

How we teach Art at Tudor School

TUDOR PRIMARY SCHOOL

Summer 2023

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“If you hear voice within you saying, ‘I am not a painter,’ then by all means paint and that voice will be silenced.” – Vincent Van Gough



Mission Statement

Together we create a happy and caring community where all our children love to learn and want to achieve.

“I love art because we get to learn how to create lots of different things in a fun and calming way.” (Year 3 child)

At Tudor primary school, we understand the importance of creating positive attitudes towards art from an early age. We also understand the importance of giving children access to a wide range of skills and aspects of art and design. Often, the phrase 'I can't draw' is echoed in many children before they have even had a go. We believe here at Tudor that the child should be able to find an aspect of art that suits them, this is achieved by a broad range of art being taught regularly.

We also believe that positive attitudes towards art for children should be developed by staff who are confident in the art curriculum and how to deliver this in a lesson. With these two important ideas in place the students at Tudor Primary will leave the school with a love of all things art and never say 'I can't draw' again.

"I like art because you don't need to get everything right, even if it looks a bit wrong it can still look good." (Year 3 child)

We believe here at Tudor that art isn't like other subjects. It is a time in the week where children are given opportunities to explore and create their own art and make their own choices about what they create and how they create.

This document will outline how we aim to provide a broad and balanced art curriculum. As a school with a strong thematic approach to learning, there are many opportunities for art to be done in a meaningful creative manner.

Intent

The intent for art of Tudor at the moment is broken down into 3 main points.

1. Child to have opportunities to develop a range of skills throughout a lesson. Skills such as: researching, exploring, drawing, designing, making, evaluating. This is done through the 'art journey'.
2. For children at Tudor it is important that they have exposure to a range of artistic techniques throughout their time at Tudor. Techniques such as sculpture, textiles or painting. This is done through the curriculum coverage.
3. It is also important that there are opportunities for children to progress and get better at different techniques as they progress through the school.

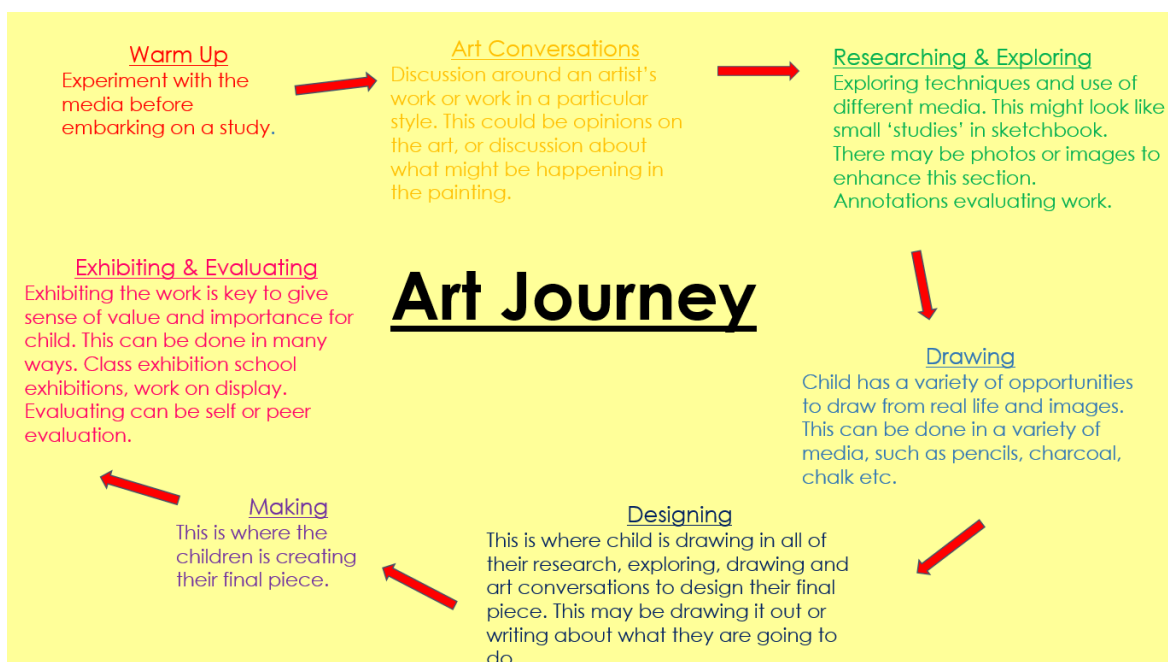
Our next steps are looking at drawing and how the teaching of drawing can be improved. We are also going to be looking to raise the profile of art in school and out of school with partnerships in the local area.

Implementation

What does this look like in school?

The art Journey – a sequence of lessons

This section aims to explore how a sequence of art lessons should look here at Tudor. During each term a sequence of lesson will be completed that start with an idea or concept and progress to a final piece. Below is a diagram that shows each stage of the art journey.



It is important to note that this approach is very flexible and has room for teacher adaptation. The journey works towards a final piece, so the last 3 sections should be in that order. Those 3 sections may take a few lessons to complete.

How this looks in the sketchbooks

The first 4 sections: warm up, art conversations, exploring and research and drawing can be flexible in how they are taught. For example: you may decide to have a whole lesson dedicated to art conversations or you may have a lesson with art conversations as the warm up followed by drawing.

This is an example of an art journey in year 4



Knowledge organiser

Title page (optional)




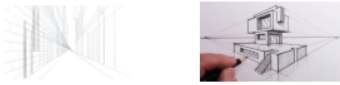
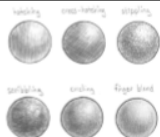







Researching and exploring
and art conversations

It is noted that:

- No LOs or marking are in the sketchbooks
- Pages are full of children's exploration
- Sometimes there is annotations evaluating their work, not always though
- Sketchbooks are allowed to be messy as long as the children are exploring!
- Reference photos may be stuck in
- A copy of the final piece is stuck in at the end.
- There may be a title at the top of the page.

Knowledge organisers

Moving forward here at Tudor there will be No learning objectives or teacher marking in the books. This is because the children's sketchbooks are their own personal journals to document their explorative process. However, children will have a 'knowledge organiser' at the front of each topic. This means children can look back at the vocabulary and meanings of the skills and techniques they have been taught that term.

Summer UPKS2			
This term we are exploring...			
 <u>Drawing</u>			
7 key aspects of art		Artists	Techniques
line	Looking at how line will help create perspective. 		Drawing techniques 
shape	Looking at the 2D effect. Looking at how I can use pencil or chalk strokes to create movement. 		Creating movement Using bold and directional brush or pencil strokes. 
form	Look at the 3D effect. How I can create direction of sunlight, reflections and shadows. 		Creating interesting effects Using drawing techniques to create direction of sunlight, reflections, perspective and shadows. 
space	Looking at the area around the subject of the drawing. For example foreground and back ground. 		Choosing style Impressionist is small thin but visible brush strokes that create an impression  Realism is when the painting looks more like the real thing. 

The curriculum year 1 – 6

The art curriculum at Tudor ensures that drawing, painting, sculpture, printing, collage, textiles and digital art are covered. They are also opportunities as the children progress through the school to improve their mastery of these art and design techniques. Across the sequence of lessons, the seven key aspects of art are taught however there will be a focus on a few individually. Below is how the art curriculum looks at Tudor where you will see which aspect is focused on.

Year group	Potentially new curriculum statements
Year 1 Year 2 (cycle A)	Homes under the hammer - Drawing Investigating line, form and shape. We will explore using different grades of pencil and begin to use other materials such as chalk and pastels.
	Field to Fork - Painting Investigating colour and space. We will begin to look at colour mixing and making colours lighter and darker using paints.
	Seaside rescue - Sculpture Investigating texture. We will be exploring a range of materials as we create 3D art.
Year 1 Year 2 (cycle B)	Toy Stories - Printing Investigating pattern. We will be exploring a range of techniques such as overlapping, pressing, rolling, rubbing and stamping.
	Wings, waves and wheels - Collage Investigating texture, pattern and shape. We will use a range of materials as we practise our cutting, sticking and gluing techniques.
	Turrets and Tiaras - Textiles Investigating colour and pattern. We will create patterns as we weave and plait.
Year 3 Year 4 (cycle A)	Buried treasure - Printing Investigating colour, pattern and shape. We will be exploring a range of techniques as we begin to layer colours and repeat patterns.
	Crime Busters - Drawing Investigating line, shape and form. We will be using different grades of pencil to create self-portraits and portraits. We will begin to look at how we can shade to create a more 3D effect.
	What a Wonderful World - Collage Investigating texture, pattern, shape and colour. We will use a range of materials as we practise our coiling, tessellation montage and mosaic techniques.
Year 3 Year 4 (cycle B)	Is it Right to Fight - Digital art Investigating space and form. We will use digital technology and photography to create a propaganda poster.
	Up Pompeii - Painting Investigating space, colour and texture. We will use a variety of painting such as water colours and poster paints to further explore colour mixing. We will also begin to experiment with brush types and brush strokes.
	Tomb Raiders - Sculpture Investigating shape and form. We will explore how we can mould, shape and then stick objects. We will also explore how we can add texture to our 3D creations.
Year 5 Year 6 (cycle A)	Raiders and Traders - Printing Investigating texture, colour, pattern and shape. We will explore how we can add 2 or more layers to our prints as well as look at how we can print with different textures.
	Extreme Environments - Painting Investigating colour, line, shape form and space. We will experiment with a variety of mediums such as water colours, poster paints, pen and ink. We will then use this information to create our own piece of art.
	Step Back in Time - Textiles Investigating pattern, texture and colour. We will look at stitching, weaving and colouring fabrics as we explore textiles.
Year 5 Year 6 (cycle B)	A Whole New World - Sculpture Investigating shape, form, texture and line. We will use different tools to create texture and pattern as we explore different sculpture techniques.
	Spaceship Earth - Digital art Investigating shape, form and space. We will explore using different digital technology to create a piece of art.
	It's all Greek to me - Drawing Investigating line, shape, form and space. We will use different pencils to practise a range of techniques that show movement, perspective, shadows and reflections.

Progressions of skills through each year group

At Tudor to ensure fidelity. We have a progression of skills document through each year group. This is helpful to referee to when planning your sequence of lessons. This can be found on the staff drive.

7 key aspects of art

All teachers are aware of the seven key aspects of art and they are outlined below.

Colour – Colour is made up of 3 properties, Hue (name of colour) value (lightness and darkness) intensity (quality of brightness). When looking at colour you might be looking at dark and light, or bright and dull. You do not need to use language, hue, intensity and brightness. However, you would use light, dark, bright, dull etc. You would talk about complementary colours.



"In this Keith Haring painting he uses bright and bold colours. You can often see complementary colours near each other in his work like green and red."

Pattern – Pattern refers to the visual arrangement of elements in some kind of sequence or repetition. This could be the lines on a tree, a floral dress, the design of a flower or the back and forth sway of the ocean.



"In Vincent Van Gough's Starry Night he has used repeated brush strokes to create a pattern that represents the wind. He has also used a different repeated pattern to give the hills definition and depth."

Texture – Is the way something feels to the touch or looks to the eye. An artist shows texture by creating something that helps the viewer describe what it might feel like. Words like rough, silky, shiny and dull might be used to describe. This can be done by brush or pencil strokes.

"In this Angela Haseltine Pozzi sculpture she has layered up her materials to build the bumpy scaly texture of a fish."



Line – It is considered by many to be the most basic element of art. It is a mark made of a surface that joins 2 dots. Lines can show shapes, details of features, surface, texture, depth, tone, light and shade. It can also be shown to use movement, mood and atmosphere.



"In this LS Lowry painting, Lowry has used line to show depth. When drawing the lines for the houses he has thought about where to place the lines to make the street look as if it is going into the distance."

Shape – Is a flat area surrounded by edges or an outline. It refers to the outline of a subject. When painting or drawing artist use other elements like colour to give the shape the appearance of being 3D.

"When looking at this Ludek Pesek painting. He has used shape accurately to create the image of Jupiter. He has also begun to use shape to build the craters in the foreground."



Form – Refers to 3-D objects. This is fundamental in sculpture. However, artists can use other techniques to give the illusion of form.



"In this Celia Smith sculpture she has thought about how to move the wires to create the 3D form of a bird flying."

Space – In art space is the area around, above and within an object. This isn't just thinking about the subject you are drawing but the space around it. Space is considering things like the background, foreground and space within the subject.

"In this Pierre-Jacques Volaire painting he has used the space in the background to create a dark and eerie atmosphere. He has used colour to also help him with this."



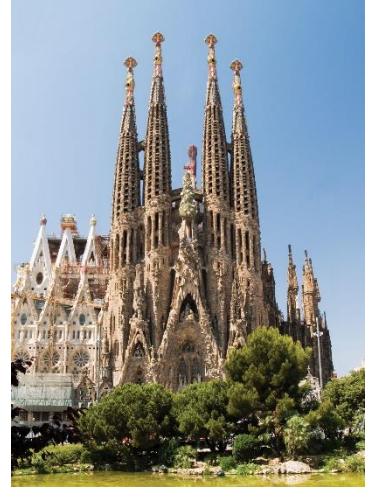
Art History

Here at Tudor we use our creative curriculum topic to provide context for the children's art work. However, we also take into account the importance of providing artistic context from a variety of different artists, sculptors, architects and designers. We understand the importance of having art conversations and how this influences children's thoughts and ideas about their own work. It is clear that children are aware of artists work and how it can influence them. Below are the quotes from children at Tudor.

"We have been learning about Gaudi he created interesting buildings and lampposts and we made lampposts inspired by him, this linked closely to our topic because we are learning about the past." (Year 6 child)



"We looked at one artist and different pictures he had done, we then choose which bits we liked and didn't like and used that in our work. It linked to the topic because the artist painted the rainforest." (Year 3 child)



This can only be possible because our staff at Tudor have a strong subject knowledge on the matter. A key document that staff can refer to is ['artists in the creative curriculum'](#). This document suggests a range of artist, designers, architects and sculptors that could link to each topic. It also gives creatives ideas linked to those artists that the children can do. **When planning a sequence of lessons teacher will look at this document and choose one or a few of the artists on the document. They are not limited to these artists but it is a starting point.**

Art in early years

Children developing their artistic and cultural awareness is equally important in our youngest members of Tudor. While nursery and reception do not follow the art journey that year 1 – 6 does. They do have plenty of opportunities to develop their creativity and imagination through many areas of the new early year's framework.

During play and learn



At Tudor the creation station allows for independent selection. This station has a variety of resources such as paint, collage material, brushes etc that allow for children to independently select what they want for their creation. During play and learn children are allowed to access this independently. There may be a starting point out on a table to spark ideas for the children however it is primarily self-selection.



During outdoor play and learn there is a daily tuff tray that reflects a particular objective from the creative art and design section of the framework. This is shared by nursery and reception.

During adult led activities

During adult led time such as maths and literacy art is weaved into the learning. There is always an opportunity for them to be creative in this time.

For example, using Numicon to create their own monsters in maths or looking at the story Matisse's snail in literacy.



Inclusion in art

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In art we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Use of visual aids e.g., vocabulary mats, checklists, pictures
- Additional adult support
- Resources to support individual physical needs, this may be larger pencil or paint brush
- Having a variety of resources and materials accessible to all
- Tasks and activities being simplified/adjusted as required
- Alternative ways to record ideas e.g. Seesaw, larger sheets of paper

Recourses

This section aims to outline clearly where resources are and what the school has with the goal of making it easier for teachers to be able to resource what they need for their lesson. Here at Tudor it is important that staff and students have easy access to a wide range of resources. We believe that if recourses are provided and stored effectively then it allows the focus of the planning and preparing of the lessons to be directed towards the children and quality of the lesson. Each classroom has their own art cupboard stocked with essential resources that are needed for most art lessons. The resource cupboard located in the Key Stage 1 building and the cupboard in the KS2 corridor are home to more specific resources.

Each classroom cupboard should contain:

- 30 x Paint trays both flat and with 6 holes
- 30 x Detailed brushes
- 30 x thicker brushes
- A variety of poster paints
- 15x Water pots
- Protective table mats
- aprons

The resource cupboard should contain:

- A variety of poster paints
- Spare clay and clay tools
- Printing ink with printing tools
- Sketching pencils
- Watercolours
- A variety of collage materials
- Oil pastels
- Chalk pastels
- Fabric painting paints and tools

It is also important to note that materials are specifically needed for a project such as clay for sculpture or specific paint such as silk paint, then this needs to be ordered in advance to the lessons. This can easily be ordered on the clipboard outside the resource cupboard or directly with Kevin Denny or the office staff.

Here is a map of where the resources should be kept

Art cupboard in KS2 building

Still life	
Oil pastels	Water colours
Collage materials	
fabric	Chalk pastels

Resources cupboard

	Clay	
Printing equipment and paint	Mod rock	Spare clay
Sketching pencils	Silk painting equipment	Art straws
	Clay equipment	Fabric painting

Impact

How I know it is working

Recording art across the school

It is a strong belief at Tudor that children's work is valued and celebrated. At Tudor we also believe that this shouldn't just happen at the end of the art journey. Children are made aware from the beginning that the final outcome will be displayed, giving the art journey a sense of purpose. When the final outcome is displayed, children are aware of where their work is. This is changed 3 times a year as the topics change, so plenty of opportunities for new work to be displayed. Often the art will be displayed throughout the room, not just on one board. This is accompanied by other subjects work as well. Art work can be hanging from the ceiling and washing lines as well as on display board.



"I love seeing my work on display, it makes me feel special." (Year 1 child)

Another key way we record the children's art is through sketchbooks. Here at Tudor we use sketchbooks for two key reasons. First the sketchbooks show the child's progress throughout the sequence of lessons. The sketchbooks may show the child going on a journey from initial idea and then working towards their final piece. They are also used so show progress throughout their

time at the school, so they are carried through the school with the child. The second reason is to give the child ownership over their exploration. The sketchbook is a place for the child to do their work in the lead up to the final piece.



Pupil Attainment (including use of target tracker)

Class – Lesson focus:
Lesson Code - A
Teacher – Date -

Not Begun	Working Towards	Achieved	Mastered
Materials given	Techniques taught	7 key aspects	
		Line Shape Form Colour Texture Pattern space	
Evaluation			

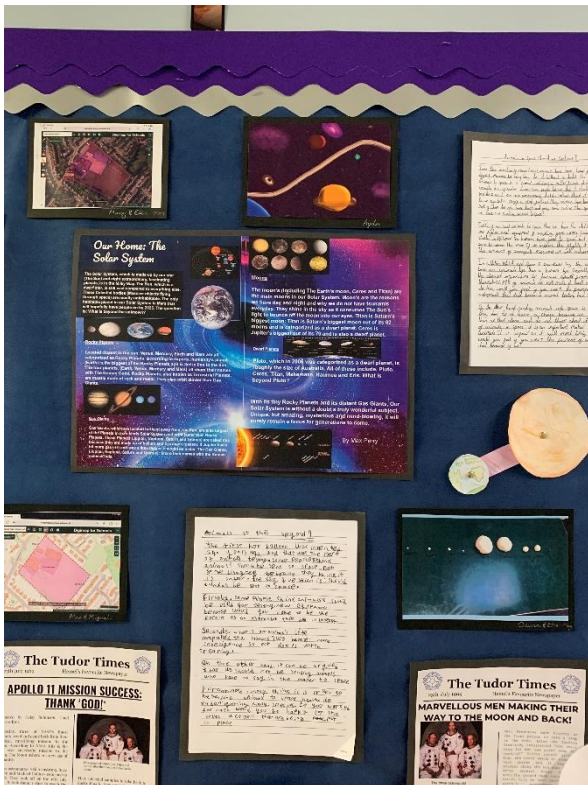
This section will outline how pupils are assessed in art. At Tudor we assess children's progress through Target Tracker. This is incredibly useful for teachers to carry out assessment during and after the lesson as well as assessment at the end of the year.

During and after lesson assessment

To assess the children during or after the lesson at Tudor we use feedback sheets. On the left is an example. These allow us to clearly assess how well the children understood the concept being taught. The sheets also allow us to evaluate the lesson and makes clear any misconceptions that can be addressed next lesson. **No LOs go in the child sketchbook and adults do not write in the children's sketchbooks.** All assessments are recorded on the feedback sheet. Children are aware of how well they are doing through verbal feedback. Children's sketchbooks are not looked through unless the child is there to talk about it. This gives children more ownership over their work.

End of term assessment

At Tudor summative assessment for the foundation subjects is tracked on target tracker. Children are marked as aged related, at risk of not being age related, high aged related or below age related. This is done at the end of each term and is based on evidence in class and in sketchbooks.



Overall here at Tudor we aim to create an inspiring, positive artistic journey for each child, with the hope of them creating and engaging with art in their own time. With our creative curriculum and the well-resourced cupboards providing a wide variety of artistic opportunities for every child at Tudor we are able to provide this.

'This is the amazing work that has happened in our household because of your art lessons, my child has been looking at how nature can inspire her drawings, she has been looking at trees and how they grow, thank you for your hard work.' (Year 3 parent)