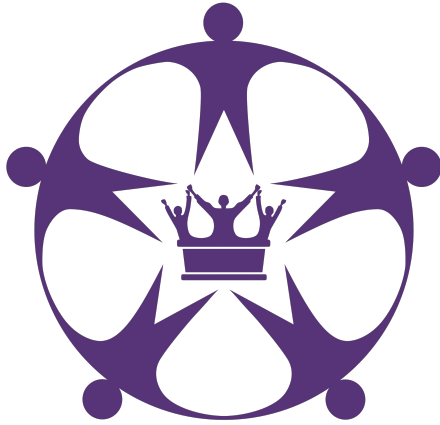




Art at Tyndale Community School

Subject Intent



The Department Of Education states that “*Art, craft and design embody some of the highest forms of human creativity*”. ***Creativity sits at the heart of our values at TCS*** One of our main values in Tyndale Community School is **Creativity**. That is why Art holds an important part in our broad and balanced curriculum. Our aims are that all children learn to find enjoyment in creating Art and discover a sense of purpose and fulfilment in artistic expression.

Through the use of Enquiry Led Curriculum, children experiment with a range of materials, media and techniques competently to show their understanding of each topic. Art is not taught in isolation but as a way of initiating and displaying children’s learning, through experimentation, questioning, observation and collaboration. During this process, pupils learn to appreciate a wide range of artists and art works,. express ideas and feelings through creative work and in both two and three dimensions. These processes are always underpinned by the sense of valuing and respecting their work and the work of others.

Additionally, as Tyndale aims to be a school that is close and part of the Community we aspire to display children’s art in Public places, to invite artists in school and to organise trips to Museums, Art galleries and places of culture.

Subject Implementation



Following the National Curriculum, this is how Art looks in each of the two Key stages of our school:

In the EYFS (Early Years Foundation Stage)

Pupils are given the opportunity to explore texture, colour, shape, form and space through the approach of “In the Moment Planning”. Children develop their imagination and creativity and begin to investigate the qualities of materials and processes. They begin to use colour and shape to express themselves. They investigate the use of pattern and texture to represent ideas or emotions

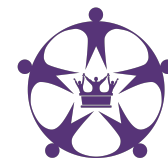
In KS1 pupils are taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- To develop a wide range of art and design techniques 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.

In KS2 pupils are taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas

Subject Overview



	Community	Culture and Identity	Innovation			
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Y1	What is the best material to make a toy from?	What makes a good King or Queen?	How do artists make a stand?	What is it like to live in the UK?	What would it be like to live on water?	What makes me, me?
Art			Repurposed materials:3D sculpture	Simple Print Making	Chalk and Oil Pastels	
Y2	What do we need to live a rewarding life?	Will it always be this way?	What makes Oxford University one of the best in the world?	Would my life look the same if I lived somewhere else?	What belongs in an Oxford garden?	How is music made?
Art				Monoprints	Artists as collectors/botanical art/wax resistant images	Art inspired by Music

Y3	How do you recover from a natural disaster?	How did our story begin & how can we continue to tell it?	What does sustainable living look like?	How can we build a life on firm foundations?	How can we be of service?	What does it take to become an olympian?
Art		Telling stories through drawing and making		Watercolour (illustrations for DT moving books)		Gestural drawing with charcoal - inspired by athletes movements
Y4	Is true democracy possible?	How much is too much?	How can we be a source of light in the darkness?	Could robots replace us?	Do the ends always justify the means?	Who & what should be celebrated through art
Art	Comic strips/accordion books - a story of democracy in Ancient Greece				Exploring Pattern - Linked to Mosaics	The art of display
Y5	Is water ever truly pure?	Could humans ever live in space?	What is the lasting impact of an empire?	Why is our world worth saving?	Has Oxford always been a place of innovation?	Is Mythology still important today?
Art	Mixed media land & city scapes inspired by rivers			Typography and maps		Monotypes inspired by Norse Mythology
Y6	How did we all get here?	Is there only one way to worship?	How will we power our world now & in the future?	How do artefacts help to form identities today?	How can we live a life rich in colour?	How can we be a positive force for change?
Art	Self portraits - layered and constructed images				Light and Colour - installation Art	Activism Art

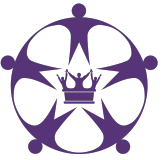
Subject Assessment Framework



<u>Concept Strands</u>		Y1:	Y2:	Y3:	Y4:	Y5:	Y6:
<u>MASTER TECHNIQUES</u>	<u>Drawing</u>	I can create tone with different coloured pencils and colour by following the lines	I can use pencils to create lines of different thickness and orientation to draw recognisable images	I can use marks and lines to show texture in my art	I can use different grades of pencil to shade and to show different tones and textures	I can use shading to create mood and feeling	Use lines to create movement, perspective and reflection Create increasingly accurate observational drawings
	<u>Painting</u>	I can use thick and thin brushes and choose which would be best	I can effectively mix colours and use colour wheels to make colour choices	I can use different brush techniques to produce shapes, textures, patterns and lines	I can use water colour to create washes and detail and create mood with colour	Combine colours, tones and tints of different paints to create visually interesting pieces	Develop a personal style of painting, drawing on ideas from other artists
	<u>Collage</u>	Sort and arrange materials to create an image	Use a combination of materials that are torn, cut and glued		Use overlapping, tessellation, mosaic and montage	Mix textures, select and arrange (plain patterned rough smooth) for a striking effect	Combine visual and tactile qualities purposefully ensuring work is precise
	<u>Sculpture</u>	Use junk modelling techniques to create recognisable 3D structures (rolling, cutting, bending)	Use a combination of shapes to create a structure with texture		Use frameworks such as wire moulds to create stability Show life-like qualities and real-life proportions using sculpting materials (clay and wire/modroc/papier mache) or, if more abstract, provoke different interpretations.		

	<u>Print</u>			Create printing blocks (e.g. coiled string/etched into polystyrene)			
		Use objects to create prints					
	<u>Textiles</u>		Decorate a wearable item with fabric pens and glued patches	Create weavings and explore basic stitches		Choose from a range of stitching techniques	
	<u>Digital Media</u>	Explore digital artwork through computer design programs				Explore photography and make use of digital photography to create a final art piece.	Enhance digital media by editing (sound, video, animation, still images or installations)
<u>DEVELOP IDEAS</u>		I can talk about what I like and dislike about art work	I can explore different materials and methods as ideas develop	I can explore ideas in a variety of ways, adapting and refining as I progress	I can develop ideas from starting points throughout the curriculum and express them through sketches and information within my sketchbook	I can imaginatively explore, annotate and present ideas and experimentation creatively within my sketchbook	I can take ownership of the use and presentation within my sketchbook, justifying and demonstrating development of my choices over a project
<u>LEARN FROM THE GREATS</u>		I can suggest how artists have used colour, pattern and shape	I can create a piece of art in response to the work of another artist	I can compare the work of different artists through history	I can explain some of the features of art from historical periods	I can research the work of an artist and use their work to replicate a style	I can explain the style of my own work and how it has been influenced by a famous artist
							I can use appropriate vocabulary to describe

How we measure progress



Measuring progress in primary school art involves a combination of observation, portfolio reviews, and self-assessment. Teachers carefully observe students' engagement and technique during art activities, noting improvements in their ability to use different materials, follow instructions, and apply artistic concepts. Portfolios play a crucial role, as students compile their artworks over time, providing a tangible record of their development in creativity, skill, and expression.

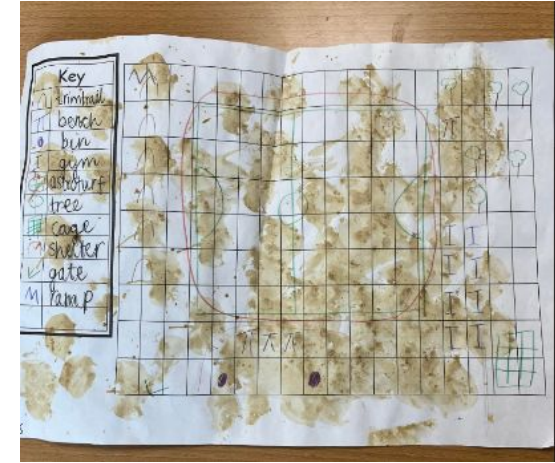
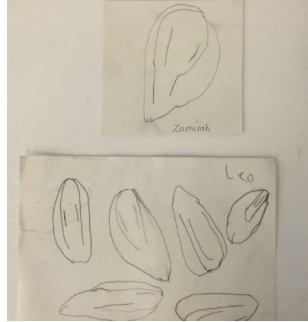
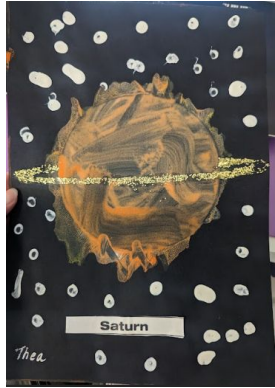
Self-assessment and reflection activities are also encouraged, allowing students to articulate their learning experiences and set personal goals. Rubrics with clear criteria—such as creativity, effort, craftsmanship, and originality—help structure the evaluation process. Peer feedback sessions further enhance students' ability to critique and appreciate art.

Progress is measured not just by the finished products, but by the growth in students' confidence, enthusiasm, and willingness to experiment. This holistic approach ensures that each child's artistic journey is valued and nurtured, fostering a lifelong appreciation for the arts.

Examples of Learning



In KS1



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