



Curriculum Design for Art

Art Intent

Our art and design curriculum aims to inspire, engage and support children to develop their creativity to the best of their potential. They will be inspired by the creativity of others ranging from famous artists to local artists to our own school community and each other, as well as being given the opportunity to step outside their comfort zones, experiment and invent. Children will be given time and space to think, particularly in Forest School, to be peaceful and to allow themselves to be inspired. Children will be taught how important artistic creativity is to the success of the country in which we live.

Art Implementation

Art follows the National Curriculum; objectives are delivered through our topics. Enrichment opportunities are planned to engage children and immerse them experimentally into their learning before working through an enquiry-based approach. Art is often taught outside in Forest School to enable children to use natural materials and make larger works of art. Our disciplinary knowledge ensures specific skills are taught each year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future topics. At the end of the topic, a high-quality 'outcome' is often shared with parents and/or the school community.

Art Impact

We assess the impact of the enquiry through SLT reviews: The Subject Lead meets with children and question them on their learning and determines the depth of their knowledge as well as their reflections on the school values that they were working on. The subject lead will look at samples of artwork from all year groups and ensure planning has been followed.

Progression of Knowledge

	Year 1	Year 2	Year 3
Long Enquiry	<p>Sketching Children will use 2b, 4b, 6b pencils to create artwork.</p>	<p>Sketching Children will develop their understanding of line and texture.</p>	<p>Develop an art portfolio.</p>
Short Enquiry	<p>Become familiar with the work of famous artists.</p>	<p>Created artwork inspired by that of famous artists.</p>	<p>Digital art/ photography.</p>

End point	<p>Children will</p> <ul style="list-style-type: none">• Have experimented with a wide range of drawing tools and know how to create different effects.• Know what primary colours are and be able to mix secondary colours as well as mix shades of colours.• Use a simple running stitch to join two pieces of fabric.• Used clay to make a pinch or coil pot and use different techniques to decorate it.• Have printed with a range of objects.• Created a collage.• Identified patterns in our local environment and created their own.• Looked at and discussed the work of famous artists.	
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Disciplinary Knowledge

Techniques (Carrying out and executing artistic tasks)	Skills (The ability to do something well)	Creativity	Learning from others	Record and evaluate
<p>EYFS</p> <ul style="list-style-type: none"> *Holds pencil in a tripod grip showing good control *Explores and recreates textures with an extended range of materials- e.g. sponges, leaves, fruit *Refines previous knowledge on joining materials and artistic effects - cold glue guns, paper clips, split pins, & hole punch with treasury tags. *Draws with increasing complexity and detail, such as representing a face with a circle and including details. *Children explore colour mixing by freely combining paints to create different effects and shades *Children use a tape dispenser to encourage independent creativity *Children are taught how to effectively use and hold scissors in our morning work. 	<p>EYFS</p> <ul style="list-style-type: none"> *Represents things observed, remembered or imagined, using colour/tools *Uses cold glue guns and tape to join and assemble materials with a purpose in mind. *Adds a range of media to create the desired effect *Can draw a few recognisable pictures adding details such as arms, legs, a body on to images such as people. * Children create structures linked to their imaginative play, e.g. building a zoo and adding animals. *Children use simple poster paints and brushes to create a self portrait *Children develop their drawing skills through using a range of media including crayons, pencils, felt tips and other media. 	<p>EYFS</p> <ul style="list-style-type: none"> *Children use malleable resources to explore and create *Children explore a range of media to create items to use in their role play e.g. playdough, buns, cakes, biscuits for shop, junk materials for sandwiches, burgers, meals for the café *Children have an awareness and opportunities to explore different varieties of art - abstract, watercolours, 3D models. 	<p>EYFS</p> <ul style="list-style-type: none"> * Can follow instructions using directional language to create prewriting symbols *Can look at pictures and say what is represented. 	<p>EYFS</p> <ul style="list-style-type: none"> *Create collaboratively, sharing ideas, resources, and skills.

<p>KS1</p> <ul style="list-style-type: none"> *Colour: I can name and use primary and secondary colours. *Pattern: I am aware and can discuss pattern. I can use repeating pattern and discuss irregular and regular pattern. *Texture: I am able to make choices about texture and how I want my art to feel. *I can consider overlapping to create effect. *Line: I use line effectively to shape my work. *Form: I can create simple 3D versions of my art. *I can express my own ideas in this form as well as consider decorative techniques. *Space: I consider how my art will look as a whole, including if it is a part of a collective whole. *Control: I use materials and tools safely, learning to control them accurately. 	<p>KS1</p> <ul style="list-style-type: none"> *Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. *Drawing: I can observe closely from reality. *Sculpting: I learn to join different materials, and simply manipulate the same material with tools. *Sewing: I can use a basic stitch to join material I have chosen. *I can use simple fabric printing 	<p>KS1</p> <ul style="list-style-type: none"> *I can use my own imagination and experiences to create works. *I use the work of famous artists to discuss emotions and talk about the way I feel, and the artist might have felt. *I can express my own emotions about the art I create. *I can experiment in my own art. 	<p>KS1</p> <ul style="list-style-type: none"> *I can look at the work of different artists and talk about what they have done *I can compare the work of different artists. *I can give my opinions about the work of different artists. 	<p>KS1</p> <ul style="list-style-type: none"> *I can make simple observations about my environment to reproduce in art. *I can revisit and improve my own art. *I can review my work and decide how well I have achieved what I set out to achieve.
<p>Year 3</p> <p>Colour:</p> <ul style="list-style-type: none"> *I understand the ideas of warm, cool and complimentary colour, mix tones. 	<p>Year 3</p> <ul style="list-style-type: none"> *Painting: I use paint (acrylic) to express emotions after reviewing the work of great artists. 	<p>Year 3</p> <ul style="list-style-type: none"> *I can briefly think about ways to create my own art, that may involve jottings and preliminary sketches. 	<p>Year 3</p> <ul style="list-style-type: none"> * I can use what I have learnt about different artists to influence my own work. * I can give justified 	<p>Year 3</p> <ul style="list-style-type: none"> *I can record my observations with some accuracy in a sketch book .

<p>* Pattern: I can experiment with formal and informal pattern, including in photography.</p> <p>*Texture : I consider texture as a part of textiles as a way of adding meaning. I can use a range of stiches.</p> <p>* Form: I use shading to replace hard line</p> <p>*Space: I use space on a page wisely to ensure impact.</p> <p>*Control : I demonstrate control of tools, including iPads.</p> <p>*Line: I use line as a framework for digital media.</p>	<p>* Drawing: I can learn to draw portraits, considering accurate proportion, using different media.</p> <p>*Sewing: I can use different stiches to join materials and consider overlapping, layering and montage to create effects.</p> <p>*Photography: I can produce enhanced digital media images of art, considering line, colour and shape.</p>	<p>*I can apply the techniques I learn about to a range of my own art.</p> <p>*I can decide for myself what I need to do in order to be successful.</p> <p>* I can discuss what impact an artist's decisions has made on their work.</p>	<p>reasons for my opinions about different artists.</p>	<p>* I can use my sketches to review and improve my work.</p>
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