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|  | **Our Art Curriculum** |
|  | *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. (DofE, 2013)* |
|  | **Intent** |
|  | Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. It will enable children to have a purpose for their work by promoting high expectations and the opportunities to display their work.  At Tonacliffe Primary School we believe that Art and Design should engage, inspire and challenge children. Thus giving them the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children will be able to use colour, texture, form, pattern and different materials and processes. They will explore ideas through the work of artists and designers. They will learn how art and design have shaped our history and culture and gain an appreciation of how the arts enrich our lives. |
|  | **Early Years** |
|  | Key skills are listed in the development matters (2021). Children in reception will be learning:   * 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. |
|  | **Key Stage 1 Skills** |
|  | |  |  | | --- | --- | | Theory | Know the name of the artist that has made the work.  Know when and where the art was made.  Identify colour, texture, patterns, lines and shapes  Explain their opinion of art and why they think that  Explain how art makes them feel and why it makes them feel that way e.g the colours, shapes. | | Drawing | To use a range of materials to draw  To draw using their experiences and imagination  To use colour, pattern, texture, line, shape, form and space  Make drawings through observations  Reflect on their drawings | | Painting | Make prints using primary colours and textured objects  Paint with out a fixed image  Explore colour mixing  Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. | | Sculpting | Use a combination of two or more materials to make sculpture.  Use construction methods to build.  Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. | |
|  | **Lower Key Stage 2 Skills** |
|  | |  |  | | --- | --- | | Theory | Know the name of the artist and their intended meaning  Know when and where the art was made. Discuss in further meaning what does this mean for the art work  Reproduce sections of the art work closely to learn the artist techniques  Identify colour, texture, patterns, lines and shapes in art and discuss hidden objects that might infer different things about the art work | | Drawing | Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings.  Create light and dark images using shading | | Painting | Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.  Use close observation and try different hues and tones to capture 3d form in 2 dimensions  Explore painting on different surfaces, e.g. fabric, and combine paint with 3d making | | Sculpting | Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.  To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.  To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.  Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.  To combine modelling with construction using mixed media and painting to create sculpture. | |
|  | **Upper Key Stage 2** |
|  | |  |  | | --- | --- | | Theory | Describe the subject matter about the work. Identify historical and social facts about the art work.  Investigate techniques used by the artist and apply to own art work  Produce opinion about art work incudling why the artist has used different colour, texture, patterns, lines and shapes.  Analyse the artist use of different skills. How do these elements combine to use different artist affects. | | Drawing | Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.  Combine drawing with making  Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. | | Painting | Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.  Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.  Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. | | Sculpting | Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”  Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.  Use a variety of materials to design (through making) and construct a scaled piece of furniture.  Combine making with drawing skills to create using cut and constructed lines, shapes and forms from a variety of materials.  Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention | |
|  | **Implementation** |
|  | Learning is organised in a two year cycle, with three art themes within each cycle (see scheme of work overview for details). This cycle of work encompasses all aspects of the National Curriculum for art. Art is closely linked to other subjects through careful planning of cross-curricular links. We ensure continuity and progression in our art curriculum using direct teaching and practical activities. |
|  | **Early Years** |
|  | In early years art is taught through skill development. By the end of the year we want children to be able to:  • Engage in simple pretend play.  • Develop complex stories using small world equipment; making imaginative and complex small worlds using construction blocks etc.  • Explore different materials freely to develop ideas for creating and making; developing own ideas and choosing materials to suit the purpose.  • Join different materials and explore textures.  • Create closed shapes with continuous lines, and use these shapes to represent objects.  • Draw with increasing complexity and detail.  • Show different emotions in their drawings and paintings.  • Explore colour and colour mixing. |
|  | **Key Stage 1** |
|  | * Children are 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. * Once children have been taught a specific skill they are able to practise and rehearse the * skill through continuous provision. |
|  | **Key Stage 2** |
|  | Pupils are 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 are 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, clay). * Learn about great artists, architects and designers in history. |
|  | **Impact** |
|  | We hope to see a love of Art and Design within all children throughout our school. We aim to expose the children to a range of artists and promote the different jobs and possibilities that having Art skills can open up to the children. Art will be taught in block units in order to fully immerse the children in their learning. This will allow them to develop a good understanding of the skill they are focussing on. Art will also be taught discretely and cross-curricular where possible. To measure the impact of Art and Design, the subject leader will conduct a range of monitoring. This could include; pupil interviews, lesson walkthroughs and book scrutinies. The children will take their Art work home to share with their families to promote the learning they have been doing in school. |
|  | **Written 1.9.25 Raye Gould** |