









Fun, hands on experiences of a variety of art techniques

Work with local artists

Art at Manor Road

Use of the









Exploration & evaluation in sketch books

Study of a variety of artists

Art work displayed around school

I love art because drawing makes me happy I now I can draw. Layla Elm

I used to get upset because my drawing was rubbish now I am getting much better. Emilia Oak

Art has helped Year Six to deal with the pressure of SATs. We have been doing drawing and following YouTube videos whenever we get time. I have noticed a positive impact on one boy in particular who is drawing lots at home. Mr Astley Y6

Art brings brightness and joy to the world and for some pupils it can shape and define who they are, fuelling their imagination, igniting their creativity. I have watched children become completely absorbed in drawing and painting, creating work that is completely unique to them. Art is a fantastic way for children to express themselves and to learn to value their unquietness.

Mrs Armitage

The standard of art work was really good and their knowledge of artists was wide. The children's enjoyment and enthusiasm shone through. Y5 Parent

We've loved all our art units this year, especially our Serena Hall seaside themed collage. Even the non-artists in class enjoyed having a go at recreating the colours and shapes inspired by Serena's paintings. We loved creating our min-gallery and the children are really proud of their work on display.

Mrs Heald Y2

Strengths in Art at Manor Road

- Children at Manor Road love Art, they like the creativity and imaginative elements of the curriculum in each year group. A lot of children spoken to in the pupil voice sessions say it is their favourite subject as it is relaxing, calm and a way they can express themselves with slightly less boundaries.
- Staff are beginning to enjoy teaching art a little more as they become
 increasingly confident. Having been given a big part in creating our Art
 curriculum, staff meetings have enabled staff to look at their key areas of
 learning and the progression of skills to ensure we are all comfortable with
 our artists, skills and techniques.
- Children's Artist skills are definitely developing; as a staff we have picked up on areas of weakness and then been able to track back through the years to ensure these skills are built upon and developed more thoroughly.
- In class children are encouraged to use their sketch books to investigate, experiment and challenge their own skill set, and then given the opportunities to build on these as they progress through the units in their year group, as well as when they move through the school

Areas for Development in Art

- We must continue to ensure that the children are taught all the necessary skills and techniques to be able to access the learning on offer in school lessons. Encourage children to take risks, make mistakes and challenge themselves to achieve more.
- Ensuring progression of these skills is essential and as a staff I think we are now in the best place to keep pushing on with this.
- Pre/post learning tasks these are essential in Art, not only for the teacher but for the children to see how far they have come from the beginning of the unit. The children need to see their improvements along the way so they can be proud of their own Art journey.
- Arrange more visitors/visits where possible- we have had a local artist/ art teacher in to introduce our Collage Unit in Y1 this had an amazing effect on the children's skills, mind-set and achievements. The work produced was amazing.
- In school Art Galleries to celebrate our children's work- Y5 have done one recently which had a profound effect on the children's enjoyment, positivity and creativity as they added some of their own pieces created at home.

Context of school and needs of our children.

At Manor Road we believe that a high-quality Art education will help pupils gain resilience, self-belief, self confidence and the skills to express themselves through the medium of Art. It should inspire children's creativity and imagination to know more about Art in the world around them and how art can influence the learning journey as well as supporting good mental health and well being. Teaching should equip children with the skills required to think creatively and imaginatively, build resilience, and develop the ability to self reflect to be able to develop and grow as a whole person both in body and mind. Art helps children to understand the diversity of communities, societies and cultures; it shows other people's ideas and qualities, giving them the ability and freedom to find their own way through an ever changing world.

"Artistic expression communicates something about children's 'self', their preferences, interests, feelings, own experiences and choices. Providing art materials as early as possible is essential to learning. All children can communicate meaning through their responses to materials and experiences." Education.gov

- Personalisation on planning -this is especially important in the EYFS and Expressive Arts and Design activities are planned around the interest of the children but also link to the progression of skills and start in preschool. The progression of skills continues to be the essential element of Art planning that is used to personalise all units in relation to the age group and current cohorts. This is changeable over the years as all children are individuals and their level of imagination and creativity is diverse.
- As children develop in imagination and creativity they are able to tell a story, relate to other people, keep themselves emotionally grounded and enter their imaginary worlds. Having an imagination is the ability of the mind to be creative and resourceful.
- Creativity is children's unique response to all that they see, hear, feel and experience. A child's individual responses to materials, experiences and ideas inspire their creativity and imagination.

Discussions, sharing ideas and self reflection.

To realise this vision, we aim to...

- > Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment. Children able to be creative if a safe nurturing environment.
- > Equip children with the resilience and perseverance to become creative, independent thinkers.
- Encourage learning for life within an ever-changing world. King Charles' Coronation
- > Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom. We use our versatile outdoor areas around school for-sculpture, observational drawing, painting, printing.
- > Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.
- Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum. Our Art Curriculum builds self confidence, self belief resilience and perseverance.
- > Build strong, collaborative partnerships between the school and wider community.

EYFS discovered the traditions of Chinese New Year through Art. A parent also supplied resources and equipment to enhance their learning and that of the children in KS1.



Impact as a Subject Leader

- Every half term I look at plans, work, talk to children about what they have learnt through a discussion of specific language and skills. The children can bring along their art books or sketch books to talk through their Art journey as this can tell me a lot about the Art being taught in Manor Road.
- I check the long term plan and discuss this with staff, I also encourage staff to ask me for help and advice and, if I can't help, I will find out for them. I collect photographic evidence of Art uploaded by staff to add onto the website. This is an ongoing process.
- I have met with my ambassadors and explained their role and have asked the children to photograph any Art displays in their classrooms and ask staff at the end of each term if any resources are needed.
- I look at data regularly as this is a difficult subject for staff to assess as it needs to be done throughout the unit, focusing on the skills as well as the end piece of Art work. Children who are normally low in certain subjects like maths and English are achieving much better in Art. Also some SEN children find this an easier subject to access without undue pressure.
- ► The long term plan has been updated with EYFS provision and the key vocabulary has been added on. I can now use this to pick out vocabulary to ask the children about.
- I have redeveloped the Knowledge Organisers for Art as the teaching of Art is a more structured process like DT with Teach, develop skills and self evaluate, Research artist- evaluate artists work, Practise skills for purpose- evaluate own work, Create the final piece and evaluate the finished product.
- Art is a reflective subject which can be a very difficult skill for children to learn but it is essential for them as developing artists to be able to do this. We do this as teachers all the time but we now have to help our children to be reflective learners and help them understand that making mistakes is the best part of their learning journey, art is a really good vehicle for this learning.
- The intent, implementation and impact statement is on the webpage and will continue to be updated with photographs of Art at Manor Road.

Progression in Art

Progression in Art is characterised by Knowledge of Artists & Designers, Exploring and Developing Ideas, Evaluating and Developing Work, then specific elements of Drawing, Painting, Printing, Textiles/ Collage and 3D form.

Knowledge of Artists & Designers—as the children progress they will be taught 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; in KS2 moving on to great artists, architects and designers in history.

Exploring and Developing Ideas - as children progress they will experience a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; to use a range of materials creatively to design and make products and use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; in KS2 moving on to create sketchbooks to record their observations and use them to review and revisit ideas; develop their techniques, including their control and use of materials, with creativity, experimentation an increasing awareness of different kinds of art, craft and design; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Evaluating and Developing Work- as children progress they become more confident at talking about their work, evaluating it, discussing ways it can be improved. They become more proficient at talking and demonstrating different techniques and how the add to or take away from their work. All years are encouraged to use the correct vocabulary appropriate to their year group and skills; as the children move into KS2 they become more confident at comparing their work and skills to those in class or other artists. They use sketch books more confidently to evaluate and express their own opinions about their work and that of others (but always in a safe and secure environment, with absolutely no judgements!) The children become proficient at critical and reflective thinking and how this makes them a much better artist and person.

+1-									
1		ART SKILLS PROGRESSION ART SKILLS PROGRESSION							
Ī		ELG Creating with Molecule Key Lea Assisting use and Assistatic Awareness:			arning Linked to Creating with Materials Observation:		Experiment:	Key Learning linked to Being Imaginative Experiment:	
	EYFS	matural advisorial acceptance aware of continuous acceptance acceptance acceptance, namentale, areacteria and least acceptance acceptance, namentale acceptance,			word. Tak shout what they see, use vacabulary associated with texture, celeur, potents, object, some year. Tak shout what they are creating, explain the processes, suchniques and materials/model they have used including colours, patients, shapes, seasons and term.		Capanisate Contract with process depoints, mentals and their value, buryers deflored may not a support discussion. An extend of their value, the process of the contract of their value		
N.C. Aims		KS1 Transaction studies and a security for a parameter, security for a parameter of the security of the security for a parameter, security and a parameter of the security of							
1	ż	Know about great artists, o	craft make	ons and designers, and understand the his	crical and cultural development of their art Y3	t forms.	Y5	YE	
	Artists	Megan Coyle Andy Burgess Seund Devid (\$66000)		Monet	Andy Goldsworthy Robert Hooke Jan Bookseski	Picasso Thomas Dagosi,	Robin Brooks Georgia O'Keetle George de la Your Glace Oldenbung	Abbot H Sayer Henri Rousseau Ruth Deniels	
ľ	ists &	KS1 N.C. Content Fugils should be taught about the work of a range of artists, craft makers and designers, describing the differences and smillarities between different practices and designers, end making links to brick one work.		KSZ N.C. Content Fliph sheald be leafly aloud great arisis, architects and designes in holizy.					
	o of Art	Y1		Y2 Recognise the styles of artists, craft makers or designers and use this to	Y3 Discuss the styles of artists, craft	Y4 Discuss and analyse the styles of	Y5 Critically analyse the styles of artists.	Y6 Critically analyse the styles of artists.	
	Knowledge of Artists & Designers	Describe what they think and feel about the work of a chosen artist, craft maker or designer.		inform their own work.	Discuss the styles of artists, craft makers or designers and use this to inform their own work.	Discuss and analyse the styles of arists, craft makers or designers and use this to inform their own work.	craft makers or designers and use this to inform their own work.	cost makers or designers and use this to inform their own work.	
		Begin to talk about the styl chosen artist, craft maker designer.		Talk about the similarities and officence between different artists, coalt makers or designers.	Begin to understand the historical and/or cultural significance of a chosen artistlant form.			Explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.	
	g and g ideas	Develop a wide range of a texture, line, shape, form a	KS1 N. et and de- and space	C. Content sign techniques in using colour, pattern,	KS2 N.C. Content Create parenthocks to record their observations and see them to review and restall index. Converse, that inchropper, including their control and use of manifest, including, parenthocks an indexeding parenthocks of air, cost and				
	Exploring a Developing is	to use a range of materials Use drawing, painting and experiences and imaginals	is creativel d soulpture lion.	sign techniques in using colour; pattern, y to design and make products to develop and share their ideas,	dotign. Improve their mostery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)				
l		Y1		Y2	Y3	Y4	Y5	YE	
		Explore and record their or ideas through painting, dra and sculpture, in response hand abservations, e.g. res objects, pictures, printed experiences. Talk about their ideas and choices they have made e. chosen tools, media, restor Begin to work creatively e.g. a sange of media on differencials.	the G	Develop and record their own ideas through parting drawing and soulpium, in response to frish hand soulpium, in response to frish hand soletwister, or pred objects, pictures, partitions and experiences. Talk about and answer questions about the starting point, and choices have juve made of choices tools, media, materials. Show confidence in working creatively or just in a range of media on different scales.	Choose their own starting point from a trapp of diskes. Begin to record their thoughts and experiences in a shalloh book. Explain the trappose for their ideas, and discuss and sense questiones discuss and sense questions developed. Now their ideas have been developed. Solve conditions and independence when working creatively o.g., with a range of receils on different scales.	swentigate different starting points to their work and honore which itselfs to develop further. Record their thoughts and experiences in a skelch book and begin to anestere these. Explain how throw and developing their to use sixtypes and providing their to the choice only of att. Use creative thinking to begin to adapt on initial idea or, experience of will adversally color and a patental or their choices.	Investigate a range of starting points for their work and those which ideas to develop further. Record their throughts and experiences in a sharts house and experiences in a shart work of the control of their c	Independently investigate a range of scarling points for their work and conflictedly desemble their work and conflictedly desemble their scarling factors their floughts and experiences in a skelch block and melow and revision have lostes as their work develops. Are conflicted to work creatively, adapting ideas, and falsing rates when choosing tools, materials with considering use language appropriate to the choice and form, so help them to explain their sides.	
	Evaluating and Develo	Describe some of the art at design techniques they had to their societies they had to their societies, or sharing, collapp, printing, drawling a societies, printing, drawling a societies. Talk about the features the in their case societies and in the of others. Talk about what they might change in their own work.	ry like e work ć	Table Shoot the schologous, makeful and opportunities in their worst set of specific solid in their worst set of the worst of others are, og. "Thave used a control had to said set in the set of their set, og. "Thave used a control had to said set of their set, of thei	Compare ideas, methods and approached in their own and others' layer of their own and others' layer of their own and other layer is a special of an and Use a sketch book to adapt their work, as their does develop and discuss this with others.	Congare Islam, methods and approaches in their own and others' so in a place of all the resultants. Buy: Box in a place of all the resultants are large and a size of their place of their	with alternative colour publish. Use appropriate language when comporing ideas, methods and approaches in their common and others. Solitor of the colour and others with their colour bear they solit and feel hose this might influence their bear of their more seen have this might influence their designs. Use a sketch book to evaluate and adequate and adequate produce their colour publishment of their designs, develop make amendations in their design beautiful and adequate their week are obtained to show their origining develop their work further.	Use language specific to a range of stochastics in identify effective and stochastics in identify effective and stochastics in identify effective and use interest and control of the stochastics and development of bloom falled on the stochastics of the stochast	
	Drawing	Use a variety of tools, inclu- ponolis, rebbers, creyons, in- felt figs, cherceds, last pois- chals and other day media. Use a sizenthools to gathe collect enhors. Begin to explore the use of shape and collect.	er and	Layer different media, a p. creyons, protects, felt Sps, chaeroal and ball point. Understand the hasid user of a skinrthook and work out kloses for cheerings. Dree for a sostalend period of time from the figure and mad objects, including single and group célotes. Probleme with the sissual elementair be, shope, politims and colour.	Experience with different grades of period and other injectments. Plan, notine and after their drawings as necessary. Use a startishood to collect and record water invalid to the control of the collection of th	Make informed choices in creating including pages and media. After and retime drawings and describe changes using and viscabillary. Collect images and information independently in a sketch book. Use measurch to inquise drawings from memory and imagistation. Explore relationships between line and lone, pattern and shape, line and lexitate.	Use a variety of exurus material for "Bell' work." Work in a sustained and independent way from observation experience and inaugusation. Use a start blook to develop ideas. Explore the potential properties of the visual elements: Inv., lose, patient, lessiver, colour and shape.	Commonitors a visite visitery of supple to make different marks with day and well media. I be a supplementation of the thereing within who have susteed in a similar way to their own work. Develop ideas withing different or notwell media, using a sheroth book. Manipulatin and experiment with the elements of art line, tone, pattern, because, form, space, colour and thingo.	
	919	Use a variety of tools and techniques including the un- different trush sizes and it Mix and metch colours to arriskost and objects. Work on different scales Mix secondary colours and shades using different type pairs. Create different toolures e. of searbast.	i se af	Whi a tange of secondary colours, wholes and times. Experiment with sools and techniques, Quijungting, mixing media, receiping mought ex. Name officers if year of paint and their proportion. Work on a sarge of scales e.g. large treat on large year. Which will be a supported to the sool of the sarge of scales e.g. large treat on large year. Mix and meth colours using artefacts and objects.	Mix a variety of colours and know which primary colours make is econdary colours make is econdary colours. Use a developed colour variobulary. Use a Department with different effects and tectures (pp. colour washes, it is cleared paint etc. Work confidently on a range of scales e.g. the breach on small picture.	Make and match colours with horsearing accuracy. One more specific colour beguage a.g. lief, time, shade, hive. Choose pains and implements appropriately. Plan and crashs different effects agi, lantures with paint according to what they seed for the land. Show increased independence and creativity with the pointing process.	Demonstrate a secure i trouviedge abborner primary and security summary and security and community and community and community of the security and community stations to sect model and metal-to-to-to-to-to-to-to-to-to-to-to-to-to-	Course shades and time using black and white. Choose appropriate paint, paper and sub- proportion paint, paper and the implements to adapt and exhant their work. Casy out preferainery studies, text appropriate column. Wash from a worker of sources, light through the control of the proper paint proper	
	Printing	Make marks in print with, of objects, including natus made objects. Carry out different printing techniques e.g. mano-pix robid and resist printing Make rubbings. Build repeating pattern or recognise pattern in the environment.	g rk, block, nd	Use a variety of techniques, Quarterior printing press and table printing and outlings. Design patterns of transacting congruinty and rejection. Print using a variety of materials, objects and inchringues.	Distriction a variety of raterials, edipicts and techniques including layering. This about the processes used to produce a skinglin print. To explore patient and shape, creating designs for printing.	Select boasely the kinds of material to print within order to get the effect they ware. Beside printing including materials, allowners and cold water paste.	Explain a fire techniques, logs, the use of poly-locks, relief, none and resist priving. Choose the printing method appropriate to task. Dalid up tayers and colourabrentuses. Organise their work in terrise of pattern, reportion, synthesize acades priving ayles. Choose links and overlay colours.	Describe varied techniques. Be tensifier with Hypering prints. Be confidered with preimy on poper and fabris. Alter and modify work. Work reliablyely independently.	
	Textiles/Collage	Use a variety of technique waxing, finger britishing, it creating and laps. Thread a needle (using a if necessary), cut, glue or face. Creade images from image experience or observation. Use a wide veriety of nee photocopied maneral, tab plastic, dissec, magaziner paper, etc.	pination, displace, displace, pric, s, crepe	Use a valeiny of techniques, ¿gg., vecavily. Precific histing, świepeng, fabric orayons and wax or oil restri, applique and envisioniery. Create textured collages from a variety of media. Make a sirepie monale. Stoch, knot and use other reanigulative skills.	Use a variety of techniques for printing and applique. Name the sook and materials they have used. Experiment with a sarge of mode e.g. overfacturing, layering, to create a college.	Match the tool to the reserved. Combine skills more readily. Choose college or boolles as a means of extending work sheady achieved. Potition at all less and engain choices using an art could any. Collect visual internation from a veriety of sources, describing with vocabulary based on the visual and lattile elements. Experience with paste resist.	sion factors in different ways, including sichholing. Use different groster and uses of threads and needen. Extens freir work within a specified looking-amount of the control of college. Uses a range of media to create college. In a sculpture through straving and other preparetory work.	Develop skills in using clay jąg, slobo, cikis, slips, etc. Make a mould and use plaster safely. Oware sulpare and construcions with increasing independence.	
	3D form	Manipulate city in a varie ways, e.g. rolling, kneeds shoping. Eagline sculpture with a r malenable moda, especia Experiment with, construc- jon recycled, retural and made marerials. Eagline shape and form.	ing and range of ally clay.	Manipulate city for a useful of purpose, big-plant pota, single coll pota and models. Build a somured relief ste. Build a somured relief ste, Christeraand the salety and boxic care of materials and sools. Experience vity, construct and join recyclod, natural and man-mode materials more confidently.	Plan, dissign and make models. Select and use a variety of notatral maintrials to realize a cooptive. Adapt design to suit the materials available. Discuss shape and form.	Make informed choices about the 3D technique choices. Show an understanding of shape, space and form. Show an understanding of shape, space and form. First, design, make and adapt models. Talk about their work understanding that if has been soutput, modelled or community. Use a waristy of materials.	Describe the different qualities involved in modelling, southers and constitution. On the constitution, use and constitution. Use recycled, natural and mon-made materials to create southers. Plan a sculpture through drawing and other preparatory work.	Davido sittle in using clay jpc_stabs, colls, sign etc. Make a mould and use plaster safely. Create solipture and constructions with increasing independence.	

Progression in Art at Manor Road

Drawing Progression-as you can see the techniques of drawing using line, shape, tone and shade developing as you go through the art books to sketch books in KS2.

Sketch Books

Ideally, a sketchbook should be a place where pupils can make personal, expressive records about themselves. They should be a place where they are free to explore visual language in ways that interest them and make records about things that they wish to investigate.



LLO Creating with	Key Learning L		
Materials	Key Learning L		
 Safely use and 	Aesthetic Awareness:		
explore a variety of	Show awareness of their feelings linked to exploration of rea		
materials, tools and	objects, experiences, materials, artefacts and textures within		
techniques,	their world.		
experimenting with	Respond to creative and aesthetic experiences, showing		
colour, design,	pleasure and enjoyment.		
texture, form and	show awareness and appreciation of sensory experiences		
function.	and a range of different stimuli.		
 Share their creations. 	Physical skill:		
explaining the process	Manipulate, control and explore a range of tools and		
they have used.	equipment for different purposes.		
 Make use of props 	Use tools and equipment safely.		
and materials when	Art processes and techniques:		
role playing characters	Purposefully explore different techniques within painting,		
in narratives and	drawing, collage and sculpture using a variety of media and		
stories.	materials.		















FLG Creating with





Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour.

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point.

Understand the basic use of a sketchbook and work out ideas for drawings.

Draw for a sustained period of time from the figure and real objects, including single and group objects.

Experiment with the visual elements: lie, shape, pattern and colour.

Experiment with different grades of pencil and other implements.

Plan, refine and alter their drawings as necessary.

Use a sketchbook to collect and record visual information from different sources.

Draw for a sustained period of time at their own level.

Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make informed choices in drawing including paper ad media.

Alter and refine drawings and describe changes using art vocabulary.

Collect images and information independently in a sketch book.

Use research to inspire drawings from memory and imagination.

Explore relationships between line and tone, pattern and shape, line and texture.

Use a variety of source material for their work.

Work in a sustained and independent way from observation experience and imagination.

Use a sketchbook to develop ideas.

Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.

Demonstrate a wide variety of ways to make different marks with dry and wet media.

Identify artists who have worked in a similar way to their own work.

Develop ideas using different or mixed media, using a sketch book.

Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Drawing

Moving forwards

▶ I would like to organise some CPD for staff to enable them to develop the use of the sketch book.

The children need to take ownership of their art work and begin to reflect and evaluate more readily. I do believe many of our children at Manor Road find it difficult to see the areas for progression, acknowledge them and investigate how these can be improved. It is a difficult process but I do believe it will enhance the children's outlook on all their learning.

Celebrate art and art work more visually around school. Y5 held a fabulous Art Gallery and invited parents and grandparents to view their work. This was well attended.







I would like to involve local artists and designers from the local area to come into school and celebrate their talent and help our children develop a love of Art. This has proved to be a rewarding experience for the children