

## Art Vision

It is essential that children explore and develop their skills of creativity by using a wide range of media. At Village we believe that Art stimulates creativity, imagination and inventiveness. Art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination.

**“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake**

At Village Primary School children see Art as experimentation, **exploration** and pushing ideas in an imaginative way. In every lesson, children have the opportunity to use and develop their art skills and also through cross curricular links with other topics. The academic rigor goes hand in hand with our belief that developing and **discovering** a love of the Arts will enrich our children and offer them an encompassing school experience.




We endeavour to nurture and build on creativity. Children learn the value of discipline, commitment and work ethic, as well as creative thinking skills. The result is children who, not only have a secure educational foundation, but also have the ability to think outside the box and channel their creativity, enabling them to succeed in our rapidly changing world.

Children at Village understand and apply the principles of creativity and independence. We believe that the arts should be central to a well-rounded education. We provide a range of integrated experiences, carefully planned to fit in with topics, which give a dynamic focus for the pupils’ learning. We integrate art into the teaching of other subjects and find that this not only enhances pupils’ enjoyment but leads to better outcomes for all. Annual multi-cultural arts week provide additional opportunities for children to develop further skills such as print making.

It is our aim that children understand that high quality Involvement in the arts helps to foster a positive attitude among students by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition.



## Expressive arts and design: Creating with materials

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p><b>RANGES 1-2</b></p> <ul style="list-style-type: none"> <li>Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration</li> </ul>	<ul style="list-style-type: none"> <li>Attend to how babies and children are using their whole body in sensing, exploring and experimenting with space, texture, sounds, rhythms, materials, and tools.</li> <li>Welcome the ways in which babies and children arrange, combine, transform, group, and sequence materials that both natural and manmade.</li> </ul>	<ul style="list-style-type: none"> <li>Create a rich and well-ordered environment that enables babies and children to use all their senses.</li> <li>Choose and select with intention the materials and tools available to children.</li> <li>Create the time and space that will ensure that children can engage in depth with a diverse range of materials.</li> </ul>
 <p><b>RANGE 3</b></p> <ul style="list-style-type: none"> <li>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</li> <li>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> <li>Notifies and becomes interested in the transformative effect of their action on materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and enjoy with children a variety of sounds, and music from diverse cultures.</li> <li>Sensitively introduce children to language to describe sounds and rhythm, e.g. <i>loud</i> and <i>soft</i>, <i>fast</i> and <i>slow</i>.</li> <li>Understand that young children's creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right.</li> <li>Become familiar with the properties and characteristics of materials and tools.</li> <li>Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a variety of objects that will make different sounds, such as wood, pans and plastic bottles filled with different things.</li> <li>Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition.</li> <li>Create space and time for movement and dance both indoors and outdoors.</li> </ul>
 <p><b>RANGE 4</b></p> <ul style="list-style-type: none"> <li>Joins in singing songs</li> <li>Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet</i>, <i>fast/slow</i></li> <li>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>Uses 3D and 2D structures to explore materials and/or to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.</li> <li>Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time.</li> <li>Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials.</li> <li>Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a varied and appropriate series of live performances for all young children, e.g. musicians, dancers, storytellers.</li> <li>Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre.</li> <li>Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.</li> <li>Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</li> </ul>

### Statutory ELG: Creating with Materials

Children at the expected level of development will:





- 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;
- Make use of props and materials when role playing characters in narratives and stories.


## Expressive arts and design: Creating with materials

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p><b>RANGE 5</b></p> <ul style="list-style-type: none"> <li>Explores and learns how sounds and movements can be changed</li> <li>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>Enjoys joining in with moving, dancing and ring games</li> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>Taps out simple repeated rhythms</li> <li>Develops an understanding of how to create and use sounds intentionally</li> <li>Continues to explore colour and how colours can be changed</li> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>Uses tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Support children's talk by sharing terms used by artists, potters, musicians, dancers, e.g. as children show interest in exploring colour mixing, support them in using terms such as <i>tint</i>, <i>shade</i>, <i>hue</i>.</li> <li>When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> <li>Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals.</li> <li>Encourage children to notice changes in movement and sound, e.g. <i>louder</i>, <i>quieter</i>, <i>smaller</i>, <i>bigger</i>. Talk about what is happening, helping them to think about cause and effect.</li> <li>Introduce new skills and techniques based on your observations and knowledge of children's interests and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate.</li> <li>Create a place where work in progress can be kept safely.</li> <li>Share with children other artists' work that connects with their ideas, interests and experiences.</li> <li>Introduce children to a wide range of music, movement, painting and sculpture.</li> <li>Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum.</li> <li>Offer children opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>
 <p><b>RANGE 6</b></p> <ul style="list-style-type: none"> <li>Begins to build a collection of songs and dances</li> <li>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.</li> <li>Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.</li> <li>Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.</li> <li>Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.</li> <li>Supply open-ended props and materials that can easily be transformed in play.</li> </ul>

# EYFS

## Expressive arts and design: Being imaginative and expressive

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGE 1-2	<ul style="list-style-type: none"> <li>Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</li> </ul>	<ul style="list-style-type: none"> <li>Notice the ways in which babies react to other babies and adults and the world that surrounds them.</li> <li>Tune into and sensitively respond to babies' and children's expressive and communicative actions.</li> </ul>	<ul style="list-style-type: none"> <li>Create a rich environment that enables babies and children to use all their senses.</li> <li>Provide babies and children with a range of experiences to feed their imaginative potential, e.g. stories, images, music, natural and urban experiences, social encounters (mealtimes, shopping, visitors).</li> </ul>
 RANGE 3	<ul style="list-style-type: none"> <li>Expresses self through physical actions and sound</li> <li>Pretends that one object represents another, especially when objects have characteristics in common</li> <li>Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>	<ul style="list-style-type: none"> <li>Show genuine interest and be willing to play along with a young child who is beginning to pretend.</li> <li>Model or join in pretend play, such as pretending to drink from an empty toy cup.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, rope etc.</li> </ul>
 RANGE 4	<ul style="list-style-type: none"> <li>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</li> <li>Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></li> <li>Creates rhythmic sounds and movements</li> </ul>	<ul style="list-style-type: none"> <li>Observe and sometimes take part in children's make-believe play in order to gain an understanding of their interests.</li> <li>Observe and reflect on the children's own explorations and creations.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks.</li> <li>Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages.</li> </ul>
 RANGE 5	<ul style="list-style-type: none"> <li>Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>Experiments and creates movement in response to music, stories and ideas</li> <li>Sings to self and makes up simple songs</li> <li>Creates sounds, movements, drawings to accompany stories</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children have opportunities to experience the world outside the setting, e.g. through walks, visits, visitors, links with children's homes.</li> <li>Support children's development of imaginary worlds by encouraging new experiences, inventiveness, empathy and new possibilities.</li> <li>Share a diverse range of text, image-based and oral stories to stimulate imaginative responses.</li> </ul>	<ul style="list-style-type: none"> <li>Tell stories based on children's experiences and the people and places they know well as well as stories that stimulate the imagination.</li> <li>Create spaces for children to respond to stories and their representing their ideas of what they hear, imagine and enjoy through a variety of art forms and materials.</li> </ul>

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGE 5	<ul style="list-style-type: none"> <li>Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>Uses available resources to create props or creates imaginary ones to support play</li> <li>Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones.</li> </ul>	<ul style="list-style-type: none"> <li>Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.</li> </ul>
 RANGE 6	<ul style="list-style-type: none"> <li>Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> <li>Introduces a storyline or narrative into their play</li> <li>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<ul style="list-style-type: none"> <li>Support children to gain confidence in their own way of representing and sharing ideas.</li> <li>Be aware of the link between children's imaginative play and how they develop a narrative structure.</li> <li>Recognise and promote children's agency in expressing their unique and subjective viewpoint through the arts.</li> <li>Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas.</li> <li>Introduce descriptive language to support children within the context of their own imaginative experiences.</li> <li>Celebrate children's imaginative ideas and creations by sharing them, e.g. impromptu performances, learning journeys with families, display documentation, digital portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination.</li> <li>Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds.</li> <li>Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time.</li> </ul>

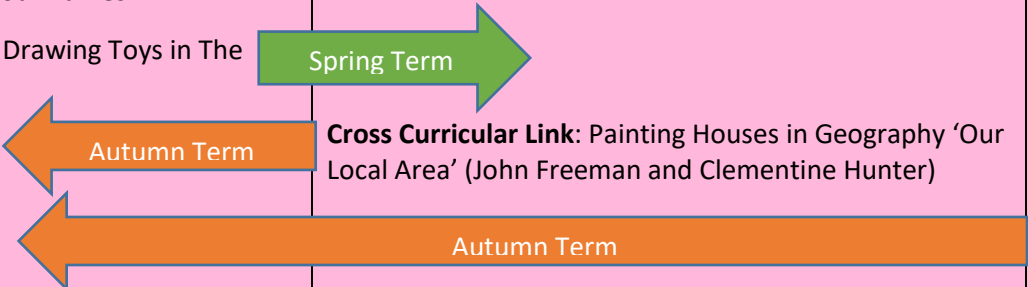
### Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Art - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>See also: Skills progression document</b>						
<b>Year 1</b>	<b>Drawing</b> Picasso (Self Portraits) Clementine Hunter (Houses and Homes)		<b>Painting</b> Kandinsky and John Freeman – local painter (Primary and Secondary Colours)		<b>Sculpture</b> James Brunt (Natural Art)	
<b>End Points</b>	<ul style="list-style-type: none"> <li>Use <b>pencil and pencil crayon</b></li> <li>Develop observational drawing techniques</li> <li>To know and identify the primary and secondary colour names</li> </ul> <p><b>Cross Curricular Link:</b> Drawing Toys in The History of Toys</p>		<ul style="list-style-type: none"> <li>To use primary colours to mix secondary colours in <b>poster paint</b></li> <li>Use painting to develop ideas and imagination</li> <li>To develop techniques in pattern and shape</li> </ul> <p><b>Cross Curricular Link:</b> Painting Houses in Geography 'Our Local Area' (John Freeman and Clementine Hunter)</p>		<ul style="list-style-type: none"> <li>To use sculpture to develop and share experiences using <b>natural materials e.g. leaves and stones</b></li> <li>To develop a range of techniques in using pattern, texture, line, shape, form and space</li> <li>To know about the work of James Brunt and make links to their own work</li> </ul> <p><b>Cross curricular link:</b> Science Autumn Term: Wax resistant autumn leaves</p>	
<b>Year 2</b>	<b>Drawing</b> Mackenzie Thorpe		<b>Painting</b> Lauren Childs Spanish link: Joan Miró		<b>Sculpture</b> Andy Goldsworthy Clifford Possum Tjapaltjarri: Australia link	
<b>End Points</b>	<ul style="list-style-type: none"> <li>Use pencil and <b>pencil crayon in different grades of graphite</b></li> <li>Develop observational drawing techniques through sketching</li> <li>To select appropriate colours in the style of Mackenzie Thorpe</li> </ul>		<ul style="list-style-type: none"> <li>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones using <b>water colour paint</b>.</li> <li>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> </ul>		<ul style="list-style-type: none"> <li>Shape, form, construct and model from observation and imagination using <b>natural materials (e.g. sticks, stones, pebbles, petals, leaves)</b></li> <li>Demonstrate experience in surface patterns/ textures and use them when appropriate</li> <li>Discuss own work and others work, expressing thoughts and feelings.</li> </ul>	
<b>Year 3</b>	<b>Drawing</b>				<b>Sculpture</b>	



	<b>Bridget Riley</b>	<b>Painting Monet Rasheed Araeen: Sculpture/Maths link</b>	<b>Henry Moore</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>• Develop intricate patterns/ marks using <b>pencil</b> and <b>water colour pencil</b>.</li> <li>• Begin to show an awareness of objects having a third dimension and perspective.</li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence <b>using water colour paints</b>.</li> <li>• Confidently create different effects and textures with paint according to what they need for the task.</li> <li>• Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment and media with confidence. Learn to secure work to continue at a later date.</li> <li>• Construct a simple base for extending and modelling other shapes <b>from clay</b>.</li> <li>• Produce larger ware using pinch/ slab/ coil techniques.</li> </ul>
<b>Year 4</b>	<b>Drawing McEsher</b>	<b>Painting Henri Rousseau Eden project 'Spirit of the Rainforest' Nixiwaka Yawanawá: Rainforest link</b>	<b>Collage Deborah Shapiro</b>
<b>End Points</b>	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level. Experiment with different grades of <b>pencil, chalk and charcoal</b> to achieve variations in tone and make marks on a range of media</li> <li>• Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop a painting from a drawing using <b>acrylic paints</b>.</li> <li>• Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence</li> <li>• Start to look at working in the style of a selected artist (not copying). Children to choose own animal or habitat</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>recycled, natural and man-made materials</b> to create collages.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> </ul>

	achieve variations in tone.		
Year 5	<b>Drawing</b> William Morris and L.S Lowry	<b>Painting</b> Henri Matisse	<b>Sculpture</b> Jonah Jinton
End Points	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work <b>using felt tips, oil crayons and pastels.</b></li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge <b>choosing poster or acrylic.</b></li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media</li> <li>• Explore a range of great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment. Secure work to continue at a later date</li> <li>• Use recycled, <b>natural and manmade materials to create sculptures</b>, confidently and successfully joining.</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>
Year 6	<b>Painting</b> John Constable	<b>Drawing</b> Beatrix Potter Anthony Gormley	<b>Graffiti</b> Andy Warhol/Banksy

<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade <b>using water colours.</b></li> <li>• Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</li> <li>• Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture <b>choosing their own media.</b></li> <li>• Have opportunity to explore modern and traditional artists using ICT and other resources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own style using tonal contrast and mixed media <b>of their choice.</b></li> <li>• Develop ideas from a range of sources (e.g. news media)</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>
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