Curriculum Development Document

Art and Design

Achieve Believe Care

Curriculum Rationale

At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the upmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.

National Curriculum Requirements

Purpose of Study

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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Key Stage One: Coverage

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key Stage Two: Coverage

Pupils should be taught to develop 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. 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, paint, clay]
- about great artists, architects and designers in history

The school art curriculum

Our art and design curriculum planning is based on a published resource called 'Kapow Primary' that has been adapted and edited to suit our school. We ensure the four main statutory aims of the National Art and Design curriculum are fulfilled through five strands; making skills, generating ideas, formal elements, knowledge of artists and evaluating. The progression of these can be found in this document.

EYFS Overview of Art and Design

The EYFS framework is structured differently to the National Curriculum as it is organised into seven areas of learning rather than subject areas, having said this, the skills taught in EYFS should into National Curriculum subjects.
This table outlines the most relevant statements taken from the EYFS statutory framework and Development Matters . These are the prerequisite knowledge and skills for art within the National Curriculum.
The most relevant statements for art are taken from the following areas of learning: 'Physical Development' and 'Expressive Arts and Design'. These are planned for and delivered through discrete 'Expressive Arts and Design' teaching sessions but are also incorporated into 'Choosing to Learn time'.

Reception	Physical Development	• Choose the right resources to carry out their own plan. • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • 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.
ELG	Physical Development- Fine Motor skills	• Hold a pencil effectively, using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design- 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.

KS1 and KS2 Overview of Art and Design

Y1	Y2	Y3	Y4	Y5	Y6
Drawing: Make your mark	**Craft and design:** Map it out	**Drawing:** Growing artists **Painting and mixed media**: Prehistoric Painting	**Drawing:** Power prints	**Sculpture and 3D:** Interactive installation	**Painting and mixed media:** Portraits
Sculpture and 3D: Paper play	**Painting and mixed media:** Life in colour	**Craft and design:** Fabric of nature	**Painting and mixed media:** Light and dark	**Drawing:** I need space	**Drawing:** Make my voice heard
Painting and mixed media: Colour splash	**Sculpture and 3D:** Clay houses	**Sculpture and 3D:** Abstract shape and space	**Craft and design:** Ancient Egyptian scrolls	**Craft and design:** Photo opportunity	**Sculpture and 3D:** Models by Giamocetti

Progression of knowledge and skills

	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over

	Develop observational skills to look closely and reflect surface texture.	materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	tonal shading and starting to apply an understanding of shape to communicate form and proportion.	complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form	several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
Knowledge of Artists	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Evaluating and Analysing	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.