



Southport
Learning
Trust



Art at Bedford

At Bedford Primary School, we are committed to engaging, inspiring and challenging all pupils and equipping them with the skills and knowledge to experiment, invent and create their own works of art and design. We have an unwavering commitment to boosting the confidence and cultural capital of all our pupils. Providing them with a rich tapestry of experiences is key.



Art has the role in education of helping children become more like themselves instead of more like everyone else.'

Sydney Gurewitz Clemens



Our vision for Art:



- For every pupil to be seen as an artist
- To encourage imagination, creativity and self expression in all pupils
- For pupils to explore a wide range of materials, techniques and famous artworks to build confidence, develop skills and find their own artistic voice
- Through making, talking and reflecting, pupils learn to appreciate art from different times and cultures
- For pupils to value their own ideas and those of others
- To build an art curriculum that nurtures curiosity, celebrates individuality and builds a lifelong love of creativity



Skills I need to be an artist

KS1



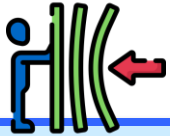
Draw carefully by using lines and shapes to show what I see or think



Use imagination to make pictures and art



Explore paint to make new colours and shades



Never give up with artwork



Talk about own artwork, peers' work and artists' work



Explore different materials to create different forms of art



Learn from different artists



Experiment with some tools to create images



Use technical vocabulary to talk about art

Skills I need to be an artist

KS2



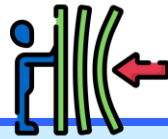
Draw with control and care by using lines, shading and detail to improve drawing skills



Create artwork that shows thoughts, feelings and interests



Reflect on work and make changes to improve



Be resilient



Listen to feedback and share ideas



Explore colour, shape and texture by mixing colours, using different materials and trying out new techniques



Take creative risks



Experiment with different tools and media



Learn from a range of diverse artists

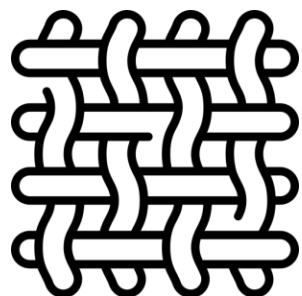
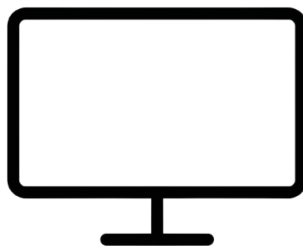


Use art vocabulary to talk about own work, peers' work and artists work

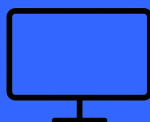
Arts ambassadors:



- Recruited art ambassadors job is to promote art across the school
- Create art competitions for pupils to enter
- Judge art competitions

drawing	painting	printing	3D
			
textiles	collage	use of ICT	artist knowledge
			





ELG: Fine Motor Skills Children at the expected level of development will:

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, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Expressive Arts and Design 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.

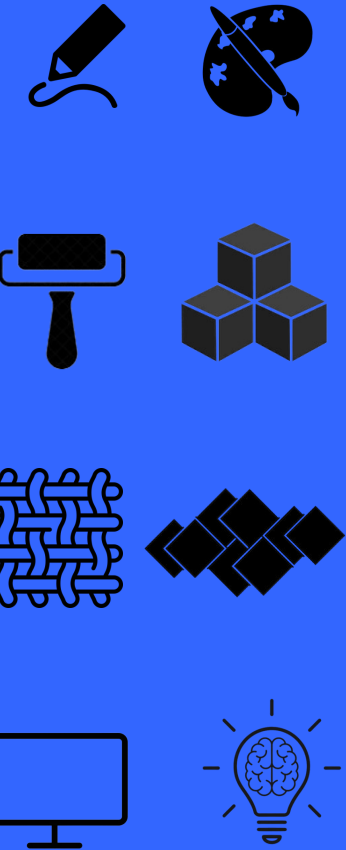
ELG: Being Imaginative and Expressive: Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher-this can be done through art activities.

National Curriculum end of KS1 expectations

Pupils should be taught to:

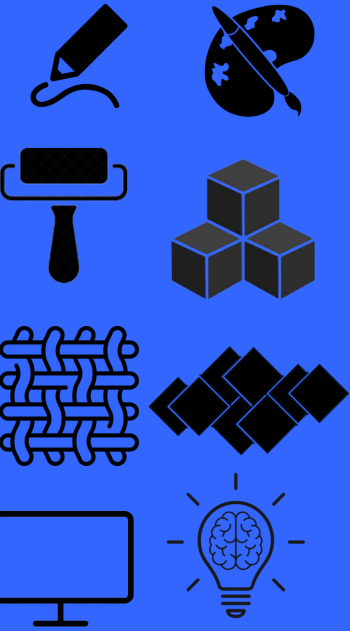
- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the 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

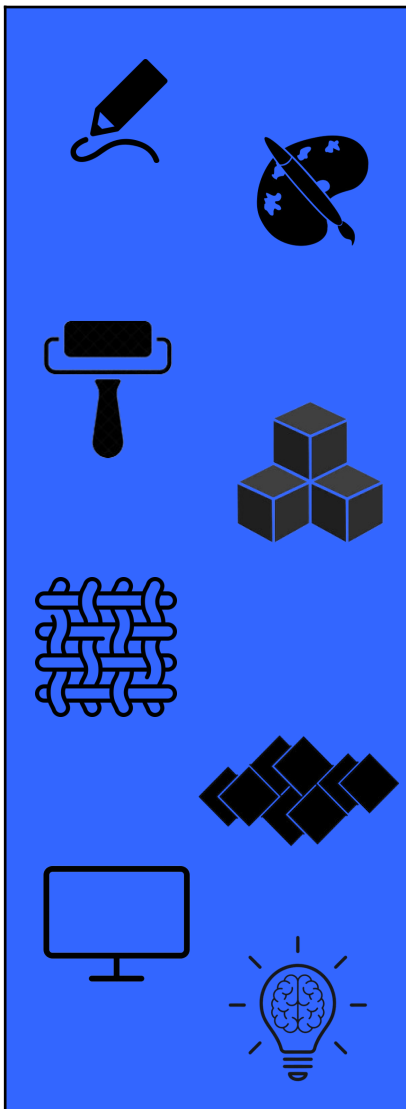


National Curriculum end of KS2 expectations

Pupils should be taught to:

- 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





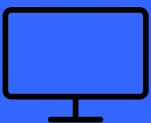
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with.
- Encourage them to think about and discuss what they want to make.
- Discuss problems and how they might be solved as they arise.
- Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world.
- Help them to define colours, shapes, texture and smells in their own words.
- Discuss children's responses to what they see.
- Visit galleries and museums to generate inspiration and conversation about art and artists.

progression map

	Year 1	Year 2
drawing 	- Explore a range of drawing tools to make marks - Begin to control the type of marks made - Draw on different surfaces eg. the playground with chalk - Explore different textures - Explore drawing from observation using pencils of different grades/ fine line marker pens - Investigate textures by describing, naming, rubbing and copying eg. leaf rubbings in Autumn with wax crayons	- Experiment with tools and surfaces - Begin to control marks made with different media eg chalk pastels - Investigate tone by drawing light/dark lines - Use two different grade of pencils - Use fine liner pens - Complete observational drawings, experimenting with shading and toning - Investigate textures through drawing
painting 	- Organise, use efficiently and clear up painting equipment - Mix paint of a consistency fit for purpose - Problem solve when paint not of correct consistency - Use paint to mix primary and secondary colours and name them - Add white to a primary colour to make tints - Choose thick and thin brushes as appropriate	- Know and experiment the effect of adding black to a colour - Know the term 'wash' and how it can be used to create a certain effect - Experiment with different effects and textures using washes - Make tints and use to create images
printing 	- Print with a range of hard and soft materials eg. cork, ear bud, sponge - Make simple prints/ monoprints - Create repeating patterns and recognise patterns in the environment - Create and use simple printing blocks on paper	
3D 	- Explore sculpture with a range of malleable and non malleable materials eg. clay, Modroc, natural materials and dough - Add texture using tools	



progression map

	Year 1	Year 2
textiles 	▪ Cut and shape fabric using scissors ▪ Add line and shape to their work ▪ Sew fabrics together ▪ Apply shapes to fabric by glue or stitching ▪ Apply decoration using beads, buttons, feathers	
collage 		▪ Create, select and use textured materials for an image ▪ Create and arrange shapes appropriately ▪ Collect, sort, name and match colours appropriate for a purpose
use of ICT 	▪ Experiment with using a simple painting program to create a picture ▪ Experiment with brushes and tools in a painting package ▪ Go back and change/improve a picture	▪ Record visual information for a purpose ▪ Use a simple graphics package to create images and effects ▪ Create shapes using shape and fill tools
artist knowledge 	▪ Begin to have an opinion on a studied artist ▪ Ask sensible questions about a piece of art ▪ Describe what they like/dislike in the work of another artist	▪ Create a piece of work in response to another artist's work.

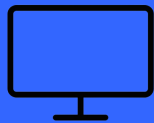


progression map

	Year 3	Year 4
drawing 	- Experiment with various pencils using different grades - Use a sketchbook to document and develop ideas - Draw from observation and imagination - Experiment with mark making using a variety of tools, oil and chalk pastels - Create initial sketches for paintings - Begin to draw with accuracy - Discuss shadows light and dark - Have an awareness of how pattern can be used to create texture	- Draw experiences and feelings - Create accurate observational drawings - Record planning, ideas and notes in sketchbook - Work from a variety of sources including photographs to develop own work - Experiment with mark making using a variety of tools and different media e.g charcoal, pens, pencils
painting 	Build upon knowledge of the colour wheel and primary and secondary colours	Experiment with different effects and textures when blocking in colour
printing 		- Organise their equipment to work with a partner to press print - Create accurate repeating patterns using up to 2 colours - Create relief printing blocks using cardboard
3D 		- Plan design and make models from observation or imagination - Explore shaping clay and using different techniques - Apply texture to their work - Manipulate media with increasing accuracy



progression map

	Year 3	Year 4
textiles 	- Develop skills in stitching, cutting and joining - Use running stitch - Join fabric together and use padding	
collage 	- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures - Apply texture to their work - Manipulate media with increased accuracy	
use of ICT 		- Use a graphics package to edit photographs - Make appropriate choices of special effects and filters for a particular purpose - Make selections to cut, duplicate and repeat to create patterns - Create photo collages on different subjects
artist knowledge 	- Compare the work of different artists - Observe how artists use light and shadow to focus our attention and/or create mood in artwork - Begin to understand what the artist is trying to express in their work - Reflect upon what they like/dislike about their work in order to improve it - Learn about the work of others using a range of different sources	- Experiment with different styles which artists have used - Regularly reflect upon their work and use comparisons with the work of others - Learn about the work of others using a range of different sources



progression map

	Year 5	Year 6
drawing 	- Consider scale and proportion - Work in a sustained and independent way to produce an accurate and detailed drawing. - Develop line tone pattern and texture - Draw from different view points considering horizon lines eg city sky lines - Begin to consider perspective - Use different techniques for purpose eg styles of shading cross hatch fine line method/ chalk pastel rubbings/pencil crayon shading	- Select appropriate media and techniques to achieve a specific outcome - Develop their own style - Use tone in drawings to achieve depth - Develop drawing with perspective and focal points - Adapt drawings according to evaluations and discuss further developments
painting 		- Carry out preliminary studies trying out different media and materials and mixing appropriate colours - Name different types of paint and their properties - Start to develop their own painting style using a range of techniques and explain their choices
printing 		- Overprint using different colours - Create relief printing blocks using string - Print with accuracy on to different materials
3D 	- Plan a sculpture through drawing and other preparatory work - Develop skills in using clay including rolling and pinching eg. slabs, coils, slips - Combine a variety of techniques when hand building clay	



progression map

	Year 5	Year 6
textiles 	- Further develop skills in stitching, cutting and joining - Use decorative stitches	
collage 	- Develop weaving, overlapping and layering techniques - Add collage to painted, drawn or printed background - Use a range of mixed media - Use collage as a means of extending work from initial ideas	
use of ICT 	- Collect images using digital sources - Be able to import an image into a graphics package - Use a graphics package to create images and effects through: - Controlling the brush tool with increased precision - Changing the type of brush to an appropriate style eg. charcoal	- Work from a variety of sources including observation, photographs and digital images - Record, collect and store notes using a digital programme - Use a graphics package to create and manipulate new images - Understand that a digital image is created by layering - Create layered images from original ideas
artist knowledge 	- Learn about the work of others using a range of different sources - Regularly reflect analyse and evaluate their progress/work - Begin to annotate work in sketchbooks to show opinions, techniques and changes to make	- Say what/who their own style of work is influenced by - Learn about the work of others using a range of different sources - Annotate work in sketchbooks to show opinions, techniques and changes to make



Artist studied



Jessi Raulet



Takashi Murakami



Alma Woodsey
Thomas



Andy Goldsworthy



Kehinde Wiley



Axel Scheffer



Kaffe Fassett



Kandinski



Hector Gonzalez



Margaret Godfrey



Artist studied



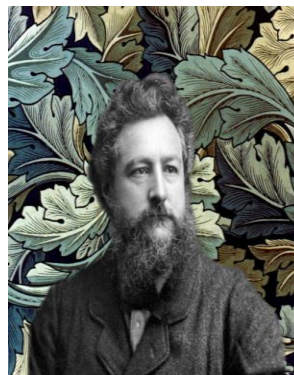
Lowry



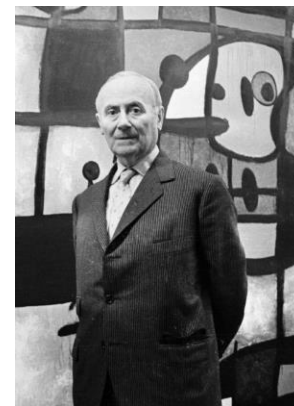
Antony Gormley



Albert Gyorgy



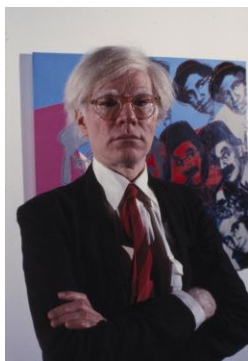
William Morris



Joan Miro



Henri Rousseau



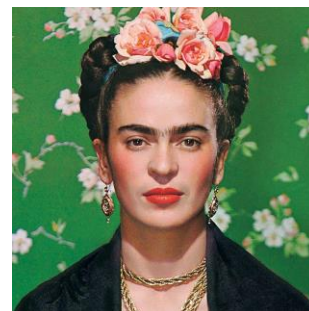
Andy Warhol



Grayson Perry



Albert Richards



Frida Kahlo



Banksy



Art long term plan

Focus artist

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Exploring Colours: Jessi Raulet	Puppet Pals	Flower Power: Takashi Murakami		Painting the Rainbow: Alma Woodsey Thomas	Wonderful World of Natural Art: Andy Goldsworthy
	Seasonal Sketches to be completed throughout the year					
Year 2	Personality Portraits: Kehinde Wiley	Wonderful washes	The Art of Illustration: Axel Scheffer		Colourful Blooms: Kaffe Fassett	
	Look Closely, Draw Carefully to be completed throughout the year					
Year 3	Exploring colours: Kandinski	Oil pastels vs chalk pastels	All About Eyes: Hector Gonzalez		Layered Creations: Margaret Godfrey	Juggling Joy
Year 4	From Matchstick Men to Liverpool Views: Lowry	Digital Layers	Feelings through art: Antony Gormley Albert Gyorgy		Wallpaper Madness: William Morris	Surreal Shapes: Joan Miro
Year 5	Exploring perspective	Welcome to the Jungle: Henri Rousseau	Bright, Bold and Digital: Andy Warhol		Vases through time: Grayson Perry	Textile Treasures
Year 6	War artists: Albert Richards	The Art of Expression: Frida Kahlo	Street Art Stories: Banksy		Brand Builders	Notebooks: Print and Pattern

