



Bolton Primary School
Art & Design
2024-2026

Art and Design Policy

Purpose of Study

Art is a foundation subject in the National Curriculum. It is a unique form of experience and communication. Through art we can record our environment and our innermost thoughts and fears. The subject provides opportunities to be creative and imaginative whilst developing practical skills in a pleasurable way.

Aims

- Our main aim is to promote children's enjoyment of Art.
- Children need to value the significance of artists and designer's role in society.
- Art lessons should develop a visual awareness in pupils and give them the opportunity to record their feelings and express imagination.
- Experiences in Art should develop pupils' critical abilities and understanding of their own and others cultural heritage.
- Through the use of artistic 2D and 3D projects, they will acquire skills and artistic techniques whilst developing their visual vocabulary.
- We aim to broaden their experiences so that they will value everything for the time and thought that went into producing it and to respect the work even if it is not to their personal taste.

Content

All children will be taught the skills and knowledge of art as outlined in the 2014 National Curriculum for Art and Design. (Subject Content is outlined in the Programmes of Study of the National Curriculum for Art and Design.)

The Art programme is delivered through topic work or through study of an artist, a movement, style or culture. Our Primary art curriculum is taken from AccessArt as of September 2023. There will be specific subject teaching to ensure coverage of key skills. Links with other curriculum subjects will be made where possible.

The following outlines the basis for a balanced programme of Art activities:

- Drawing and Sketchbooks
- Paint, Surface and Texture
- Print, Colour and Collage

- Collaborative and Community
- Working in 3 Dimensions

Early Years

Children will be given opportunities to learn about media and materials in different ways. They will be able to represent their own ideas and thoughts and feelings through different forms of art. They will safely use and explore a variety of materials, tools and techniques - experimenting with colour, design, texture, form and function.

Key Stage 1

Pupils will 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, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils will 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 create sketch books to record their observations and use them to review and revisit ideas
- 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.

The National Curriculum guidelines in the allocation of time in developing Art skills in KS1 and KS2 will be followed. Children will be taught in their normal class groups. The class teacher/subject teacher is responsible for the planning and teaching of Art. The Art Co-ordinator will be responsible for managing the subject, reviewing the scheme and ordering resources. All teachers must ensure that all

helpers are conversant with the school's Art Policy. An area where the children have easy access to a wide variety of materials and tools is a feature of classrooms where art lessons take place.

Teaching and Learning

All children will study Art, alternating with Design and Technology across a year. Six units will be studied in 6-week blocks across a 2-year cycle. The knowledge, skills and understanding will be taught within Art topics to ensure continuity and progression through the two key stages and to provide a sound structure on which to build as they continue to KS3. The children will generally work in small groups and the lesson content will be pitched to the children's individual needs, interests and abilities. Where possible cross curricular links will be made and visits, visitors, drama & role play will enhance the meeting of objectives. All units will be planned and monitored by teaching staff; sometimes the lesson maybe taught and delivered by TAs. Whole class and direct instruction methods will be combined with group and individual methods. Teachers will offer guidance and give demonstration of skills and on occasion bring in the expertise of others.

Adaptation

Those with particular special needs may have extra support for the activities or the language content altered. The recording of information can be changed to oral or pictorial communication and resources modified to be accessed more easily. Children with special needs are given opportunities to use art to develop sensory perceptions, expressions and to build confidence. A policy of Equal Opportunities will be adhered to in all art activities exposing pupils to a balance of artists from both genders and from a range of cultures, both European and Non-European.

In art activities differentiation will mostly be through outcome and care will be taken to ensure that activities do not disadvantage any pupils. In other cases, older/more-able children will partner younger/less-able pupils to bolster their confidence and allow children to learn from each other.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged students in all our lessons.

Assessment

There will be a unit assessment at the end of the block of learning based on key learning objectives. Assessment will also take place informally through observation, open questioning, discussions and marking children's work. This information will be recorded on our school's foundation tracking sheets and shared termly with parents.

Display

Teachers will ensure that their classroom is visually stimulating which will motivate pupils. Displays of pupils' work, in areas of school, will celebrate their efforts and show the school's pride in their achievements.

Evaluation, Monitoring and Review

This policy is a working document and should be updated every two years. This policy was reviewed in the Summer term 2024 and is due for another review in the spring term 2026. The subject lead is Bianca Cousin and there is a governor responsible for subject monitoring in Art and Design.

This policy was reviewed AUT 2024 and will be reviewed again AUT 2026.

Subject Co-ordinator: Bianca Cousin (Since September 2025)

Art & Design at Bolton

During the Early Years at Bolton, Reception children will focus on fostering creativity, fine motor skills and self-expression through age-appropriate, engaging projects. Children will experiment with a variety of materials, such as paints, crayons and markers. They will be given the opportunity to explore art through their senses with activities such as finger painting or using natural materials. The focus will be on the creative process during any art activities rather than the final outcome, encouraging children to enjoy experimenting with colours, textures and shapes. Art activities may often link to the themes in the Early Years curriculum or through stories. They will complete activities such as cutting, sticking, drawing and painting which will help to develop their fine motor skills and hand-eye coordination. There will also be opportunities for children to develop basic artistic concepts, such as mixing colours, shapes, patterns and symmetry through a hands-on approach. Children will be able to express themselves through free drawing or drawing to allow children to express their thoughts, emotions and experiences. Art in Reception at Bolton supports the overall development by blending creativity with learning and emotional expression, laying the foundations for creativity and confidence ready for the KS1 Art curriculum.

Moving into KS1, children follow the AccessArt scheme, which provides an engaging, creative and inclusive approach to teaching art to Key Stage 1 children. It concentrates on exploration, experimentation and skill-building while building on the foundations of creativity and confidence from Early Years. In Key Stage 1, the children are taught Art by an experienced teacher. They have an Art unit each term focussing on a specific skill, such as drawing or collage. The units follow a child-centred approach, encouraging individuality and creativity. The units value the process of art-making over the final product. KS1 are introduced to fundamental skills, such as drawing, painting, collage and sculpture and use age-appropriate materials and techniques to develop their skills. Children are exposed to a range of artists, art styles and cultures throughout their art sessions and the children are encouraged to discuss artwork and develop their visual literacy. We adapt projects to suit varying needs and allow every child to succeed with their artwork. We encourage the children to take risks and learn from their mistakes and promote open-ended projects where children can experiment with their ideas.

Examples of activities that KS1 children could include making 3D models using clay, mixing paints or creating collages with different materials, drawing or painting scenes inspired by books or stories and using natural materials to create prints.

By using the AccessArt scheme, KS1 children can develop a love for art and creativity while building essential skills for their overall development. Children can feel proud of their creations and more willing to express themselves. Children will have improved their problem-solving skills. They will have the opportunity to collaborate and discuss their work with their peers and they will have developed their hand-eye coordination and fine motor skills. These skills will lead onto the work that they will complete during KS2, where the AccessArt scheme continues.

At KS2, Art & Design is taught by Billy Drinkall-Jones, who has a GCSE and an A Level in the subject (Edexcel Art and Design: Three Dimensional Design, C; WJEC Product Design, A*) and has plenty of experience teaching the subject in primary schools.

Art and Design can often be treated as a 'fun' add-on to learning in more academically rigorous subjects. For example, children might create their own mosaic after studying a unit on the Romans in History; or they might spend lots of time creating Christmas decorations as a treat at the end of the Autumn term. Though we want children to enjoy Art and look forward to their lessons, treating the subject in this way risks diminishing the value of the subject and is unlikely to equip children with the knowledge and skills outlined by the National Curriculum.

At Bolton, children in KS2 study three Art & Design units per year, one each term. They are taught by the subject coordinator on a Wednesday afternoon and this time is protected: as a specialist teacher comes in to teach the subject, it's never overlooked or substituted for finishing off work from other lessons. Nor is it saved for a fun activity as a reward for positive behaviour or used as an activity to keep children busy as they wind down at the end of a long term. The units children study are stand-alone and not linked to topics in other subjects. Where appropriate links can be made between Art & Design and other subjects and this can be useful. For example, when creating their own maps, pupils could be encouraged to include some of the map features that they have learned about in Geography. However, purposely making the units of study stand-alone means that they are chosen based on the subject-specific skills that the children need to be taught, and opens up many more possibilities. It also helps pupils to appreciate the distinctiveness of the range of subjects that they study.

During Art & Design lessons, we want to give children the freedom, and for them to have the confidence, to be creative. As children progress through school, though their technical proficiency increases, their confidence in their own imagination and creativity tends to diminish. The confidence of young children is summed up beautifully in an anecdote from Sir Ken Robinson's book 'The Element':

"An elementary school teacher was giving a drawing class to a group of six-year-old children. At the back of the classroom sat a little girl who normally didn't pay much attention in school. In the drawing class she did. For more than twenty minutes, the girl sat with her arms curled around her paper, totally absorbed in what she was doing. The teacher found this fascinating. Eventually, she asked the girl what she was drawing. Without looking up, the girl said, "I'm drawing a picture of God." Surprised, the teacher said, "But nobody knows what God looks like." The girl said, "They will in a minute."

So, how do we ensure that children don't lose this confidence as they progress through primary school, and beyond?

We need to give children the time and space to try things out; to make mistakes; to have a go and develop their ideas; to try, fail and try again. We need to model this creative process as adults and help them to understand that their sketchbooks should not be a publication of perfection, they should be a messy record of their journey through their art education; a place for exploring and experimenting and developing ideas.

If children's experiences of art lessons are limited to following a specific set of steps to produce a copy of a famous piece of artwork, wall-worthy but more-or-less identical to those of their peers, they are being taught to value imitation and perfection. Then, when they fall short of perfection, they will lose confidence and feel that they are not good at art. We need to show children that we value risk-taking, perseverance and creativity and encourage them to value these traits too.

At the beginning of KS2, children are given a large high-quality sketchbook. They keep this sketchbook for the remainder of their time at Bolton, to showcase their journey as an artist from Year 3 to Year 6 and as way to revisit ideas, techniques, and media. Due to the nature of teaching mixed-age classes, there is not a single journey of progression for each child in the school. For example, some children may encounter charcoal before clay, or explore typography before monotypes. This is not an issue, because in Art & Design we want each pupil's journey to be unique to them, for them to explore and experiment in their own way.

Due to the subjective nature of Art & Design, the assessment process is less straightforward. Individual pieces of work are not assessed as they may be in other subjects, and the criteria for assessment are more qualitative with the aim of reinforcing the characteristics we value. At the end of each unit, the teacher will write a comment in children's sketchbooks guiding children to reflect on the characteristics they have demonstrated through the unit, such as their creativity, their willingness to take risks, their range of experimentation. As well as pointing out positive areas that the teacher has picked up on, these comments may also suggest ways in which could develop in these areas in future units of study.

Strengths and Next Steps

Strengths	Next Steps
<p>1. Focus: Quality of Education</p> <ul style="list-style-type: none">• 'Cultural capital' and 'SSMC' is developed within art.• Learning is structured into 5 units of 7 weeks over the 2-year cycle• Evidence of 'sequential' learning through redesigned art curriculum• Sketchbooks are now being used in both KS1 and KS2 <p>2. Focus: Behaviour and Attitudes</p> <ul style="list-style-type: none">• Pupils enjoy the subject and talk positively about Art and Design, as identified in pupil questionnaires and pupil interviews. <p>3. Focus: Personal Development of Children</p> <ul style="list-style-type: none">• Each unit has a knowledge organiser to aid memory and embed learning and so that recapping can take place.• Art themed after-school clubs provided for all children at specific points in the academic year. (Extra-curricular provision)• Visiting local artist to school - worked with KS2 and visit to an art gallery (Tullie House) <p>4. Focus: Leadership and Management</p> <ul style="list-style-type: none">• CPD via online courses - subject leader and staff• Subject lead has redesigned the art curriculum. There is now a clear journey of skills	<p>1. Focus: Quality of Education:</p> <ul style="list-style-type: none">• The use of sketchbooks to be developed further to reflect more like journals. Sketchbooks should be unique and enable children to develop their independence and creativity. <p>2. Focus: Behaviour and Attitudes:</p> <ul style="list-style-type: none">• To monitor conduct and engagement in lessons. <p>3. Focus: Personal Development of children:</p> <ul style="list-style-type: none">• KS1 to work closely with a local artist and visit to an art museum/exhibition• Develop use of rich subject specific vocabulary throughout KS1 and KS2. Vocabulary will include key words as outlined in the redesigned curriculum. Key words to be displayed during the lesson. Encourage children to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes. <p>4. Focus: Leadership and Management:</p> <ul style="list-style-type: none">• Continue to develop ways of 'assessment' within the subject.• Monitor across the key stages - with specific focus on key stage 1 and EYFS, due to subject lead not delivering these sessions.• Monitor implementation of redesigned art curriculum

Progression of Skills in Art and Design at Bolton - Bespoke Coverage taken from AccessArt

Year 1/2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking		Understand collage is the art of using elements of paper to make images. Making Birds Understand we can create our own papers with which to collage. Making Birds	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of "Design through Making" Making Birds	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms
	Make a simple elastic band sketchbook Personalise it Spirals Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Practice observational drawing Spirals Simple Printmaking Making Birds Explore mark making Spirals Simple Printmaking Making Birds	Simple Printmaking Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking		Collage with painted papers exploring colour, shape and composition. Simple Printmaking Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Use a combination of two or more materials to make sculpture. Making Birds Use construction methods to build. Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1 Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates work. All Pathways for Year 1

Year 1/2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a</p>		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p>	<p>Use Design through Making philosophy to playfully construct towards a loose brief. Music & Art</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p>
<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p>	<p>bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p>		<p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art</p> <p>Understand the concept of still life. Expressive Painting</p>	<p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>		<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p>
<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art</p> <p>Make drawings inspired by sound. Music & Art</p>	<p>Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Music & Art</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied. Explore & Draw Music & Art</p>		<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>			<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention. Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>

Year ¾	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p>
<p>Understand that animators make drawings that move.</p>	<p>Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal</p>	<p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour</p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p>
<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint</p> <p>Brainstorm animation ideas. Working with Shape & Colour</p>	<p>Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p>	<p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p> <p>Make an armature to support the sculpture. Telling Stories</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p>


Year ¾	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p><i>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</i></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <p>Use sketchbooks to: Practise drawing skills. Storytelling Through Drawing Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Festival Feasts</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing Festival Feasts</p>	<p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p>	<p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture Festival Feasts</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>

Year 5/6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p>	<p>Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p>	<p>Understand that mono types are single monoprnts. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p>	<p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes</p>	<p>Understand that set designers can design/make sets for theatres or for animations. Set Design</p> <p>Understand that designers often create scaled models to test and share ideas with others. Set Design</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>
<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”). Set Design</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Set Design</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design</p>	<p>Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</p>		<p>Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design</p> <p>Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Year 5/6	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p>	<p>Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D</p> <p>Using the grid method to scale up an image. 2D to 2D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Exploring Identity</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world</p> <p>Exploring Identity</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity</p> <p>Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity</p> <p>Take a Seat</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p>
<p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>Exploring Identity Shadow Puppets</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Take a Seat</p>			<p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>

Bolton Long Term Planning – Art

AccessArt Split and Mixed Curriculum - Bolton Primary School - 2024 to 2026

	Autumn Term	Spring Term	Summer Term
Y1&2 (Year A)	<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p><u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p>	<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Y1&2 (Year B)	<p><u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><u>Music & Art</u> Explore how we can make art inspired by the sounds we hear.</p>
Y3&4 (Year A)	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
Y3&4 (Year B)	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p><u>Working with Shape and Colour</u> “Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p><u>Festival Feasts</u> How might we use food and art to bring us together?</p>
Y5&6 (Year A)	<p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p><u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>
Y5&6 (Year B)	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p>

Art and design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.