

The school's Christian vision

Our five core Christian values
Trust, Honesty, Compassion, Respect and Kindness
 are centred on

'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



St Michael's CE VA Primary School, Lyme Regis

National Curriculum Requirements - Key stage 1 Pupils should be taught:

- 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.

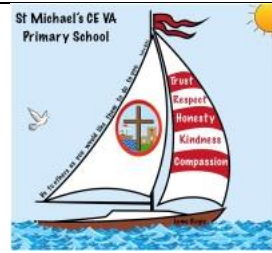


Progression in Art and Design

Focus in...

Autumn term Spring term Summer term

	Generic Skills	Drawing	Painting	Sculpture	Printing	Textile	Collage	Digital Media
		(pencils, rubbers, chalks, pastels, pen, charcoal, inks, ICT software)	(watercolour, ready mixed, acrylic)	(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	(found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)	(weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)		
Key Stage 1 Year 1	<ul style="list-style-type: none"> <input type="checkbox"/> Record and explore ideas from first hand observations <input type="checkbox"/> Ask and answer questions about the starting points for their work <input type="checkbox"/> Develop their ideas – try things out, change their minds <input type="checkbox"/> Work purposefully responding to colours, shapes, materials etc. <input type="checkbox"/> Create simple representations of people and other things. <input type="checkbox"/> Recognise that ideas can be expressed in art work. <input type="checkbox"/> Experiment with an open mind. <input type="checkbox"/> Work spontaneously and enjoy the act of making/creating. <input type="checkbox"/> Sustain concentration and control when experimenting with tools and materials. <input type="checkbox"/> Try out a range of materials and processes and recognise that they have different qualities <input type="checkbox"/> Use materials purposefully to achieve particular characteristics or qualities 	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with a variety of media. <input type="checkbox"/> Begin to control the types of marks made with the range of media. <input type="checkbox"/> Name, match and draw lines/marks from observations. Invent new lines. <input type="checkbox"/> Draw on different surfaces. <input type="checkbox"/> Start to record simple media explorations in a sketch book. <input type="checkbox"/> Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. <input type="checkbox"/> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <input type="checkbox"/> Investigate textures by describing, naming, rubbing, copying. <input type="checkbox"/> Produce an expanding range of patterns and textures. <input type="checkbox"/> Observe and draw shapes from observations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore with a variety of media; different brush sizes and tools. <input type="checkbox"/> Explore lightening and darkening paint without the use of black or white. <input type="checkbox"/> Begin to control the types of marks made with the range of media. <input type="checkbox"/> Paint on different surfaces with a range of media. <input type="checkbox"/> Start to record simple media explorations in a sketch book. <input type="checkbox"/> Identify primary colours by name <input type="checkbox"/> Mix primary shades and tones <input type="checkbox"/> Start to mix a range of secondary colours with support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. <input type="checkbox"/> Experiment with constructing and joining recycled, natural and manmade materials <input type="checkbox"/> Use simple 2-D shapes to create a 3-D form <input type="checkbox"/> Shape and model materials for a purpose, <input type="checkbox"/> Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. <input type="checkbox"/> Impress and apply simple decoration techniques: impressed, painted, applied. <input type="checkbox"/> Use tools and equipment safely and in the correct way 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. <input type="checkbox"/> Demonstrate experience at impressed printing: drawing into ink, printing from objects. <input type="checkbox"/> Use equipment and media correctly and be able to produce a clean printed image. <input type="checkbox"/> Explore printing in relief: Sting and card. <input type="checkbox"/> Begin to identify forms of printing: Books, posters pictures 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to identify different forms of textiles. <input type="checkbox"/> Have experience in colouring textiles: printing, fabric crayons. <input type="checkbox"/> Create and use dyes i.e. onion skins, tea, coffee <input type="checkbox"/> Use more than one type of stitch. <input type="checkbox"/> Begin to explain how to thread a needle and have a go. <input type="checkbox"/> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel <input type="checkbox"/> Begin to identify different types and textures of fabric and materials for collage. <input type="checkbox"/> Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create images from a variety of media <input type="checkbox"/> Fold, crumple, tear and overlap papers <input type="checkbox"/> Collect, sort, name match colours appropriate for an image <input type="checkbox"/> Create, select and use textured paper for an image 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore ideas using digital sources i.e. internet, eBooks <input type="checkbox"/> Record visual information using iPads, digital cameras, video recorders



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National Curriculum Requirements - Key stage 1 Pupils should be taught:

- 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.



Progression in Art and Design

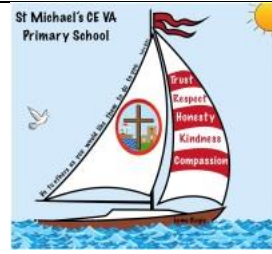
Focus in...

Autumn term

Spring term

Summer term

		Generic Skills	Drawing (pencils, rubbers, chalks, pastels, pen, charcoal, inks, ICT software)	Painting (watercolour, ready mixed, acrylic)	Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)	Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	Collage	Digital Media
Key Stage 1	Year 2	<ul style="list-style-type: none"> <input type="checkbox"/> Record and explore ideas from first hand observations <input type="checkbox"/> Ask and answer questions about the starting points for their work <input type="checkbox"/> Develop their ideas – try things out, change their minds <input type="checkbox"/> Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use. <input type="checkbox"/> Try out different activities and make sensible choices about what to do next. <input type="checkbox"/> Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve. <input type="checkbox"/> When looking at creative work express clear preferences and give some reasons for these. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to control the types marks made with the range of media. <input type="checkbox"/> Control the types of marks made with the range of media. <input type="checkbox"/> Draw on different surfaces with a range of media. <input type="checkbox"/> Use a sketchbook to plan and develop simple ideas. <input type="checkbox"/> Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. <input type="checkbox"/> Name, match and draw lines/marks from observations. <input type="checkbox"/> Continue to Investigate textures and produce an expanding range of patterns. <input type="checkbox"/> Name, match and draw lines/marks from observations. Invent new lines. <input type="checkbox"/> Draw on different surfaces with a range of media. <input type="checkbox"/> Use differently textured and sized media. <input type="checkbox"/> Observe and draw shapes from observations. <input type="checkbox"/> Draw shapes in between objects. Invent new shapes. <input type="checkbox"/> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <input type="checkbox"/> Investigate textures by describing, naming, rubbing, copying 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. <input type="checkbox"/> Continue to experiment in lighten and darken without the use of black or white. <input type="checkbox"/> Begin to mix colour shades and tones. <input type="checkbox"/> Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. <input type="checkbox"/> Continue to control the types of marks made with the range of media. <input type="checkbox"/> Use a brush to produce marks appropriate to work. E.g. small brush <input type="checkbox"/> Identify primary colours by name <input type="checkbox"/> Mix primary shades and tones <input type="checkbox"/> Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> <input type="checkbox"/> Use equipment and media with increasing confidence. <input type="checkbox"/> Shape, form, construct and model from observation and imagination. <input type="checkbox"/> Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. <input type="checkbox"/> Demonstrate experience in surface patterns/ textures and use them when appropriate. <input type="checkbox"/> Explore carving as a form of 3D art 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. <input type="checkbox"/> Demonstrate experience at impressed printing: drawing into ink, printing from objects. <input type="checkbox"/> Use equipment and media correctly and be able to produce a clean printed image <input type="checkbox"/> Make simple marks on rollers and printing palettes <input type="checkbox"/> Take simple prints i.e. mono -printing. <input type="checkbox"/> Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. <input type="checkbox"/> Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to identify different forms of textiles. <input type="checkbox"/> Match and sort fabrics and threads for colour, texture, length, size and shape. <input type="checkbox"/> Gain confidence in stitching two pieces of fabric. <input type="checkbox"/> Explain how to thread a needle and have a go. <input type="checkbox"/> Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel <input type="checkbox"/> Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. <input type="checkbox"/> Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. <input type="checkbox"/> Gain experience in applying colour with printing, dipping, fabric crayons <input type="checkbox"/> Create and use dyes i.e. onion skins, tea, coffee 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange and glue materials to different backgrounds <input type="checkbox"/> Sort and group materials for different purposes e.g. colour texture <input type="checkbox"/> Create and arrange shapes appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a simple graphics package to create images and effects with: <input type="checkbox"/> Lines by changing the size of brushes in response to ideas <input type="checkbox"/> Shapes using eraser, shape and fill tools <input type="checkbox"/> Colours and Texture using simple filters to manipulate and create images <input type="checkbox"/> Use basic selection



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National Curriculum Requirements - Key stage 2 Pupils should be 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
- 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.

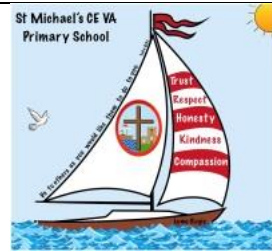


Progression in Art and Design

Focus in...

Autumn term Spring term Summer term

		Generic Skills	Drawing <small>(pencils, rubbers, chalks, pastels, pen, charcoal, inks, ICT software)</small>	Painting <small>(watercolour, ready mixed, acrylic)</small>	Sculpture <small>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</small>	Printing <small>(found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)</small>	Textile <small>(weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)</small>	Collage	Digital Media
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and review information, references and resources related to their ideas and intentions. <input type="checkbox"/> Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. <input type="checkbox"/> Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, and clay) and techniques. <input type="checkbox"/> Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing intricate patterns/ marks with a variety of media. <input type="checkbox"/> Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. <input type="checkbox"/> Use a sketchbook to record media explorations and experimentations in drawing, as well as planning and collecting source material for future works. <input type="checkbox"/> Begin to show an awareness of objects having a third dimension and perspective. <input type="checkbox"/> Create textures and patterns with a wide range of drawing implements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate increasing control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects. <input type="checkbox"/> Use light and dark within painting and begin to explore complimentary colours. <input type="checkbox"/> Mix colour, shades and tones with increasing confidence. <input type="checkbox"/> Use a sketchbook to record paint media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. <input type="checkbox"/> Confidently create different effects and textures with paint according to what they need for the task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use equipment and media with confidence. <input type="checkbox"/> Learn to secure work to continue at a later date. <input type="checkbox"/> Join two parts successfully. <input type="checkbox"/> Construct a simple base for extending and modelling other shapes. <input type="checkbox"/> Use a sketchbook to plan, collect and develop ideas for sculpture. <input type="checkbox"/> Produce more intricate surface patterns/ textures and use them when appropriate. <input type="checkbox"/> Produce larger ware using pinch/ slab/ coil techniques. <input type="checkbox"/> Continue to explore carving as a form of 3D art. <input type="checkbox"/> Use language appropriate to skill and technique 	<ul style="list-style-type: none"> <input type="checkbox"/> Print simple pictures using different printing techniques. <input type="checkbox"/> Continue to explore both mono-printing and relief printing. <input type="checkbox"/> Use a sketchbook to record printing media explorations and experimentations <input type="checkbox"/> Demonstrate experience in 3 colour printing. <input type="checkbox"/> Explore 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. <input type="checkbox"/> Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> <input type="checkbox"/> Show an awareness and name a range of different fabrics. <input type="checkbox"/> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects <input type="checkbox"/> Apply decoration using beads, buttons, feathers etc. <input type="checkbox"/> Continue to gain experience in applying colour with printing. <input type="checkbox"/> Explore using resist paste and batik. <input type="checkbox"/> Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. <input type="checkbox"/> Use a sketchbook to plan, collect and develop ideas and to record textile explorations and experimentations as well as try out ideas. <input type="checkbox"/> Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 	<ul style="list-style-type: none"> <input type="checkbox"/> Record and collect visual information using digital cameras and video recorders <input type="checkbox"/> Present recorded visual images using software e.g. Photostory, PowerPoint
			<ul style="list-style-type: none"> <input type="checkbox"/> Select, and use appropriately, a variety of materials and techniques in order to create their own work. <input type="checkbox"/> Know how to explain the ways of using some of the tools and techniques they have chosen to work with. <input type="checkbox"/> Know about (and be able to describe) the work of some artists, craftspeople, architects and designers. 						



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National Curriculum Requirements - Key stage 2 Pupils should be 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
- 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.



Progression in Art and Design

Focus in...

Autumn term Spring term Summer term

		Generic Skills	Drawing (pencils, rubbers, chalks, pastels, pen, charcoal, inks, ICT software)	Painting (watercolour, ready mixed, acrylic)	Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)	Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	Collage	Digital Media
Lower Key Stage 2	Year 4	<ul style="list-style-type: none"> <input type="checkbox"/> Select and use relevant resources to develop their ideas. <input type="checkbox"/> Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. <input type="checkbox"/> Investigate the nature and qualities of different materials (pencil, charcoal, paint, clay) and processes systematically. <input type="checkbox"/> Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. <input type="checkbox"/> Understanding why they best suit. <input type="checkbox"/> Draw for a sustained period of time at an appropriate level. <input type="checkbox"/> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. <input type="checkbox"/> Have opportunities to develop further drawings featuring the third dimension and perspective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Confidently control types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects. <input type="checkbox"/> Start to develop a painting from a drawing. <input type="checkbox"/> Begin to choose appropriate media to work with. <input type="checkbox"/> Use light and dark within painting and show understanding of complimentary colours. <input type="checkbox"/> Mix colour, shades and tones with increasing confidence. <input type="checkbox"/> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. <input type="checkbox"/> Start to look at working in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> <input type="checkbox"/> Work in a safe, organised way, caring for equipment. <input type="checkbox"/> Secure work to continue at a later date. <input type="checkbox"/> Make a slip to join to pieces of clay. <input type="checkbox"/> Decorate, coil, and produce marquettes confidently when necessarily. <input type="checkbox"/> Model over an armature: newspaper frame for Modroc. <input type="checkbox"/> Use recycled, natural and man-made materials to create sculptures. <input type="checkbox"/> Use sketchbooks to collect and record sculptural visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. <input type="checkbox"/> Adapt work as and when necessary and explain why. <input type="checkbox"/> Gain more confidence in carving as a form of 3D art. <input type="checkbox"/> Use language appropriate to skill and technique. <input type="checkbox"/> Demonstrate awareness in environmental sculpture and found object art. <input type="checkbox"/> Show awareness of the effect of time upon sculptures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase awareness of mono and relief printing. <input type="checkbox"/> Demonstrate experience in fabric printing. <input type="checkbox"/> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. <input type="checkbox"/> Expand experience in 3 colour printing. <input type="checkbox"/> Continue to experience in combining prints taken from different objects to produce an end piece. <input type="checkbox"/> Create repeating patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan a design in a sketchbook and execute it. <input type="checkbox"/> Use a technique as a basis for stitch embroidery. <input type="checkbox"/> Apply decoration using needle and thread: buttons, sequins. <input type="checkbox"/> Become confident in applying colour with printing, tie dye. <input type="checkbox"/> Create and use dyes. <input type="checkbox"/> Use resist paste and batik. <input type="checkbox"/> Adapt work as and when necessary and explain why. <input type="checkbox"/> Change and modify threads and fabrics, <input type="checkbox"/> Use language appropriate to skill and technique. <input type="checkbox"/> Demonstrate experience in looking at fabrics from other countries. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a graphics package to create images and effects with; <input type="checkbox"/> Lines by controlling the brush tool with increased precision <input type="checkbox"/> Changing the type of brush to an appropriate style e.g. charcoal <input type="checkbox"/> -Create shapes by making selections to cut, duplicate and repeat <input type="checkbox"/> Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose
			<ul style="list-style-type: none"> <input type="checkbox"/> Apply the technical skills they are learning to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes. <input type="checkbox"/> Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. 						
		<ul style="list-style-type: none"> <input type="checkbox"/> Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 							

