Evaluation is modelled verbally with sentence starters available where appropriate	• Have a range of materials/resources available • Create art with freedom and independence • Choose materials for effect • Express innovation & unique ideas • Can explain design choices of famous artists, art forms and culture • Translate 2D figures into 3D • Analyse artwork and critically evaluate with very little support • Apply a wide range of tools and techniques skilfully • Conduct independent research to solve problems • (When designing) identify the needs of the user and create a product to meet these

Curriculum Coverage

In EYFS pupils are working towards:	
ELG: Expressive Arts and Design • 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.	**ELG: Physical Development** • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
In KS1 ART, pupils should be taught:	**In KS1 DESIGN AND TECHNOLOGY, pupils should be taught:**
• To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers and making links to their own work	• To design purposeful products based on a design criteria • To make products using a range of tools and equipment, selecting from a wide range of materials • To explore and evaluate a range of existing products • To build structures • To explore and use mechanisms • To use the basic principles of a healthy and varied diet to prepare dishes • To understand where food comes from
In KS2 Art, pupils should be taught:	**In KS2 DESIGN AND TECHNOLOGY, pupils should be taught:**
• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas (With artists. In class this is currently evidenced as large book – moving towards digital sketchbook in 2022-23)	• To research and develop when designing • To use sketches and diagrams to communicate their ideas • To make products using a wider range of tools and equipment, selecting from a wider range of materials • To evaluate their ideas against their own design criteria and consider others ideas to improve their work. • To understand how key events and individuals have helped shape the world. • To build more complex structures • To understand and use mechanical systems • To apply their understanding of computing to program and control their products • To use the basic principles of a healthy and varied diet • To prepare and cook a range of savoury dishes • To understand where food comes from

Early Years Foundation Stage Art and Design

Staff teach 'in the moment' ensuring that children are given opportunities to:

<table>
<tr><th>Expressive Arts & Design in Nursery</th><th>Art & Design in Reception</th></tr>
<tr><td>

- 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.
- 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.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

</td><td rowspan="2">

- 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.

- Explore a different artist every half term

Autumn

- Colour mixing – primary & secondary
- Art in Motion – *Jackson Pollock*

Spring

- Colour – shades
- *Wassily Kandinsky* – Circles
- Lines – *Piet Mondrian*

Summer

- *Leonardo De Vinci* – Portraits
- *Claude Monet* – Landscapes

</td></tr>
<tr><th>Physical Development in Nursery</th></tr>
<tr><td>

- Experiment with colours and marks
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

</td><td>

Physical Development in Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

</td></tr>
</table>

DT - Woodwork in EYFS
Children have access to a woodwork bench in both Nursery and Reception and use it to progress through the Foundation Stage • Children begin by developing techniques • They use their imagination, combined with their knowledge of the task, to plan what to make. • Children learn how it is possible to combine various materials and media and this will increase their options and possibilities. • Children's work often becomes the starting point for a story which also supports creative development, as well as language skills

Key Stage One - Art and Design

Year 1 Art	Year 2 Art
Autumn • Drawing - Self-portraits (Barack Obama portrait inspiration) • Colour mixing – primary and secondary colours – *Joan Miro* • Collage – pattern & texture with natural materials - environmental art – autumn scenes – *Andy Goldsworthy* • Nature drawings/sculptures – line & shape. 3D **Spring** • Weather art **Summer** • Repeating patterns in print • Digital art – painting – using IPADs	**Autumn** • Viking long boats – drawing techniques (design& make?) • Observational drawing – buildings (Cadbury's factory past & present)– line, shape, pattern, texture • Fireworks pictures • Pointillism **Spring** • Portraits - kings & queens • Digital art – Using Sketches school when drawing the Great Wall of China **Summer** • Great Fire of London pictures – colour • Digit art (painting) – using IPADs • Painting NHS – LS. Lowrey

Year 1 DT	Year 2 DT
Autumn **Spring** • Birmingham Cars – designing and building cars Aspire curriculum books)	**Autumn** • Food - Design & making own chocolate bar (linked to Instructions in Eng.) • Textiles – material suitability linked to Science **Spring** • Chinese dragons – mixed media (paint, crayon, mosaic tile?)

Summer • Skills builder – community café	• Pattern - Designing prayer mats – RE • Sculpture - Great Wall of China • Creating a King and Queen artefact – Options include items such as Buckingham Palace, a King or Queen's crown, a King's sword. **Summer** • Great Fire scene • Skills builder – community café

Key Stage One – Every Child An Artist Provision

ECIAA Artist provision – visual arts (Autumn)	ECIAA Artist provision – digital arts (Spring)	ECIAA Artist provision – digital arts (Summer)
I can understand and develop confident skill in: Art materials • Creation with a range of materials (designing & making • paper, pencils, wax crayons, markers, chalks, oil pastel, charcoal, paint, tissue paper and other found media such as leaves & upcycled art Art techniques • Drawing, painting & sculpture to develop & share ideas, experiences and imagination • Colour, pattern, texture, line, shape, form and space developed and used for expression in 2D and 3D art • Environmental Arts (using sustainable art materials/upcycling) • 3D sculpture and creation • Using seasonal materials and events (autumn leaves, fireworks) to produce observational drawing Artists • Using artist illustrated children's books & stories *(e.g. cave baby, Elmer the Elephant)* to create book illustrations use artists techniques we see • Explore *Alma Thomas* in collage • Describe similarities & differences between different practices & making links to their own work	I can understand and develop confident skill in: Photography • the framing, selecting and positioning cameras to make choices about what is in and out of the picture • taking and editing pictures and using apps to manipulate pictures Animation • Digital Drawing tools are a mechanism for self-expression in apps (apps like sketches school, huepaint) • Creation of short 'claymation' animations with plasticine and scenes using ' I can animate' app • A basis of photography is needed to understand animation as a series of photographs Video • Video/film is about telling stories and editing helps to tell the story visually (imovie) •	I can understand and develop confident skill in: Photography • the framing, selecting and positioning cameras to make choices about what is in and out of the picture • taking and editing pictures and using apps to manipulate pictures Animation • Digital Drawing tools are a mechanism for self-expression in apps (apps like sketches school, huepaint) • Creation of short 'claymation' animations with plasticine and scenes using ' I can animate' app • A basis of photography is needed to understand animation as a series of photographs Video • Video/film is about telling stories and editing helps to tell the story visually (imovie)

<u>Art on view</u> • See work celebrated publicly throughout the school • Create own sketchbooks (from Year 2 onwards)		

Lower Key Stage Two - Art and Design

Year 3 Art	Year 4 Art
Autumn • Art from other cultures/history – Egyptian, Scottish tartan, Diwali • Collage - Black artist - *Alma Woodsey Thomas* • Remembrance day art - collage • Painting - Watercolour blending – tints and tones/ Birmingham skyline • Drawing - sketching (application of watercolours)– canal boats **Spring** • Self-portraits/volcanoes (digital art- Keynote) – *Andy Warhol* • Pattern - Islamic Art (RE/Maths) • Still life drawing of fruit - Use a viewfinder to focus on a specific part before drawing it (shading using different pencil grades) • Carl Warner – food sculptor 'foodscapes' **Summer** • *Kandinsky & Klimt* digital artist focus (on IPADs) • Art from historical periods - Prehistoric cave painting	**Autumn** • Still life drawing - Yardley charcoal houses • Local art - St Edburgha's Church – Watercolours using digital image integration on IPADs • Local art - St Edburgha's Church – Stained Glass windows IPAD creativity homework **Spring** • Collage - Roman mosaics **Summer** • Sketching – aquatic animals before designing & drawing their own • Clay sculptures – *Anthony Gormley* • Reflections? • Digital art – posters on the IPADs

Year 3 DT	Year 4 DT
Autumn • Impact of pyramids (aspire curriculum book) • Building Bridges **Spring**	**Autumn** • 3D shape - Birmingham Architecture – *Yeoville Thomason* (aspire curriculum books) • Building Churches

• Making 3D volcanoes • Food tasting • Food - Making desserts, smoothies • Food - Balanced diet & allergies • Food and hygiene • Journey of a banana/chocolate **Summer** • Skills builder – number crunching (chocolate bars)	**Spring** • Design and make a wearable digestive system (playdough) • Circuits **Summer** • Skills builder – number crunching (smoothies)

Lower Key Stage Two – Every Child An Artist Provision

ECIAA Artist provision – performing arts/music (Autumn)	ECIAA Artist provision – visual arts (Spring)	ECIAA Artist provision – digital arts (Summer)
I can understand and develop confident skill in: **Theatre, performance & spoken word poetry** (see ECIAA document)	I can understand and develop confident skill in: **Ceramic technique** • Building on KS1 work with plasticene in animation • Design process from drawing and sketching ideas into finished pieces • Creation of 3D sculptural forms including: Tiles, bowls, individual figures, pinch pots, coil work and slab work • Creation of individual pieces of work and a collective sculpture, including tiles, pots and self-portraits/figurines in clay • Decorating with slips and glazes **Ceramic history**	I can understand and develop confident skill in: **Creating digital art** • Using 'digital' aspects as a tool like a paintbrush to create artwork • Introduction to producing 2D art creation with live code labs • Development of 2D digital drawing/manipulation in year to progresses to 3D design • 3D digital design with Tinkercad • Physical computing with littlebits and makey makeys • Creation of game controllers

	• Creating an understanding that ceramics are part of the Midlands Industrial heritage • Ceramics bridge practical objects throughout history, industrial production & high art	**Music Production & performance (with Garageband** • Recording & arranging (see ECIAA document)

Upper Key Stage Two - Art and Design

Year 5 Art	Year 6 Art
Autumn • Heraldic art - Design a coat of arms using symbolic pictures • Reflections and translations – tapestries (Bayeux tapestry) • Stencil and printing - Illuminated letters • Portraits of Wedgewood – IPADs • Pointillism - calendars **Spring** • Blending and shading – moonscapes • Potato printing - Phases of the moon • Drawing invertebrates – Darwin's sketchbook • Marbling – Mother's Day cards **Summer** • Greek pottery	**Autumn** • Silhouettes – WW2 using chalks & oil pastels • Self-portraits – shading • Mrs Merritt – brag books **Spring** **Summer** • Pop art – printing (*Andy Warhol, Lichtenstein & David Hockney)* • Mixed media art

Year 5 DT	Year 6 DT
Autumn • Textiles - Sewing - Medieval lavender bags • Diwali sweets including packaging • Local art - *Josiah Wedgewood* – designing and making plates/coasters (aspire curriculum books) • Remembrance Day art • Pop up cards **Spring** • Catapults • Pottery – Ancient Greece • Origami Flowers – Mother's Day **Summer** • Skills builder – number games (designing & making)	**Autumn** • 3D models – Anderson shelter building • Radio broadcasts using IPADs and air sirens **Spring** **Summer** • Skills builder – number games (designing & making)

Upper Key Stage Two – Every Child An Artist Provision (Year 6 only)

ECIAA Artist provision – digital arts (Autumn)	ECIAA Artist provision – visual arts (Spring)	ECIAA Artist provision – digital arts (Summer)
I can understand and develop confident skill in: **Theatre, performance & spoken word poetry** (see ECIAA document)	I can understand and develop confident skill in: **Ceramic technique** • Building on work in LKS2 work, working towards mastery in 3D skills • Improve mastery of art & design techniques, including drawing, painting & sculpture with a range of materials • Design, preparation and development of ceramics work including their control & their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft & design • Creation of 3D sculptural forms including: Tiles, bowls, individual figures, pinch pots, coil work and slab work • Selecting choosing and consciously creating with slip and glazes for chemical process **Ceramic history** • Linking to Midlands Industrial heritage and locally via tile making • Learn ceramics bridges practical objects throughout history, industrial production and high art, creating a range of different ceramic objects	I can understand and develop confident skill in: **Digital arts towards game design** • 3D digital worlds design with Tinkercad and blender • Physical computing with little bits and makey makey to make game controllers • Introduction to Scratch and Python coding languages for game controllers • Introduction to producing 2D art creation through code with live code labs and processing • Collaboratively create virtual world with digital Artist • Design and creation of 3D objects on computers including colouring and texturing **Digital Music Production & Performance with Garageband** • Recording, mixing & exploring (see ECIAA document)

	• Great artists in history **<u>Art on view</u>** • Create sketchbooks to record their observations and use them to review & revisit ideas • Creation of individual pieces of work and a collective sculpture shared around the school	