



Art and Design Curriculum Overview

Fulwood and Cadley Primary School

The national curriculum purpose of study for Art and Design:

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 a more rigorous understanding of art and design. 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.

Aims

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: School Statement of Intent

At Fulwood and Cadley, we want all children to embed knowledge in art and design over time so that they will develop their creativity and imagination by exploring the visual, tactile, sensory qualities of materials and processes, discussing their own work, and that of their peers and by making references to artists that have inspired them. We will learn about a range of culturally diverse artists and artisans to celebrate and encourage links to our own culturally diverse school population.

In the Early Years Foundation Stage, we aim to ensure pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities.

In key stage 1, we aim to ensure pupils use a range of materials creatively to design and make products and to use e.g. drawing, painting and sculpture to develop and share their ideas, experiences and imagination. We encourage pupils to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In key stage 2, we aim to ensure pupils develop and deeply embed their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. We encourage pupils to work in sketch books to record their observations and use them to review and revisit ideas. Our intention is for our pupils to improve their mastery of art and design techniques, including e.g. drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Our pupils will also learn about great artists, architects and designers in history.

Art and Design Whole School Curriculum Map

Class 1 EYFS

EYFS Expressive Arts and Design Educational Programme (Statutory)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters

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.

Early Learning Goals:

Expressive Arts and Design

Pupils have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Make use of props and materials when role playing characters in narratives and stories.
- Select appropriate media and techniques and adapt their work where necessary

See EYFS EAD Art Plan

Class 2 EYFS objectives as above & Year 1	Drawing Largest Unit	Painting	Printing	Collage	Digital Media	
Class 3 Year 1	Drawing Largest Unit	Painting	Printing	Collage	Digital Media	
Class 4 Year 2	Drawing Largest Unit	Painting	Textiles	3-D Art	Digital Media	
Class 5 Year 2 & 3	Drawing Largest Unit	Painting	Textiles	3-D Art	Digital Media	
Class 6 Year 3	Drawing Largest Unit	Painting	Printing	Collage	Digital Media	
Class 7 Year 4	Drawing Largest Unit	Painting	Textiles	3-D Art	Digital Media	
Class 8 Year 4 & 5	Drawing Largest Unit	Painting	Printing	Collage	3-D Art	Digital Media
Class 9 Year 5 & 6	Drawing Largest Unit	Painting	Printing	Collage	Digital Media	
Class 10 Year 6	Drawing Largest Unit	Painting	Textiles	3-D Art	Digital Media	
Class 11 Year 6	Drawing Largest Unit	Painting	Textiles	3-D Art	Digital Media	

End of Year Expectations

	Produce creative work, exploring their ideas and recording their experiences	Know about great artists, craft makers and designers and understand the historical and cultural development of their art form	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
Year 1	<ul style="list-style-type: none"> Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer. 	<ul style="list-style-type: none"> Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. 	<ul style="list-style-type: none"> Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.
Year 2	<ul style="list-style-type: none"> Develop and record their ideas through painting, drawing, and sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers. 	<ul style="list-style-type: none"> Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<ul style="list-style-type: none"> Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
Year 3	<ul style="list-style-type: none"> Choose their own starting point from arrange of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form. 	<ul style="list-style-type: none"> Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively. Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.
Year 4	<ul style="list-style-type: none"> Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. Explain how they are developing their ideas as they work, and are beginning to use 	<ul style="list-style-type: none"> Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form. 	<ul style="list-style-type: none"> Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. Demonstrate control of a range of tools 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

	<p>language appropriate to the chosen style of art.</p> <ul style="list-style-type: none"> Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. 		<p>and materials to create desired effects, E.g. when drawing use different grades of pencil to create variations in tone.</p>	
Year 5	<ul style="list-style-type: none"> Investigate a range of starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, E.g. experiment with alternative colour palette. 	<ul style="list-style-type: none"> Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. 	<ul style="list-style-type: none"> Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect. Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter. 	<ul style="list-style-type: none"> Use appropriate language when comparing ideas, methods and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.
Year 6	<ul style="list-style-type: none"> Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. Confidently use language appropriate to the chosen art form, to help them to explain their ideas. 	<ul style="list-style-type: none"> Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. 	<ul style="list-style-type: none"> Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas. Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints. 	<ul style="list-style-type: none"> Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.