

ART AND DESIGN Curriculum Overview



<p><u>Aims</u></p> <p>To 'equip children with the knowledge and skills to experiment, invent and create their own works of art, craft and design.'</p> <p>(National Curriculum 2014).</p>	<p><u>Big Ideas</u></p> <p>Throughout our Art curriculum, children develop a wide range of art and design techniques including</p> <ul style="list-style-type: none"> • Texture • Line • Shape • Form • Space <p>Not every unit will contain all these techniques, but these will be revisited repeatedly from Y1-6 and embedded where possible in EYFS.</p> <p>Children use sketch books at age-appropriate levels in order to organise, record and analyse their learning.</p>	<p><u>Content and Sequencing</u></p> <p>Each year all classes complete three units of art</p> <ul style="list-style-type: none"> • AUTUMN TERM: Drawing • SPRING TERM: Painting • SUMMER TERM: Sculpture (clay work) <p>We have a rolling programme of focus artists. All classes use the same focus artist as a reference point for their unit of work for the term. Outcomes for each unit will be based on the focus artist as well as age-appropriate art and design skills for the specific unit.</p> <p>e.g.</p> <p>Art: Painting / Colour (Spring Term) 2024/25 Focus Artist Georgia O'Keeffe</p> <table border="1" data-bbox="943 544 2121 671"> <thead> <tr> <th></th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Outcome (HOT/TASK)</td> <td>Use ready mixed poster paint or block paints to create a painting of a spring flower in the style of Georgia O'Keeffe.</td> <td>Mix own secondary colours using poster paint to create an abstract painting in the style of Georgia O'Keeffe.</td> <td>Mix own secondary and tertiary colours from poster paint to create a contrasting pair of warm and cool paintings of abstracted flowers in the style of Georgia O'Keeffe.</td> <td>Mix own hints, shade and tones of poster paint to create a monochromatic still life painting of natural objects in the style of Georgia O'Keeffe. 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<p><u>Links with other subjects</u></p> <p><u>English</u></p> <p>Art provides a visual and tactile medium for language development. Oracy is an important element of the Art curriculum. Interrogation and analysis of artworks (their own and others) provide opportunities for debate and writing.</p> <p><u>Maths</u></p> <p>Art, particularly sculpture, relies heavily on geometric principles. Children explore shapes, patterns, and symmetry through artistic projects. Art can be also be used to teach proportion and scale.</p> <p><u>Science</u></p> <p>Art provides opportunities to develop observational skills, which are crucial for scientific studies. Children can sketch plants, animals, or scientific models to improve their attention to detail and understanding of form and function.</p> <p><u>Computing</u></p> <p>Digital art tools have become an important media for artists creating and editing their artwork. The internet is a great source for looking at and finding out about artists and their work. Technology can also be used to help us present and organise our ideas about art.</p>	<p><u>Retrieval practice (at age appropriate points)</u></p> <p>We use low stakes quizzes or CLIP groups (such as Catch One Partner) based on subject related vocabulary or facts to revisit subject knowledge throughout the year.</p> <p>Lessons often start with a 'brain box' task refreshing previous learning.</p> <p>By focussing on just the three specific forms of art throughout the curriculum, it is possible to reinforce and embed previous learning at various points in new topics as children move through the school.</p> <p>Hot tasks are used to assess learning at the end of each unit.</p>	<p><u>Progress</u></p> <p>Progress in art and design is about building a foundation of skills, knowledge and understanding that allows children to confidently and creatively express themselves through art.</p> <ul style="list-style-type: none"> • <u>Practical skills:</u> Increasing fine motor skills; experimenting with different techniques; developing an understanding of artistic materials and their properties; increased control and accuracy with tools. • <u>Knowledge and understanding:</u> Developing an artistic vocabulary; increased knowledge of art history and developed art appreciation; understanding the purpose and meaning of art. • <u>Creativity and expression:</u> Development of own ideas and ability to express them through art; developing the ability to analyse their own work and the work of others; building confidence in their artistic abilities • <u>Specific skills:</u> <ul style="list-style-type: none"> ○ DRAWING: moving from basic shapes to detailed observational drawings, exploring different media and techniques ○ PAINTING: Progressing from mixing primary colours to exploring tints, shades and colour theory using various paints techniques, tools and media. ○ SCULPTURE: Starting with clay manipulation and increasing to more complex construction and decoration techniques including pinching, coiling and hand building. <p><u>Support and Challenge</u></p> <p>All children access the Art curriculum.</p> <p>Where appropriate visual aids and knowledge organisers and small group overlearning may be necessary.</p> <p>Opportunities are provided for recording learning in different ways, such as creating vlogs and the use of voice notes in Seesaw.</p> <p>Collaborative learning (CLIP) opportunities provide a safe space for children to gather and share ideas.</p> <p>Tasks are designed to reduce cognitive load and to provide visual organisational structures to help structure and guide thinking.</p>																																

