



Art and Design Curriculum

Links to research		
Publication	Selected Recommendations	How are we applying these to our curriculum?
Artwork – review of Ofsted reports regarding the arts https://artwork.org.uk/resources/ofsted-and-the-arts/	- Skills and knowledge should be carefully planned so learning builds sequentially. - Where key knowledge is transferred to long term memory pupils learn from first hand experiences.	- Progressive building of skills, some key areas re-visited throughout both key stages to see progression. Art linked where appropriate, but still driven by art objectives – not topic based ones. - Ensure that we use visits and visitors in art and design just as much as for other curriculum areas.
Access art - Mind the Gap Between the National Curriculum in Art for Primary Schools & Ofsted https://www.accessart.org.uk/mind-the-gap-between-the-national-curriculum-in-art-for-primary-schools-ofsted/	Many teachers have never had a rich creative education themselves. Many primary teachers last picked up a pencil to draw at GCSE. Some didn't take GCSE art. Their own experience in primary of a great art education isn't always there to draw on	Ensure that we include quality CPD for staff and make use of staff with skills in these areas

Statement of intent

- Our Art and Design curriculum aims to create excited, engaged learners who are interested in and appreciative of different forms of Art and Design.
- Pupils will be equipped with the knowledge, skills and confidence to seek out their own areas of interest and challenge themselves accordingly.
- They will have the ability to explore and experiment with different mediums to create a wide variety of finishes and then reflect critically upon their own and other's work.
- They will respectfully experience art from different countries and cultures and compare this to the work of established UK artists.

Statement of implementation

- The key to our implementation is to ensure that all staff have the necessary skills, confidence and support to deliver high quality Art and Design lessons.
- Planning will include opportunities for all children to work in illustrative, experiential and expressionist ways, through matching these learning styles with examples of significant artists.
- Through use of our progression of skills document and high quality CPD, members of staff will be able to ensure that as children progress through school, their development of ideas, individual skills and use of techniques and of materials builds.
- Visits and visitors will help children to see that art and design are valued within our school curriculum.

Statement of Impact

The impact of our Art and Design curriculum will be evident through clear progression in children's work, and the raised profile of the subject with both children and staff. Confidence in and enjoyment of Art and Design will be heightened and improved for all members of the school. Children will become more confident in analysing their work and giving their opinion on their own and other works of art.

Art & Design Year A

	EYFS – ELG Y1s in Class 1 to	Y1/Y2	Class 3	Class 4	Class 5
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Autumn	Creative materials Children at the expected level of development will: Andy Goldsworthy (Sculpture, collage) -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used -Make use of props and materials when role playing characters in narratives and stories Observational drawings –	Andy Goldsworthy (Sculpture, collage) *to use a range of materials creatively to design and make products * to use drawing to develop and share their ideas, experiences and imagination *to use painting to develop and share their ideas, experiences and imagination *to use 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 <i>This unit links with the main class topic using natural materials to make art. The children will learn about the work of Andy Goldsworthy and compare their own artwork to his. The unit starts with children using physical objects, such as leaves, stone and twigs to explore and create</i>	Prehistoric art (Drawing, painting) - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials <i>This unit links directly to the main class topic of the Stone Age. It allows the children to extend their knowledge of tone and texture and builds on work from KS1 looking at how geometric shapes can be used to create outlines. The children are introduced to the medium of charcoal and experiment with natural dyes to recreate the colour patterns used in this period.</i> 3D model, texture, size, shape, skeleton prehistoric, mixing, patterns, colours, cave art jewellery, function, clay, beads, symbols purpose, opinions, recreate	As Class 3	In Flanders Field (painting, digital art, textiles, printing) - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history - about great architects in history - about great designers in history <i>This work links to the local history study of Lincolnshire's role in WW2 and work on memorials in RE. The children learn about the role of artists who were officially commissioned to record the War through drawings and paintings. The</i>
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	trees and leaves • Leaf characters • Textures in materials • Mark making	<i>patterns and moves onto using collage, paint and clay in line with the school skills</i> <i>progression</i> Material Natural materials Patterns Colours Pathways Paths Walls Compare Choices Curvers Circles Spirals Sculpture Mould Clay Joining Slip Scratch Reflection Reflect •			<i>learn about the work of Paul Nash and create a painting in his style.</i> <i>Children look at the role of propaganda posters in WW1 and 2 and use digital art to create their own. The children learn about dazzle camouflage and design their own. The children look at the poppy as a symbol of remembrance and create a poppy image to use on a whole class remembrance piece..</i> <i>propaganda , memorial, government, commissioned opinions , portray, re-create, war-art</i> <i>audience and purpose</i> <i>slogans</i> <i>dazzle-camouflage</i> <i>poppy, flanders fields.</i>
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Spring	• Colour mixing • Observational painting – spring flowers • Identifying primary colours • Collage • 3D models (sculpture) Totem poles	Can buildings speak? (Drawing, printing) - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting 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 <i>This unit links with topic work of hot and cold places, looking at building styles in different parts of the world. The children learn about the role of an architect in designing buildings and look at shapes and patterns. It also makes links with RE work looking at different shapes in</i>	Warhol and the pop art movement (Drawing, painting & sculpture, digital art) - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history <i>The children study the work of Andy Warhol in depth and look at the techniques used to create his work. The unit builds on previous work on portraits in KS1. Children plan and create their own Warhol inspired art work and look at how this can be done digitally.</i> Year 5 done already!	Egyptian Art	Monet (drawing, painting) - to create sketch books to record their observations - to improve their mastery of art and design techniques, including painting with a range of materials - about great artists in history <i>The children learn about the work of Monet and how he used light to show different times of the day and seasons. The children develop their painting skills using watercolours and learn how to build p layers of colour. They will compare his work from countryside and cities.</i> art establishment impressionist / impressionism claudes monet landscape painting features style light in different seasons recreate industrialisation
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		<i>Christian Churches. Children continue to develop their sketching skills and build on work on pattern rubbing from EYFS. The children learn to work collaboratively to produce a class mural.</i>			locality Giverny impact caractures
Summer	- Using different brushes and tools for painting - Colours and moods - Collage – jungle boxes - Taking digital photographs	Self Portrait (drawing, painting, sculpture) -to use a range of materials creatively to design and make products -to use drawing to develop and share their ideas, experiences and imagination -to use painting to develop and share their ideas, experiences and imagination -to use sculpture to develop and share their ideas, experiences and imagination	Recycle art -to improve their mastery of art and design techniques, including sculpture with a range of materials To explore different ways to join materials. To explore the texture and appearance of different junk materials. To create a simple animal sculpture. To create a piece of art from recycled cardboard. To create a piece of art to convey a message. <i>technique, material, texture, joining, flange, evaluate</i>	Can we change places? To know how the environment affects how we feel about a place and how art can be used to improve a place. To collect visual information and to explore ideas for a site-specific sculpture. To be able to design a site specific sculpture. To use ‘found’ materials to create a sculpture To be able to use finishing techniques to complete a	Express yourself (textiles, printing, painting) - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials

		-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. <i>This unit builds on the sketching work done in the previous term and teaches the children the difference between portraits and self-portraits. The children are introduced to different types of paint and explore the self-portraits of famous artists. They look at how self-portraits can also be 3D and build on their clay skills from the Autumn term</i>		sculpture. To be able to evaluate a finished piece of artwork. <i>Sculpture, design, materials, manipulate, evaluate, observation</i>	<i>The children will learn how the arts, such as clothing design, cartoons and painting can be used to express feelings. This includes the study of Picasso, Kandinsky and Munch and how they use colour to express emotions. The children look at the work of Chuck Close and use fingerprints to create their own work.</i> <i>Means of expression</i> <i>personality</i> <i>opinions</i> <i>cartoonist</i> <i>facial expressions</i> <i>conveyed</i> <i>feature</i> <i>emotion</i> <i>body language</i> <i>line/ font/</i> <i>calligram portrait</i> <i>response</i> <i>emotion wheel</i> <i>techniques</i>
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		<i>to make a clay self portrait.</i>			
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	EYFS/Y1	Y1/Y2	Y3/Y4	Y5/Y6
Autumn		Sparks and Flames (Drawing, collage) - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use 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 <i>This unit links directly to the class topic work of The Great Fire of London. The children explore light and dark and use chalk for the first time since EYFS. The children study paintings of the Great Fire and are introduced to the terms foreground and background. They create 3D pictures and a diorama of a fire scene.</i>	Sonia Delaunay (painting, printing, textiles) - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - about great artists in history <i>This unit links with the class topic of Transport as they look at how her work included rhythm and movement in the piece that accompanied a poem by the poet, Blaise Cendrars, about a train journey across Russia. The children use their extended skills with using colour to represent a journey. The children look at how she moved to designing clothes and try to design an outfit in her style.</i>	Street art (Drawing, painting, printing, digital art) - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history <i>This unit extends the children's knowledge and understanding of modern art and looks at graffiti. Look at how computers can recreate this style. Links with school values about respect and where, if anywhere graffiti art is acceptable. The children also look at satirical art and explore the work of Banksy. They look at techniques such as stippling that can be used with stencil. Children make their own stencils.</i>

Spring (B)		Earth Art (sculpture, textiles, collage) - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use 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 <i>In this unit the children will extend their knowledge of sculptors who use natural resources. The children explore Rangoli patterns and mandalas which link with their class topic work of India</i>	Famous Buildings (collage, drawing) -to create sketch books to record their observations - use sketchbooks to review and revisit ideas -to improve their mastery of art and design techniques, including drawing with a range of materials -to improve their mastery of art and design techniques, including painting with a range of materials -to improve their mastery of art and design techniques, including sculpture with a range of materials - about great architects in history <i>This unit links with the class topic of Britain from the air – looking at the design of famous buildings in the UK and beyond. It extends the children’s knowledge of the role of the architect that was started in KS1 with the ‘Can Buildings Speak?’ work. Children learn about the life and work of Sir Christopher Wren.</i>	Sculpting vases (drawing, sculpture) - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great designers in history <i>Directly links to work from class topic of Ancient Greece. The children will learn about different styles of vases and the different techniques used. Children use their sketch books to record ideas and they experiment with plasticene before starting their clay work.</i>
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Summer			Henry Rousseau (drawing, painting) - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination 1 - to use sculpture to develop and share their ideas, experiences and imagination - 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 <i>Children learn about the life of Henry Rousseau and the genre of portrait landscape, the children create THEIR OWN Portrait Landscape. They explore the animals in his paintings and use a range of techniques to produce animal masks.</i>	Plant art (drawing, printing, textiles, sculpture – clay) - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history <i>This unit links to the class topic looking at the natural world. Children will learn about Orla Kiely and build on work from KS1 about tones, tints and hues. The children will make their first printing block, building on earlier printing work in EYFS and KS1. Children extend sketching skills looking at how shading can be used to add depth. Clay work is progressed to looking at techniques used to join clay successfully to make a 3D flower.</i>	Frida Kahlo - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history <i>This links with the class work on Mexico and the Mayans. The children look at the self portrait work of Frida Kahlo and compare it to the work from KS1 and lower KS2 on portraits and self portraits. The children learn about how Kahlo has used her own cultural background to influence her work. The children will also learn about aspects of Mexican folk art.</i>
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