

#### **Curriculum Planning**

#### "Every child is an artist." Picasso

#### Intent

We use the 'Access Art' Scheme to ensure that our Art and Design curriculum has been carefully planned and designed to encompass the content of the National Curriculum

- Pupils' Art and Design education begins in the early years and builds year on year, developing pupils' expertise.
- Golden Threads, based on the aims outlined in the Art and design National Curriculum and the Access Art pathways, have been identified and underpin the key knowledge, skills and concepts taught through our curriculum.
- Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials.
- Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.
- Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Pupils commit knowledge to their long-term memory and regularly practise skills through recalling and repeated practice outlined in plans.

#### Implementation

We provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the Art and Design knowledge and skills suited to the age group.
- Sketch books are used to support the development of pupils' practical skills and demonstrate progress and progression within a unit of study and across a phase and key stage.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more and further develop practical skills.
- Key vocabulary is explicitly taught to enable pupils to develop their range of Art and Design vocabulary and understanding.

#### Impact

- Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods: -
- End of unit displays which allow pupils to respect, evaluate and discuss the work that they have produced.
- Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept/skill is revisited.



GOLDEN THREADS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing and Sketchbooks	EAD: Creating with Materials 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. Make use of props and materials when role playing characters in narratives and stories. PD: Fine motor development Use a range of small tools, including scissors, paintbrushes and cutlery.	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Practice observational drawing Explore mark making. Use colour water soluble pens. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed This went well").	Understand artists take their inspiration from around them, collecting and transforming. Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using soft pencil. Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. Reflect upon the artists' work, and share your response verbally. Present your own artwork, reflect and share verbally.	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (drama). Explore making gestural drawings with charcoal using the whole body (dance). Reflect upon the artists' work, and share your response verbally.	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Make visual notes to record ideas and processes discovered through looking at other artists. Create owned narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Practise drawing skills Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Present your own artwork (journey and any final outcome), reflect and share verbally. Talk about intention.	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Introduce what a sketchbook is for and understand it is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Practice observational drawing Explore mark making. Use colour water soluble pens.	Understand that graphic designers use typography and image to create packaging which we aspire to use. Make visual notes to capture, consolidate and reflect upon the artists studied. Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that designers create fonts and work with Typography. Use collage to add tonal marks to the "flat image". Practise seeing negative and positive shapes Transform my drawing into a three- dimensional object. Present your own artwork (journey and any outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might. I was inspired by). Talk about intention.



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			3 9		negative shapes, line,	Talk about intention.	Work in 3d to devise	, ,
				learnt above.	colour and composition.		fashion constructed	Use screen printing
						Share responses to	from patterned papers	and/or mono printing
Paint with homemade Use mono print or classmates' work, over collaged and				Paint with homemade	Use mono print or	classmates' work,		
tools. screen print over appreciating similarities painted sheets to				tools.	screen print over	appreciating similarities		
					collaged work to make			create your piece of
Reflect upon the artists' a creative response to to feedback about your activist art.				Reflect upon the artists'	a creative response to			
work, and share your an original artwork. own work and respond.				•				
response verbally. Consider use of layers Present your own					Consider use of layers			Present your own
								artwork, reflect and
Share responses to share verbally.				Share responses to				
classmates' work. Present own artwork Talk about intentio								Talk about intention.
appreciating similarities (journey and any final					(journey and any final			
and differences. Outcome), effect and					outcome), effect and			
share verbally. Talk								
about intention.								



Working in Three	EAD: Creating with	Understand collage is	Understand the role of	Understand that many	Understand that a	Understand that	Understand that artists
Dimensions	Materials	the art of using	an architect.	makers (Quentin Blake)	plinth is a device for	architects and other	use paper creatively to
		elements of paper to		use other artforms as	establishing the	artists have	make their artwork
	Safely use and	make images.	Understand when we	inspiration, such as	importance or context	responsibilities towards	learn about shadow
	explore a variety of	Combine cellere with	make sculpture by	literature, film, drama or	of a sculptural object.	society.	puppets are historically
	materials, tools and	Combine collage with	adding materials it is	music. Understand that	Lindensten dithet entiete	Understand that artists	significant.
	techniques,	making by cutting and	called Construction.	when we make	Understand that artists	can help shape the	
	experimenting with	tearing drawn imagery,			can re-present objects,	world for the better.	Understand that paper
	colour, design,	manipulating it into	Use drawing exercises	sculpture by moulding	in a particular context	Understand the	can be cut and shaped
	texture, form and function.	simple 3d forms to add to sculpture.	to focus an exploration of observational	with our fingers it is	with a particular	processes, intentions and outcomes of	in ways to create form and character.
	Tuncuon.	to sculpture.	drawing combined with	called modelling (an	intention, to change the meaning of that object.	different artists.	and character.
	Share their creations,	Understand that	experimental mark	additive process).	meaning of that object.	Use visual notes in a	Engage with text,
	explaining the	sculpture is the name	making, using soft		To understand that	sketchbook to help	narrative or story to
	process they have	sometimes given for	pencil.	Use Modroc or air-dry	sometimes people	consolidate and own	develop a collaborative
	used. Make use of	artwork which exists in	pericii.	clay/plasticine to model	themselves can be the	the learning.	shadow puppet ready
	props and materials	three dimensions.	Look at the work of an	characters inspired by	object, as in	the learning.	for performance.
	when role playing		architect and learn to		performance art (clay	Make visual notes to	ioi periornance.
	characters in	Understand the	dissect their work to	literature. Consider	figurative sketches).	capture, consolidate	To combine making
	narratives and	meaning of "Design	help build	form, texture,	ingenetive sketeries).	and reflect upon the	with drawing skills to
	stories.	through Making"	understanding.	character, structure.	To work in collaboration	artists studied.	create shadow puppets
	stones.	Use a combination of	understanding.		to explore how we can	Use Drawing to	using cut and
	PD: Fine motor	two or more materials	Continue to build	Use paint, mixing	present ourselves as	understand the form	constructed lines,
	development	to make sculpture.	understanding that	colours, to complete	art object, using a plinth	and structures	shapes and forms from
	development	to make soupture.	sketchbooks are places	the sculpture inspired	as a device to attract	architects might use.	a variety of materials.
	Use a range of small	Use construction	for personal		attention to us (mood	al children in gint acci	
	tools, including	methods to build	experimentation.	by literature.	boards).	Use Design through	To work collaboratively
	scissors.	Work in a playful,	onp on the test of the		200.00).	Making and scale	to perform a simple
	paintbrushes and	exploratory way,	Use Design through	Make an armature to	To construct sculptural	models to create a	show sharing a
	cutlery.	responding to a simple	Making philosophy to	support the sculpture.	self-portraits of Ancient	piece of architecture	narrative which has
		brief, using Design	playfully construct		Greeks on a plinth,	which would make the	meaning
		through Making	towards a loose brief.	Present your own	using a variety of	world a better place.	
		philosophy.		artwork (journey and	materials including		Present your own
			Transform found	any final outcome).	fabric.	Use a combination of	artwork (journey and
			objects into sculpture,			materials, construction	any outcome), reflect
			using imagination and	Reflect and share	To construct sculptural	methods and tools.	and share verbally ("I
			construction techniques	verbally ("I enjoyed	self-portraits of Ancient		enjoyed This went
			including cutting, tying,	This went well I	Greeks on a plinth,	Reflect as part of the	well I would have
			sticking. Think about	would have liked next	using a variety of	building process so that	liked next time I
			shape (2d), form (3d),	time I might).	materials including	you can understand	might. I was inspired
			texture, colour and		fabric.	how your intention	by).
			structure.	Talk about intention.		relates to the reality of	
					Present your own	what you are building.	
			Reflect upon the artists'		artwork (journey and		
			work. Present your own		any final outcome),		
			artwork.		reflect and share		
			Share responses to		verbally.		
			classmates' work,		Talk about intention.		
			appreciating similarities				
			and differences.				



KS2 Medium Term Plans	Autumn Term	Spring Term	Summer Term		
	2D Drawing to 3D Making	Activism	<ul> <li>Shadow Puppets</li> <li>Lower KS2/Year 5</li> <li>Understood that a plinth is a device for establishing the importance or context of a sculptural object.</li> <li>Constructed sculptural self-portraits of Ancient Greeks on a plinth, using a variety of materials including fabric.</li> <li>Constructed sculptural self-portraits of Ancient Greeks on a plinth, using a variety of materials including fabric.</li> <li>Visit around Scarborough to look at architectural features of buildings.</li> <li>Use Drawing to understand the form and structures architects might use.</li> <li>Use Design through Making and scale models to create a piece of architecture which would make the world a better place.</li> <li>Use a combination of materials, construction methods and tools.</li> </ul>		
Prior Knowledge (Retrieval)	<ul> <li>Lower KS2/Year 5</li> <li>Created narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood.</li> <li>Used light and portray light/shadow.</li> <li>Practised drawing skills including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings.</li> <li>Created Typography fonts inspired by objects/elements around you.</li> <li>Used close observational drawing with pen to inspire, and use creative skills to transform into letters.</li> <li>Drew over maps/existing marks to explore how you can make mark making more visually powerful.</li> <li>Explored line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</li> </ul>	<ul> <li>Lower KS2/Year 5</li> <li>Understood Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</li> <li>Worked with pattern using lots of different concepts including repetition, sequencing, symmetry.</li> <li>Used colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</li> <li>Local costume designer visit.</li> <li>Experimented with colour mixing and pattern, working towards creating paper "fabrics" for fashion design.</li> <li>Mixed colours intuitively to create painted sheets using pattern to decorate, working with more paint or ink.</li> <li>Transformed these 2d patterned sheets into 3d forms or collaged elements to explore fashion design.</li> </ul>			
Υ6	<ul> <li>Knowledge and Skills to be developed:</li> <li>1. Understand that graphic designers use typography and image to create packaging which we aspire to use. Make visual notes to capture, consolidate and reflect upon the artists studied (about the process artist Claire Harrup uses to design food packaging and record their thoughts and observations in sketchbooks)</li> <li>2. Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</li> <li>3. Understand that designers create fonts and work with Typography.</li> <li>4. Use collage to add tonal marks to the "flat image". Practise seeing negative and positive shapes</li> <li>5. Transform my drawing into a three-dimensional object.</li> <li>6. Present your own artwork (journey and any outcome), reflect and share verbally Talking about intention.</li> </ul>	<ul> <li>Knowledge and Skills to be developed: <ol> <li>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</li> <li>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</li> <li>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and us. Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Explore combinations and layering of media.</li> <li>Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art.</li> <li>Present your own artwork (journey and any outcome), reflect and share verbally ("I enjoyed This went well I would have liked next time I might. I was inspired by).</li> </ol></li></ul>	<ul> <li>Knowledge and Skills to be developed: <ol> <li>Understand that artists use paper creatively to make their artwork</li> <li>learn about shadow puppets are historically significant.</li> <li>understand that paper can be cut and shaped in ways to create form and character.</li> <li>To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. (storyboarding and making)</li> <li>To combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials.</li> <li>To work collaboratively to perform a simple show sharing a narrative which has meaning</li> <li>Gallery - Present your own artwork (journey and any outcome), reflect and share verbally ("I enjoyed This went well I would have liked next time I might. I was inspired by). Talk about intention.</li> </ol></li></ul>		
Vocabulary All	2D Drawing, 3D Object, Packaging, Net, Typography, Present, Share, Feedback, Similarities, Differences,	Voice, Message, Community, Poster, Screen-printing, Present, Share, Feedback, Similarities, Differences,	Paper cutting, Cut Outs, Shadow puppets, Character, Present, Share, Feedback, Similarities, Differences,		



Most           Some           Focus Artists		Graphic Design, Structure, Balance, Reflect, Respond, Articulate	Activism, Reflect, Respond, Articulate,	Reflect, Respond, Articulate, Narrative, Performance	
		Negative space, Grid method, Scaling up Crit,	Crit,	Crit,	
		Claire Harrup	Luba Lukova, Faith Ringgold, Shepard Fairley	Lotte Reiniger Henri Matisse	
Enrichment Activities (e.g. visitors/visits)				Theatre Visit	
National Cur	National Curriculum       Pupils should be taught:         • To create sketch books to record their observations and use them to review and revisit ideas.         • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, p         • Learn about great artists, architects and designers in history.				