

# Art at Claycots

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Claycots Primary School





# Art team

Mrs Kauser is our Art Leader at Claycots



# The vision for Art

At Claycots, we envision Art as a vital avenue through which students can explore and express their creativity, imagination, and emotions. We believe that Art is not just a standalone subject but an essential component of a well-rounded education.

Our Art program is designed to instil a love for art in all its diverse forms, including painting, drawing, sculpture, and mixed media. We strive to create a safe and supportive environment where students feel empowered to experiment and take creative risks without the fear of judgment or failure.

We also see Art as a powerful tool for developing critical thinking and problem-solving skills. Our curriculum encourages students to observe, analyse, and interpret their surroundings, translating these observations into their artistic creations.

Inclusivity and cultural responsiveness are at the heart of our Art program. We celebrate the diversity of our students' backgrounds and experiences by exposing them to a wide range of artistic styles and techniques, as well as the work of artists from various cultures and time periods. We believe that Art fosters empathy and understanding, helping students appreciate and respect different perspectives and ways of life.



# The vision for Art

In summary, our vision for Art at Claycots is to provide students with a rich and meaningful education that nurtures their creativity, critical thinking, and empathy. We aim to cultivate a lifelong appreciation for Art and its role in enhancing both personal and academic growth.



# Subject Intent

## The Art curriculum at Claycots

The Art curriculum at Claycots is designed to provide all our pupils with a rich and engaging learning experience, fully aligned with the aims and purpose of the National Curriculum for Art. Our curriculum is structured to:

- **Provide Regular Opportunities to Visit Art Exhibitions and Galleries:** We aim to develop pupils' confidence and joy in observing and appreciating art by arranging frequent visits to art exhibitions and galleries.
- **Enable Pupils to Study Real-Life Artists:** By learning about the lives and work of real artists, we hope to inspire our pupils and help them start to understand potential careers and activities in the art world that they might wish to explore.
- **Support Pupils in Developing Their Passion for Art Beyond School:** We encourage students to pursue their interest in art outside of school hours by participating in events, community art activities, competitions, and exhibitions.



# Subject Intent

- **Celebrate and Display Pupils' Art:** We make it a priority to display and celebrate students' artwork both within and beyond the school environment, including on the school website and at exhibitions.
- **Expose Pupils to Art from Different Cultures and Diverse Artists:** We expose students to a wide variety of art from different cultures and teach them about a diverse range of artists, craftspeople, and designers. This includes highlighting contributions from women, people from various ethnic backgrounds, individuals with disabilities, and those who are LGBT+. This approach helps pupils develop a deeper understanding of diversity, culture, and equality.

Through this curriculum, we aim to nurture not only the artistic skills of our pupils but also their appreciation for the diverse world around them.



# Subject Implementation

The teaching and implementation of the Art Curriculum at Claycots Primary School are rooted in the National Curriculum and closely tied to our termly topics. For instance, the Year 3 children visit Whipsnade Zoo, where they explore various animals as part of their learning experience. Following this visit, they design and create models of these animals using air-drying clay, integrating their observations and knowledge into a hands-on art project. This activity not only deepens their understanding of different species but also enhances their skills in model-making and creative expression. Year 5 students become architects by designing and creating their own dream homes. Building on the junk-modelling skills they developed in Year 2, when they created miniature houses, the children carefully planned, designed and constructed detailed models that showcased their creativity, problem-solving skills and understanding of structure and design.

We are committed to making our Art lessons flexible and creative, ensuring that all pupils, regardless of their needs, abilities, or backgrounds, have equal access to the curriculum. Our Art program offers children the opportunity to develop their skills using a wide range of media and materials, including drawing, sketching, painting, textiles, craft making, and 3D modelling. Students explore the works of many famous artists throughout history, with lessons often centred around observing and evaluating these artists' creations.



# Subject Implementation

To support our teaching, we utilise resources and lesson plans from Access Art, which help us craft inspiring and enjoyable lessons. Access Art is a tool that allows the teachers to plan and teach Art in a structured and well-rounded way, celebrating artists- both the past and the present. Sketchbooks are a key component of our curriculum, allowing students to record their original thoughts and ideas- thus allowing each sketchbook to be unique and representative of each individual. These sketchbooks are regularly used to foster creativity and experimentation, enabling children to continuously refine their skills in sketching, including the use of shapes, lines, and colour.

Beyond the classroom, we offer enrichment activities that allow students to deepen their love of art through trips and experiences, such as visits to museums, places of worship, and local areas. We take pride in celebrating our students' artwork by displaying it in classrooms, throughout the school, in newsletters, during assemblies, and on the school website. Additionally, students often create pieces of art that serve as props for our school plays, adding further purpose and significance to their creative efforts.



# Subject overview

Year 1			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<p><b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b><u>Exploring Watercolour</u></b> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><b><u>Making Birds</u></b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Links to pathway	<p><a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a></p>	<p><a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a></p>	<p><a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a></p>
Materials	<p>Graphite stick, soft B pencil, Handwriting Pen, Oil Pastels, colouring pencils &amp; Chalk.</p>	<p>Sketchbooks, A3 cartridge paper, water colour paints, paint brushes, coloured pencils.</p>	<p>Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.</p>
Project	<p>The children will be creating a coloured 2D spirals design piece using a range of mediums.</p>	<p>Children will be creating a watercolour painting on A3 Cartridge paper.</p>	<p>The children will be creating 3D bird sculptures.</p>
Artists	<p>Molly Haslund, Van Gogh</p>	<p>Paul Klee, Emma Burleigh</p>	<p>Andrea Butler</p>



# Subject overview

Year 2			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<b>Explore &amp; Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<b>Expressive Painting</b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.	<b>Be An Architect</b> Exploring architecture and creating architectural models.
Links to pathway	<a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a>	<a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a>	<a href="https://www.accessart.org.uk/be-an-architect/">https://www.accessart.org.uk/be-an-architect/</a>
Materials	A3 cartridge paper, metallic wax crayons, wax crayons/ oil pastels, brusho ink, Soft B pencils, coloured pencils, felt tip pens, handwriting pens. (see <a href="#">list here</a> )	Soft pencils, handwriting pens, a selection of 'found tools' such as old shoe brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint, a selection of bright still life objects e.g. plastic blocks, cups, balls, colourful mugs etc, cartridge paper.	Junk modelling materials, Sellotape, glue, masking tape, coloured papers scissors, card  Children become architects by designing and creating a building using junk-modelling materials. They explore, experiment and develop their ideas as they build, using a range of construction techniques to create a stable structure. They think carefully about the purpose of their building and reflect on how their ideas have developed throughout the making process.
Project	Children create a wax Resist Autumn Leaves drawing using A3 cartridge paper, metallic wax crayons, wax crayons/ oil pastels, brusho ink, Soft B pencils, coloured pencils, felt tip pens, handwriting pens.	Children create a still life drawing on cartridge paper with acrylic paint layered on top, gesturally.	Children create a 3D model of a building using a range of materials.
Artists	Alice Fox	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Hundertwasser



# Subject overview

Year 3			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<b><u>Gestural Drawing with Charcoal</u></b> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<b><u>Working with Shape and Colour</u></b> "Painting with Scissors": Collage with stencil in response to looking at artwork.	<b><u>Telling Stories Through Drawing &amp; Making</u></b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
Links to pathway	<a href="https://www.accessart.org.uk/gestural-drawing-with-charcoal/">https://www.accessart.org.uk/gestural-drawing-with-charcoal/</a>	<a href="https://www.accessart.org.uk/working-with-shape-and-colour/">https://www.accessart.org.uk/working-with-shape-and-colour/</a>	<a href="https://www.accessart.org.uk/telling-stories-through-making/">https://www.accessart.org.uk/telling-stories-through-making/</a>
Materials	A2 sugar paper, A3 sugar paper, charcoal, chalk, oil pastels, erasers, hairspray (for fixing), white chalk.	Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors.	Soft B pencils, coloured pencils, oil or chalk pastels, handwriting pens, A3 or A2 cartridge paper, newspaper, air-drying clay, clay modelling tools, water pots, acrylic or ready-mixed paint, paintbrushes, paint trays or palettes, Mod Podge (or similar sealant) for finishing and protecting the artwork.
Project	Children create a cave drawing using techniques explored by chosen artists.	Children create a collage using coloured card and scissors.	Children create a clay animal Characters – using air drying clay and paint.
Artists	Laura McKendry, Edgar Degas	Henri Matisse	Rosie Hurley



# Subject overview

Year 4			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<p><b><u>Storytelling Through Drawing</u></b> 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><b><u>Exploring Pattern</u></b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p><b><u>Festival Feasts</u></b> How might we use food and art to bring us together?</p>
Links to pathway	<p><a href="https://www.accessart.org.uk/storytelling-through-drawing/">https://www.accessart.org.uk/storytelling-through-drawing/</a></p>	<p><a href="https://www.accessart.org.uk/exploring-pattern/">https://www.accessart.org.uk/exploring-pattern/</a></p>	<p><a href="https://www.accessart.org.uk/sculptural-food/">https://www.accessart.org.uk/sculptural-food/</a></p>
Materials	<p>Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, charcoal, graphite, ink, paints, A2 or A3 cartridge paper (cut &amp; into folded accordion books).</p>	<p>Soft B pencils, handwriting pen, A2 cartridge paper, rulers, tape, string, coloured paper &amp; card.</p> <p>Project: Making Tessellated Designs – Thin cardboard or stiff paper, pencils, handwriting pens, felt tip pens, scissors, masking tape.</p>	<p>Soft B pencils, coloured pencils, oil/chalk pastels, water colour, graphite sticks, still life arrangement of food Modroc Construction Materials (see <a href="#">list here</a> )</p> <p>Acrylic or poster paint</p>
Project	<p>Children design and create an accordion story book of The Jabberwocky poem by Lewis Carroll.</p>	<p>Children create a 2D tessellated pattern across a double page spread in their sketchbook of a shape/ templated that they create.</p>	<p>Children create a festival food item from Modroc. Decorated and painted to complete the sculpture.</p>
Artists	<p>Shaun Tan</p>	<p>Andy Gilmore</p>	<p>Claes Oldenberg</p>



# Subject overview

Year 5			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<p><b>Typography and Maps</b> Introduced to typography design and explore how to create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions on a self- portrait.</p>	<p><b>Making Monotypes</b> Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p><b>Architecture: Dream Big or Small?</b> Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>
Links to pathway	<p><a href="https://www.accessart.org.uk/typography-and-maps/">https://www.accessart.org.uk/typography-and-maps/</a></p>	<p><a href="https://www.accessart.org.uk/making-monotypes/">https://www.accessart.org.uk/making-monotypes/</a></p>	<p><a href="https://www.accessart.org.uk/architectural-design/">https://www.accessart.org.uk/architectural-design/</a></p>
Materials	<p>Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, ink, paints, A2 or A3 cartridge paper, glue and scissors. Project: Create a portrait expressing Typography skills.</p>	<p>Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors.</p>	<p>Soft B pencils, handwriting pens, sharpies, A2 cartridge or sugar paper. Construction Materials (see <a href="#">list here</a>)</p>
Project	<p>Children will be exploring Typography and then create a final portrait with a range of lettering/ typography layered on top.</p>	<p>Children will be creating a monotyping booklet with zine poetry.</p>	<p>Children will be designing and making their own architecture- an aspirational home. This unit adds onto Architecture unit Year 2- But this time with foam board and cardboard. Crafting their own designs.</p>
Artists	Louise Fili	Kevork Mourad	Shoreditch Sketcher- Phil Dean



# Subject overview

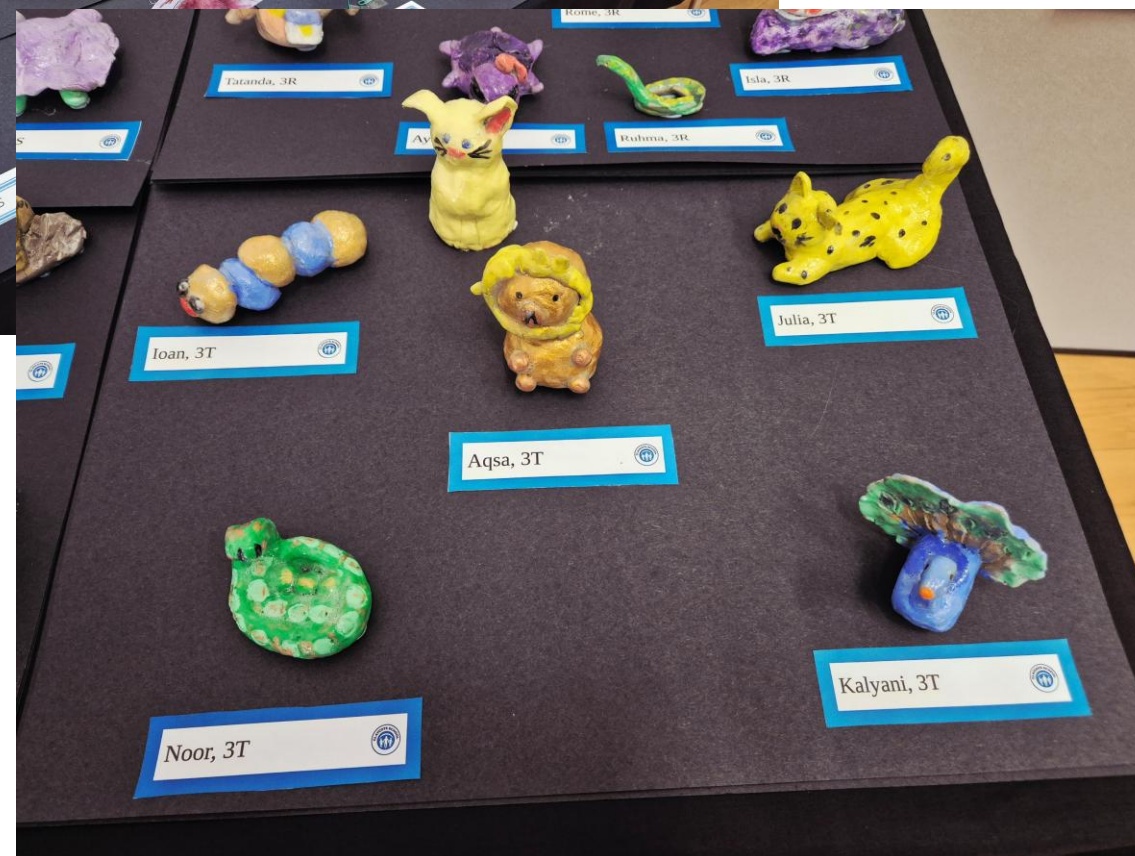
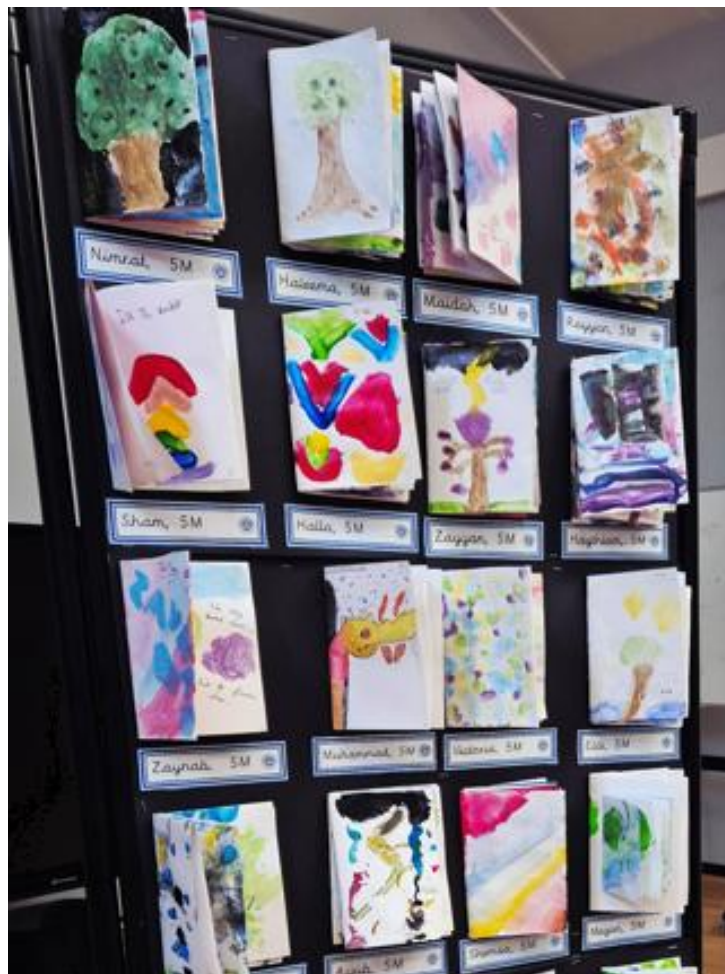
Year 6			
Term	Autumn 1	Spring 1	Summer 1
Pathway	<p><b>2D Drawing to 3D Making</b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p><b>Exploring Identity</b> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><b>Take a Seat</b> Explore how craftspeople and designers bring personality to their work.</p>
Links to pathway	<p><a href="https://www.accessart.org.uk/2d-drawing-to-3d-making/">https://www.accessart.org.uk/2d-drawing-to-3d-making/</a></p>	<p><a href="https://www.accessart.org.uk/identity/">https://www.accessart.org.uk/identity/</a></p>	<p><a href="https://www.accessart.org.uk/take-a-seat/">https://www.accessart.org.uk/take-a-seat/</a></p>
Materials	<p>Project: Scale up and turn a 2D drawing into a 3D sculpture. Flat/Sculptural Drawings: Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors.</p>	<p><i>Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.</i></p> <p>Project: Create an edited self- portrait using a range of layers and techniques.</p>	<p>Soft B pencils, oil/chalk pastels, handwriting pens. Construction Materials (see <a href="#">list here</a>).</p> <p>Project: Design and make a 3d mini chair sculpture</p>
Project	<p>The children will be turning a 2D drawing into a 3D sculpture by scaling up.</p>	<p>The children will create a mixed-media self-portrait on A3 cartridge paper, using a range of materials and techniques to build layers, add texture and develop depth.</p>	<p>Children will investigate the work of contemporary artist and designer <b>Yinka Ilori</b> before designing and making their own small chair model inspired by their ideas and creativity.</p>
Artists	<p>Lubaina Himid</p>	<p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>	<p>Yinka Ilori</p>



# How we measure progress

- Sketch book looks
- Observing progress and final outcomes
- Lesson observations/drops ins to ensure lessons match the learning intentions and planning documents
- Regular check ins with teachers who are planning Art and feedback from lessons taught
- Crit lessons at the end of topics to encourage students to share their final outcomes and provide feedback to each other on their artwork, helping them develop their critical thinking and evaluation skills.

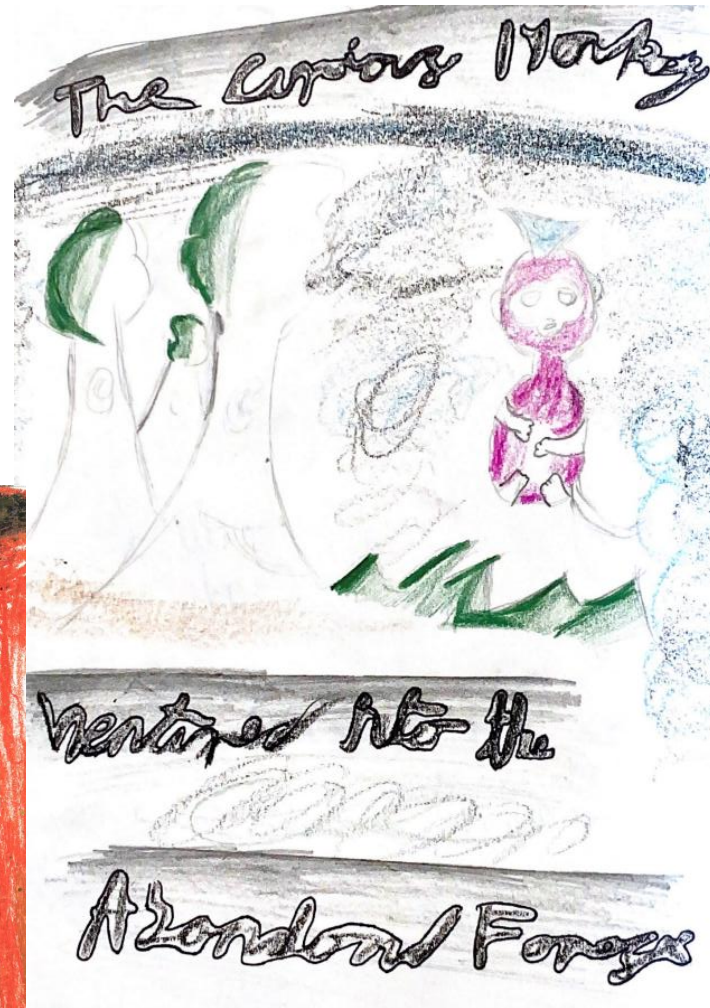
# Examples of learning



# Examples of learning



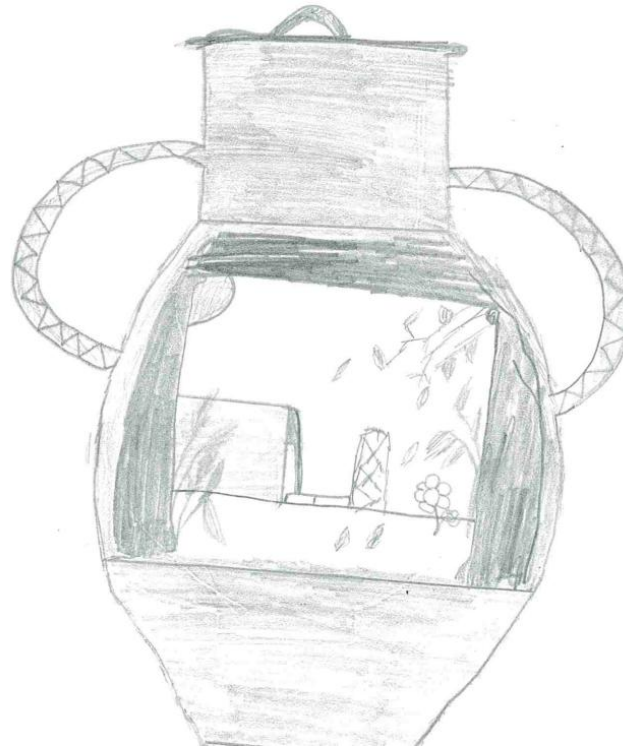
# Examples of learning



The little boy (Bennett)  
had been timed  
5 minutes to  
finish the obstacles of the clouds.  
He finished and was  
rewarded 500 Gold



# Examples of learning



# Examples of learning

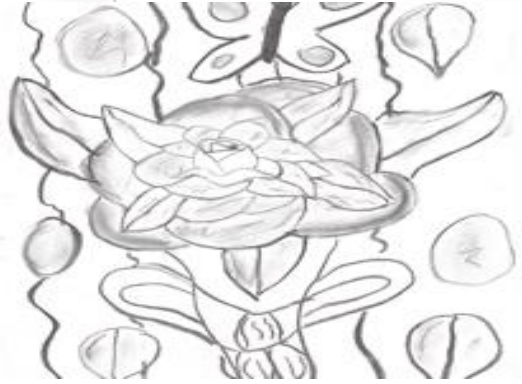
Enna Butchok



10/11/23 Paul Hill



I like the... de la... a lot



The silly loves and the brig.



the 'jabberwocky'!

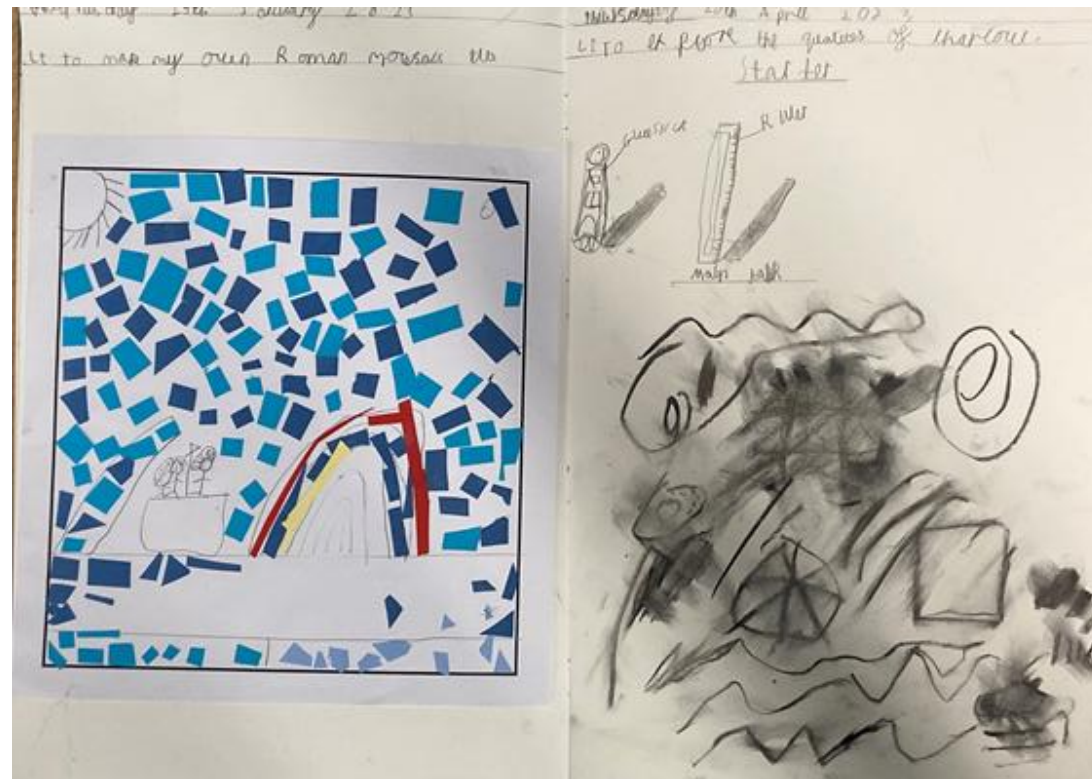
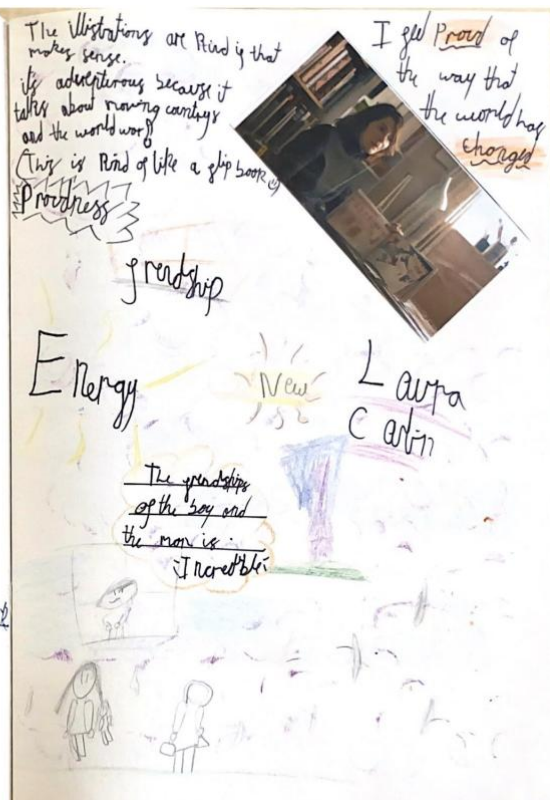
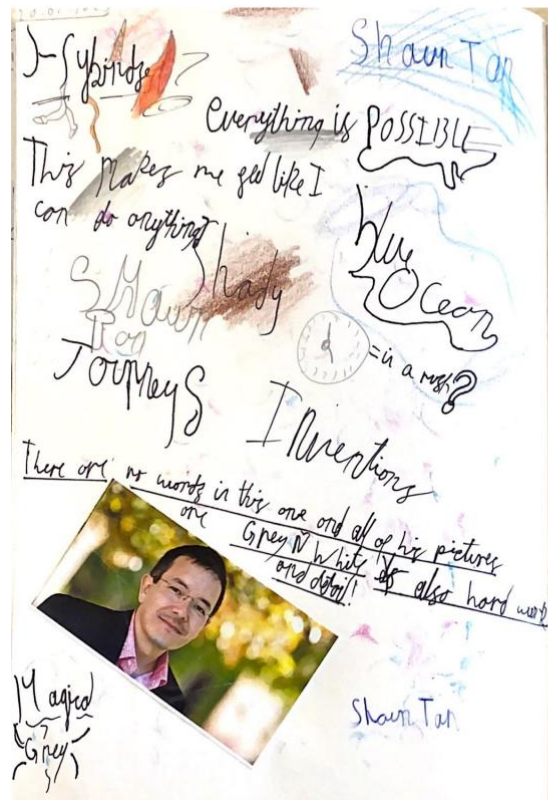


22/11/23



# Examples of learning

## Sketchbooks examples:



# Pupil voice

What our children say about Art:

Children were asked: Do you enjoy Art? Why?

“I enjoy Art lessons at school because there are no wrong answers and everything you create is unique to you” (Year 6)

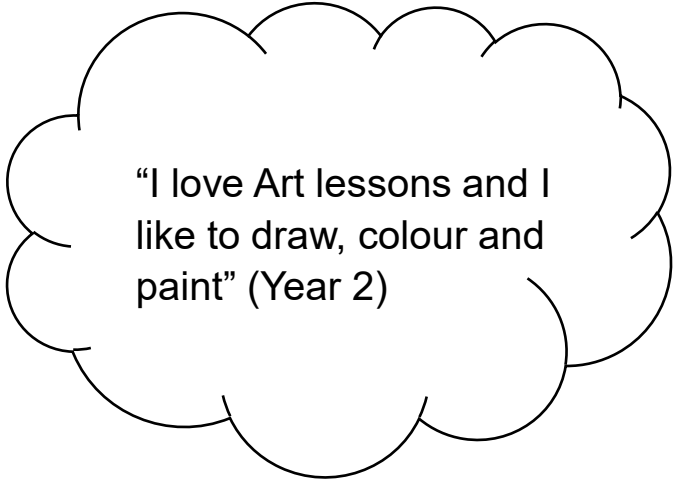
“I like when we paint in Art lessons, and I love learning about different artists” (Year 4)

“I love drawing pictures and using all the colours of the rainbow” (Year 1)

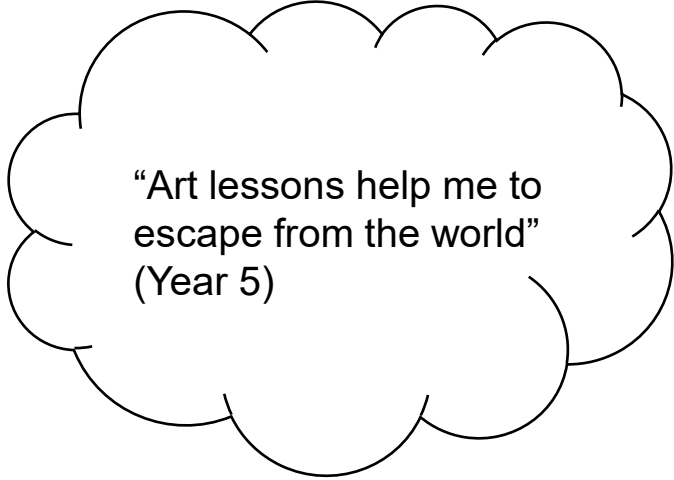
# Pupil voice

What our children say about Art:

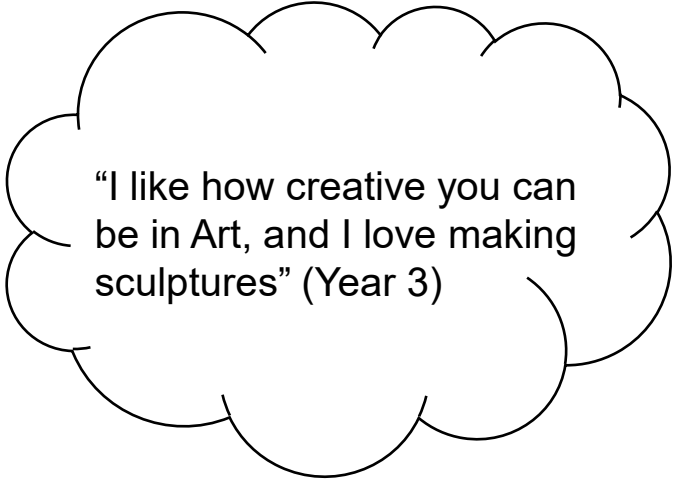
Children were asked: Do you enjoy Art? Why?

A black and white line drawing of a thought bubble with a scalloped edge.

“I love Art lessons and I like to draw, colour and paint” (Year 2)

A black and white line drawing of a thought bubble with a scalloped edge.

“Art lessons help me to escape from the world” (Year 5)

A black and white line drawing of a thought bubble with a scalloped edge.

“I like how creative you can be in Art, and I love making sculptures” (Year 3)