

Art and Design Curriculum Vision and Rationale:

The aim of our Art and Design curriculum is to inspire pupils' curiosity and creativity, so that they have the confidence to engage with art as a consumer and express themselves through a variety of artistic media. The subject exposes them to a wealth of art and artists from different times and cultures providing them with a broad understanding of what art is. It has a significant impact on whether they are secondary ready. In our curriculum, children work as young artists and art historians to develop skills in being able to engage with and read into works of art and use a range of techniques to create their own art and design work. Art and Design includes education and citizenship, which underpin the developments of children spiritually, morally, socially and culturally (known as SMSC).

Curriculum Intentions:

1. Reading, Language and Vocabulary development at heart off the curriculum

A range of non-fiction resources are used to generate questions and give vocabulary in context. Children are expected to discuss and respond to art and design both orally, in their writing and through their own works of art and design. Tier 3 ambitious vocabulary is pulled out in every lesson and used repeatedly in context to develop understanding and retention. Vocabulary is available visually across the school e.g. in displays.

2. Experiential learning opportunities, to excite, enthuse and engage. Raising Aspirations.

Every year each year group will take part in at least one art and design focused field trip; this may be a visit to a gallery or the opportunity to create art outside the classroom. It is important that children learn that art is about expression and not about recreating a photographically accurate representation; in this way we endeavour to develop children's confidence in seeing themselves as artists by placing value on expression and creativity. Each class will use technology to enhance the children's experiences of works of art which are not easily accessible e.g. Google Expeditions, and gallery websites. Art and Design is regularly linked to real world careers and opportunities so that children have an enthusiasm about the relevance of the subject.

3. Creativity and Innovation. Developing independence, thinking and questioning.

Through their exploration of how art and design are used in the real world to manipulate the consumer through advertising and propoganda children become safer and more independent in the face of "fake news" and marketing manipulation. Children are given opportunities to devleop

their own persuasive works of art and design. Children learn to ask questions of and develop narratives from the art they are exploring. Children's resilience is developed by overcoming personal challenges and minor setbacks in their work; they learn that artists do not "get it right the first time" but work through mistakes to develop and improve their art and adopt the same approach to their work.

4. Children as teachers, sharing knowledge. Knowing more and remembering more.

We recognise that when children explain or teach a skill, they have learnt they are more likely to retain it. In art and design, regular opportunities are provided for children develop their own knowledge or artists and designers by sharing, what they have learnt, with teachers, parents and peers. This ensures children can question and be questioned, supporting a depth of knowledge and the ability to make connections within art and design and beyond.

5. Valuing each other. Promoting, respect, responsibility tolerance and understanding

Art and design develops knowledge and understanding of different cultures, life experiences and views of the world developing children's respect for people around the world. Seeing the world through the eyes of another promotes empathy. Children will consider the environment and their impact on it through using reclaimed and recycled materials and projects studying artists and designers who do the same.

Art and Design Progression of Substantive Knowledge

| Strands | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
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| Art/colour theory | Colour wheel - primary, secondary and tertiary colours | Mixing to develop different tones and shades within colours | Use of pencil and charcoal to blend, smudge, shade. | Understand proportions of the face as a guide to basic portraiture. | Understanding perspective and creating sense of 3 dimensions in drawing. | Develop techniques for building up colour when using stencils and spray paint. |
| Artists and their influences <i>Appreciate</i> | Portraits Amy Sherald Art from Nature Henri Rousseau Georgia O'Keeffe (Tate Kids) | Landscape painting John Constable Camille Pissaro Compare the work of the artists. Printing Vincent Van Gogh Roy Lichtenstein | Sketching Stephen Wiltshire Cave paintings Sculpture Barbara Hepworth Anthony Gormley | Still life Pieter Claesz Vincent Van Gogh Portrait Vincent Van Gogh | Why so high? - architecture William Van Alen Renzo Piano? Pop Art Andy Warhol David Hockney | Words and pictures - graffiti Jean-Michel Basquiat Banksy Art and Persuasion WW2 propoganda posters |
| Materials and their uses | Portraits - Paint Use of block paint for bold colour and simple mixing Art from Nature - Collage, mixed media Explore a range of natural and | Landscape painting - Paint Use ready mix or water colour paints to create a wider variety of colours and tones. Printing Sponge Painting and Charcoal sketching (Great Fire of London building picture) | Sketching - Draw/Sketch Use of pencil and charcoal for drawing and sketching. Explore how different effects can be achieved depending on the hardness of the pencil Sculpture - Sculpt/3D Explore sculpting with plasticine, papier mache , | Still life - Draw/Sketch, Paint Use watercolour paints and brushes effectively to create varying levels of intensity and intricacy. Portrait - Mixed media, Collage Explore the use of mixed media including recycled materials, photographs, ink | Why so high? - architecture - Draw/Sketch, Develop use of pencil and charcoal to create perspective and 3 dimensions Pop Art - Digital media, Print Explore use of photography and computer programmes | Words and pictures - graffiti - Paint, Print Explore a range of simple stencils to see how they work before creating their own. Use spray paint to create graffiti art with stencil. Look at techniques of blocking to create colour within work and areas of greater depth and shading. |

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| | man-made materials to create images developing texture and colour. Focus on using recycled materials. | Printing techniques include:Silk screen printing block printing monoprinting (could be used for building outlines) etching | soap and creating sculpture using recycled materials. | and paint to create a portrait that expresses the character of the subject. | to create art. Develop works further after printing using paint, ink or recycled materials. | Art and Persuasion Explore range of known media to choose the one most appropriate for the purpose of creating an advert or persuasive poster. |
| Artistic movements | Modernism (O'Keeffe) Impressionism (Rousseau) | Pre Raphaelite (Constable) Impressionism (Pissaro) | Modernism (Hepworth) Contemporary (Gormley) Architectural Art (Wiltshire) | Dutch Golden Age (Claesz) Impressionism (Van Gogh) Contemporary (Roberts) | Art Deco (Van Alen) Pop art (Warhol, Hockney) | Contemporary (Basquiat, Banksy) |

Art and Design Progression of Disciplinary Knowledge - being an artist

| Progression of Disciplinary Knowledge | | | | | | | | |
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| Disciplinary Knowledge Strands | | EYFS (to be reviewed) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Create | Sketching pencil pen charcoal chalk pastels | Can I use a variety of tools to mark make? Can I draw into and onto various surfaces using liquids and various tools? (eg: drawing into sand, drawing with water on the ground ...) | Can I use a variety of drawing tools to make marks? Can I create light and dark lines (tone) and straight and curved lines? Can I observe given objects and recreate the basic outline shapes? Eg: sketch toys, fruit, leaves ... | Can I observe given objects and recreate the outline shapes adding some detail including pattern and texture? Eg: veins on leaves, hair on a portrait. | Can I use different grades of pencil to apply tone to drawings? Can I experiment with cross hatching and blending? Can I develop accuracy with my sketching? | Can I show an awareness that objects have a third dimension? Can I use shadows to show light and dark? Can I create accurate drawings including proportion, scale and placement? | Can I apply the effect of light on objects from different directions? Can I develop perspective? Can I produce increasingly accurate drawings? | Can I develop an awareness of composition, scale and proportion, foreground, middle ground and background? |
| | Painting poster paint powder paint watercolours | Do I know the primary colours? Can I apply colour with different tools? | Can I mix primary colours to make secondary colours? | Can I mix colours and know which are primary, | Can I use a range of paints to make as many tints as | Can I use colour mixing and matching to create tints, | Can I use and explore tints, tones and shades? Can I experiment with colour for | |

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| | inks | (eg: brushes, rollers, fingers ...) | Can I continue to explore applying colour with a range of tools? | secondary and tertiary colours? | possible using white? Can I darken colours using black to create shades? Can I select brushes for purpose and experiment with effects and textures? (eg: dotting, dabbing, scratching, splashing, flicking, mixing paint with sand, glue or sawdust) | tones and shades of a colour? (ie: paint/colour chart) Can I explore colour to reflect mood? (ie: warm and cool colours). | different purposes and to reflect feelings? | |
| | Sculpting/3D clay dough card reclaimed materials paper wire mod roc | Can I explore, manipulate and handle various junk materials to make models? Can I shape and model malleable materials? (eg: dough, plasticine, clay, cooking | Can I use various materials to make known objects for a purpose? Can I combine materials? (ie: glue, tape, staples, folding, weaving ...) Can I roll, carve, | Can I replicate patterns, shapes and textures in a 3-D form? (ie: re-creating patterns in nature using clay, string, paper, tape ...) | Can I build complexity into the surface of a 3D piece? (eg: paper mache, scrunching paper, using various materials). | Can I plan and develop ideas for 3D work? Can I continue to develop 3D skills, working on a range of scales? (eg: small scale, precision) | Can I plan a sculpture through sketching? Can I shape, form, model and construct from observation and | Can I independently plan, shape, form, model and join using a range of materials for a specific purpose? |

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| | | materials ...) | make marks on and knead malleable materials? Can I use and create patterns in malleable materials? | | Can I work on a 3D small scale and combine to make a whole class 3D image? | | imagination? | |
| | Collaging | Can I make collages using a range of materials including natural objects? | Can I experiment with a range of collage techniques such as tearing, scrunching, overlapping and layering to create images and represent textures? | Can I fold, crumple, tear, overlap, weave and sort different materials? Can I cut, tear and glue paper and card for collages? | Can I select materials by colour and texture to match intentions? Can I overlap and overlay a combination of materials? Can I add texture by mixing materials? | | Can I combine collage with other 2D techniques? Can I create materials for collage? (eg: marbling, printing paper etc). Can I experiment with learnt techniques to create an independent piece of collage? (eg: applique, drawing, sticking, cutting, paint, weaving, layering). | |
| | Printing found materials fruit/veg wood blocks press print lino string screen print | Can I use sponges to make patterns or pictures? Can I print with food items? Can I finger paint? Can I use found materials man made/natural to | Can I create repeating patterns using a variety of printing tools? | Can I experiment with printing using more than one colour? Can I colour mix by overlapping colour prints? Can I create relief prints using foam printing blocks? | Can I experiment with mono printing? Can I colour mix by overlapping colour prints? | | Can I print with three overlays? (using card, string and small lino tiles to create block prints). | |

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| | | print? Can I take rubbings? | | | | | |
| Appreciate | Can I appreciate my own work and other artists' work? | Can I compare my work and others including artists? Can I express an opinion? Can I describe differences and similarities between given pieces of art? | Can I accept that other people may have different views? | Can I Identify themes within and between artworks, and to link artwork to its historical and geographical context? | Can I start to suggest reasons for different artistic styles in different times, places and cultures? | Can I suggest reasons for different artistic styles in different times, places and cultures? Can I describe how art contributes to the culture, creativity and wealth of our nation? | |
| | | | Can I identify similarities and differences and make links between different practices and disciplines, and make links to my own work? | | | | |

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