

Our Approach to the Art & Design Curriculum

Discover Learn Develop



DISCOVER	LEARN	DEVELOP
INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope)	IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components, Sequencing)	IMPACT: Attainment and Progress (Memory, Assessment, Systems)
<p>Our aim for the Art & Design curriculum is to ensure that all children are inspired to create their own high-quality works of art, craft and design and become fascinated with Art & Design within the world. Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. Our children will develop a wide range of art and design techniques and skills in using colour, pattern, texture, line, shape, form and space. They will use a range of tools and materials.</p> <p>Our children will be equipped with the vocabulary that they need to become artists and ask questions about our world, ensuring that all children learn about Art through a variety of mediums. We will use our outdoor environment, local and global artists and different medias to provide the children with the fundamental skills they will use in their lives and to help them understand the impact of Art within the world they live.</p> <p>Our children will learn about the work of artists, craft makers and designers, describing the different practices and disciplines and making links to their own work. Our children will be given the opportunities to explore their own drawing, painting and sculpture to develop and share their ideas, experiences and imaginations</p>	<p>To ensure that high quality Art & Design is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 6 with the subject leader working closely alongside teachers to ensure that knowledge, understanding and skills within Art & Design lessons are progressive through the school.</p> <p>Medium term plans are regularly reviewed by the subject leader and class teacher to ensure that topics remain engaging and exciting to the children. Art & Design lessons are planned through termly topics with a focus on knowledge, understanding and skills and pupils have the opportunity to explore and respond to artistic ideas, use a range of materials, evaluate their work and the work of others and, to develop control and expertise of skills and techniques. This may, in some cases, through the children's sketch books rather than direct teaching. Children will use resources to support their learning, for example: visits to local galleries; visit from local artists</p>	<p>Our children can talk about being an artist: they talk about the skills and techniques they have learnt and relate this to their own pieces of art and design, reflecting on the progress they have made. They produce creative work that demonstrates their exploration of their ideas, the recording of experiences and evaluating the response to a piece which build on prior understanding and skills across each year group.</p> <p>Children use subject specific language to discuss what they have learnt, they evaluate their own work and they feel inspired and curious about Art & Design and want to find out more about it in their world. Children are aware of great artists, craft makers and designers and understand the historical development of art forms.</p> <p>Pupil conferencing is used across all of the year groups to assess the children's knowledge and skills of what they have learnt through their topics. Evidence shows progress in knowledge and skills from the beginning of a topic to the end.</p>

LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In Art, all Learning to Learn skills are used but the following skills are utilised in particular.

READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS
I can choose and obtain the resources I need for my work.	I take care with my work to ensure it matches the criteria set.	I can create individually, with a partner or in a group.	I can work to improve my creations.	I use a range of materials in my creative work.	I can discuss my own work in detail.

Rolling Programme

Newton (Year 1)		Armstrong (Year 2, 3 & 4)			Einstein (Year 4, 5 & 6)		
Cycle A	Cycle B	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B	Cycle C
Portraits Colour wheel	Pattern Colour wheel	Working with colour - skills	Hokusai: Printing famous landmarks	African Art: Artist – Esther Mahlangu	Elizabeth Catlett: Printing Portraits	Robert Sweeney: Paper sculptures	Rousseau: painting

Drawing skills Observational nature	Textiles	Cave drawings	Monet	Indian Art	Rosenquist pop art: Drawing, collaging and colouring	Sarah Eisenlohr: Human impact collage	William Morris: Design with natural forms
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Sculpture	Painting	Fernand Leger: Cityscape	Pompeii: Mosaic	Dragon Art	Henry Moore: Family unit sculptures	Chinese art: Origami	Frida Kahlo: Collage Ancient Greek art/ architecture
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Art Skills Progression								
EYFS Areas of Study								
Expressive arts and design: Exploring and using media and materials								
3 and 4 year olds: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and painting, like happiness, sadness, fear, etc.								
Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.								
ELG - Creating with Materials: 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.								
National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6	
Skills and Techniques	Drawing and Mark Making	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>I can experiment with a wide range of tools, material and surfaces including charcoal.</p> <p>I can explore different textures and experiment with mark - building on previous experience.</p> <p>I can observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>I can observe bodies (encourage accurate drawings of people.)</p> <p>I can sketch objects in both the natural and man-made world.</p> <p>I can draw simple 2D shapes.</p>	<p>I can work out ideas through sketching.</p> <p>I can experiment with tools and surfaces.</p> <p>I can continue to draw a way of recording my personal experiences and feelings.</p> <p>I can look at drawings and comment thoughtfully.</p> <p>I can begin to discuss use of shadows, use of light and dark.</p>	<p>I can observe and draw objects in both the natural and manmade world.</p> <p>I can make initial sketches as a preparation for painting and other work.</p> <p>I can work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p>	<p>I can experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.</p> <p>I am beginning to understand the concept of scale and proportion (including showing proportion when drawing facial features – Tudors)</p>	<p>I have an awareness of dark and light, form and texture.</p> <p>I can select my own tools and materials that are suitable for the job.</p> <p>I can observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>I can understand the concept of perspective.</p>	<p>I can use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>I can produce increasingly accurate drawings of people.</p> <p>I can produce increasingly detailed preparatory sketches for painting and other work.</p> <p>I can work on a variety of scales and collaboratively.</p> <p>I can select materials and techniques to use to create a specific outcome.</p>
	3D design	<p>I can use both hands and tools to build.</p> <p>I can use tools to carve into media.</p> <p>I can use a modelling media to make different shapes.</p> <p>I can make simple joins by manipulating modelling material.</p>	<p>I have an awareness of natural and man-made forms.</p> <p>I can shape and form from direct observation.</p> <p>I can use a range of decorative techniques.</p> <p>I can make constructions from junk materials.</p> <p>I can replicate patterns and textures in a 3D picture.</p> <p>I can talk about my own work and that of other sculptors.</p>	<p>I can understand the qualities and potential of constructional and malleable materials.</p> <p>I can investigate, analyse and interpret natural and manmade forms and environments.</p> <p>I can plan and develop ideas in a sketchbook and make informed choices about media.</p> <p>I can experiment with surface patterns / textures.</p>	<p>I can work safely, to organise the working area and clear away.</p> <p>I can consider light and shadows, form and space.</p> <p>I can use a sketchbook to inform, plan and develop ideas</p>	<p>I can shape, form, model and join with confidence.</p> <p>I can produce more intricate patterns and textures.</p> <p>I can take into account the properties of media being used.</p> <p>I can discuss my own work and the work of other sculptors and make comparisons between them</p>	<p>I can work directly from observation or imagination with confidence.</p> <p>I can discuss and evaluate own work and that of other sculptors in detail.</p> <p>I can make imaginative use of the knowledge</p> <p>I have acquired of tools, techniques and materials to express my own ideas and feelings</p>	

Skills and Techniques	Painting	Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques	I can use painting as a means of expressing myself. I can experiment with paints. I can create work by printing with paints. I can use appropriate language to describe my work.	I can select an appropriate tool for the job. I can use contrasting colours in my work. I can mix primary colours to create secondary colours. I can talk about my own work and that of artists.	I can use the equipment with increasing confidence. I can use the paints for different effects such as using a brush in different ways such as flicking the paint or stippling I know that there are different types of paints such as poster paint and watercolour paint. I can discuss own work and that of other artists.	I can discuss my opinion on different paintings and explain my thinking. I can use paints in a variety of ways to produce different effects. E.g. sprinkling powder paint on a wash to create a water effect. I can discuss the nature of effects and am able to modify and adapt my painting as my work progresses.	I can choose appropriate tools, material and methods of working I can experiment with ideas. I can create a plan in my sketchbook and annotate this with my thinking. I can consider the composition in my paintings.	I can discuss and evaluate my own work and that of others. I can explore painting techniques using by various artists. I can select an appropriate type of paint for the job.
	Textures and Collage		I have an awareness of different textures and can talk about how they feel. I can create my own collage using a selection of different materials. I can discuss how textiles can create things such as curtains, clothing and decoration. I can use various collage materials to make a specific picture.	I can arrange and rearrange materials to create the effect that I am looking for. I can use overlapping and overlaying to create effects. I can use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. I can do simple appliqué work attaching material shapes to fabric with running stitches. I can explore other simple stitches.	I can use smaller eyed needles and finer threads. I can use colour to express an idea - seasons, moods, or create a picture - swamp, seascape. I can discuss different types of fabric/materials. I can consider the composition in my collage work.	I can use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. I can use initial sketches to aid work. I can continue experimenting with creating mood, feeling, movement and areas of interest.	I have an awareness of the potential of the uses of material I can select and use materials to achieve a specific outcome. I can consider methods of making fabric. I can use found and constructed materials (scrap sculptures, beach rubbish...).	I can use different techniques to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. I can embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. I can work collaboratively on a larger scale (poppies)
	Working with colour		I can discuss what happens when I mix different colours together. I can find collections of colours such as different sorts of green. I can use language to describe colours e.g. bright, colourful, light and dark. I can use different tools to apply colours.	I know the names of primary and secondary colours. I have an awareness of the variety of colours in the environment. I can make as many tones of one colour as possible using primary colours and white. I can darken colours without using black. I can make a colour wheel to show primary and secondary colours.	I can mix and match colours to match those in a work of art. I can use different types of brushes for specific purposes. I can begin to describe colours by objects e.g. 'raspberry pink, sunshine yellow'. I know the complimentary colours and can make use of them in my work.	I can begin to apply colour using dotting, scratching, splashing to imitate an artist. I can observe colours on hands and faces - mix flesh colours. I can use colour to reflect mood.	I can control and experiment with particular qualities of tone, shades, hue and mood. I can consider colour for purposes I can explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.	I can use colour to express moods and feelings. I can explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. I can consider artists use of colour and application of it.