



Art and Design Curriculum

Every child is an artist – Pablo Picasso

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop their understanding. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design in our Early Years Foundation stage

How is art and design taught in the Early Years Foundation Stage.

Art is taught through continuous, enhanced discovery time and directed lessons. Children have access to art areas, with a variety of art resources such as powder paints, junk modelling, loose materials and mark making tools. In their directed lessons children learn how to create in different ways and refine skills such as how to mix primary colours and use drawing tools. Art is assessed through repeated self-portraits throughout the year and sunflower drawings. It is also assessed from observations during the year made by the staff in class.

<u>Key Objectives EYFS</u>	<u>Early Learning Goal</u>
<i>In Foundation art is taught through the curriculum area of expressive art and design and understanding the world.</i>	By the end of Year R children will be able to: Children 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.
<u>Key experiences</u>	In Reception, children draw self-portraits and real-life observations termly, to focus on detail and show progression in skills. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will experience textures through collage and learn how different materials can be used and joined. Children will have time to practice and master skills that will support them in KS1.
The characteristics of effective learning	<i>Playing and exploring – Engagement</i> <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to ‘have a go’</i> <i>Active Learning – Motivation</i> <i>Being involved and concentrating</i> <i>Keep trying</i> <i>Enjoying achieving what they set out to do</i> <i>Creative and critical thinking</i> <i>Having their own ideas</i> <i>Making links</i> <i>Working with ideas</i>

Art and Design in Key Stage 1

The Teaching and implementation of Art and Design curriculum at the Oaks Federation is based on the National Curriculum and supported by a wide range of resources. We ensure the skills progression of Art are embedded through our 5 keys steps. These skills have been chosen to ensure coverage through our 2 year cycle

- **Drawing:** Children can draw lines of varying thickness;
Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tips;
- **Painting:** Children can name the primary and secondary colours; Experiment with different brushes (including brushstrokes) and other painting tools; Mix primary colours to make secondary colours; Add white and black to alter tints and shades;
- **Sculpture:** Children can Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
Use a variety of techniques, e.g. rolling, cutting, pinching;
Use a variety of shapes, including lines and texture;
- **Collage:** Children can use a combination of materials that have been cut, torn and glued;
Sort and arrange materials;
Add texture by mixing materials;
- **Textiles:** Children can show pattern by weaving; use paper to practice over and under techniques.
Add pattern using geometric shapes.
Link to other cultures.
- **Printing:** Children can copy an original print; Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

In Key Stage One, Art is taught as a sequence of lessons, each term. Each unit focusses on a different skill which leads to the creation of art work using the children's own ideas. These are in line with the aims of the National Curriculum and fit in with cross-curricular opportunities.

Introduction of Art form – For example this could be using watercolours or pastels

Exploration – Children look at the work of artists and experiment using art form

Skills - The teaching of specific skills and technique – for example, teaching children various ways of mixing paints or using pastels to create different effects

Create – Children apply skills to create their own piece of art work.

Evaluation – Discuss own work and the work of others

References to artists are made throughout the cycle of teaching to inspire and to support children's own creative ideas.

Assessed

Key stage 1 cycle A		
Autumn	spring	Summer
Printing/ painting	Drawing	Weaving
Substantive knowledge (The facts about Artists, artistic styles and tools)		

Create original outcomes: Children to create unique capes using prints they have designed and made inspired by Andy Warhol. Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others: Children to study Andy Warhol and recognise his unique artist style. Try out different activities and make sensible choices about what to do next: Understand the process of printing and carving out the tool.	Use contextual knowledge as a stimulus for creativity: Children will understand how observational drawing is drawing something you can see. Children will test different marking tools and recognise the texture they create. Try out different activities and make sensible choices about what to do next: Children will understand how adding or taking away pressure when using pencils can create different marks and apply to their own drawing. Making links between own work and the work of others: Children will study a variety of well-known and contemporary artists discussing similarities and differences.	Try out different activities: Children will understand the principles of weaving (under and over) to create a pattern. Making links between own work and the work of others: Children will study the origins of kente weaving and the symbolic meaning of colour in their culture. Children will learn about Rosie James who is a British paper weaving artist and link her work to Kente weaving. Children will be able to discuss similarities and difference between different artist work.
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Disciplinary Knowledge		
-Experiment with printing techniques - e.g. monoprint, block, relief, rubbings -Design and build repeated patterns - Use colour to make designs stand out -Use a sketchbook for practising skills and recording knowledge	Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk Experiment with line, shape, pattern and colour Observe and draw landscapes, patterns and anatomy Use a sketchbook to gather and develop ideas	Use paper to create weaving pattern by moving over and under. Use block colours to create stand out patterns on weaving. Fasten edges of weaving with glue, tape Use a sketchbook to gather and develop ideas
Outcome: Superhero cape	Outcome: Observational drawing	Outcome: unique paper weaving

Key stage 1 cycle B		
Autumn	spring	Summer
Drawing /painting	Collage/ Painting	Sculpture
Substantive knowledge		

Make links between own work and the work of others: Children will study a variety of well-known and contemporary artists. Use sketchbooks to record ideas and experiences: Children to test different sketching pencils and make informed choices about which ones to use.	Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others: Children to look at landscape artists and spot foreground, horizon and background in pictures. Try out different activities and make sensible choices about what to do next: Children to use a range of materials to develop texture and shape. Children then choose materials according to their outcome. Create original, knowledge informed outcomes: Children to look at photographs and use paper, card, and other materials to create a collage.	Use contextual knowledge as a stimulus for creativity: children to learn about the steps and working areas of a pottery studio. Try out different activities and make sensible choices about what to do next: Children will learn clay sculpture techniques such as pinching, rolling, smoothing, sanding and apply to their own work Create original, knowledge informed outcomes: Children will learn about sculpture artists and take ideas and techniques from their work.
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Disciplinary Knowledge		
Make links between own work and the work of others: Children will study a variety of well-known and contemporary artists. Use sketchbooks to record ideas and experiences: Children to test different sketching pencils and make informed choices about which ones to use.	Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others: Children to look at landscape artists and spot foreground, horizon and background in pictures. Try out different activities and make sensible choices about what to do next: Children to use a range of materials to develop texture and shape. Children then choose materials according to their outcome. Children will use a range of materials to prevent white spaces. Create original, knowledge informed outcomes: Children to look at photographs and use paper, card, and other materials to create a collage.	Use contextual knowledge as a stimulus for creativity: children to learn about the steps and working areas of a pottery studio. Try out different activities and make sensible choices about what to do next: Children will learn clay sculpture techniques such as pinching, rolling, smoothing, sanding and apply to their own work Create original, knowledge informed outcomes: Children will learn about sculpture artists and take ideas and techniques from their work.

