

# Art and Design Curriculum Overview

## Flintham Primary School



<b>Approved:</b>	J Dunderdale	<b>Date:</b> March 2023
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<b>Last reviewed:</b>	March 2023 (Karen Halliwell, Art coordinator)	
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<b>Next review due by:</b>	March 2024	
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*"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."*

**(National Curriculum 2014)**

## **Art and design**

### **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**

- 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.

### **Foundation Stage:**

#### ➤ Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - 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.

### **Key stage 1**

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 2**

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 (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

## Intent




At Flintham Primary School, it is evident within the school the high value that we continue to place on art and design activities.






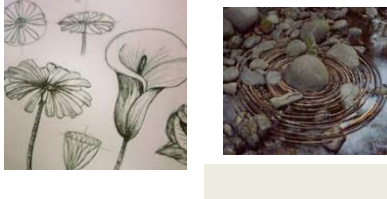



### Our Aims:





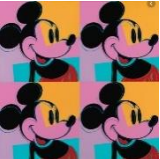


- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Close cultural gaps/ experiences for all children in our care, (eg knowledge of London).
- Promote a positive attitude towards learning
- To give children from disadvantaged backgrounds and children with SEN the cultural capital that they need to succeed in life.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for future life opportunities, experiences and responsibilities,
- Promote mental health.
- To have a clear progression of skills from FS to Year 6.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

### Our Beliefs:

- Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way.
- In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings.
- Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them, developing skills which are often transferable to other subjects (eg maths: ratio/ proportion).
- If art is not nurtured through primary school, children enter the next stage of learning with many subjects already 'closed' to them.
- Just as in every other subject, art skills, techniques and knowledge can be taught.
- By teaching children about great artists, craft makers and designers, they develop their historical and cultural capital - helping them to be '*educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*' (National Curriculum)
- For some children, who may find other subjects difficult, it gives them a chance to 'shine' and build self-worth.
- Art has been proven to aid mental health and well-being:  
*'Participating in the arts can enable people to deal with a wide range of mental ill health conditions and psychological distress. The best part is that it helps people to improve their mental health through creativity. Making art is helping many people express themselves, without having to use words.'*  
**(Mental Health Foundation)**
- Art gives skills that children need in order to '*take advantage of opportunities, responsibilities and experiences in later life*'. This includes leisure (eg hobbies, museums, galleries, D.I.Y.). by doing so, we can '*powerfully address social disadvantage.*'
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	
<b>FS Class 1</b>	<u>I'm special, I'm me</u> Traditional tales and celebrations Exploratory Art Skills 	<u>Superheroes/People who help us</u> <u>Into the woods</u>  Exploratory Art Skills	<u>Transport and the farm</u> <u>Around the world</u> Exploratory Art Skills 	<b><u>Vocabulary:</u></b> <ul style="list-style-type: none"> <li>To name colours</li> <li>To name 'doing' words</li> <li>Initial vocabulary of texture</li> <li>To talk about likes and dislikes</li> <li>To develop experience through exploration and experimentation of:               <ul style="list-style-type: none"> <li>Colour</li> <li>Non-figurative painting, drawings, prints and collages (eg printing from found objects, finger painting)</li> <li>Malleable materials (eg play dough, textured paint)</li> <li>Manipulating materials (eg construction kits, building and destroying, junk modelling)</li> </ul> </li> </ul> <b><u>In responding to artists and their work:</u></b> <b><u>Composition:</u></b> <ul style="list-style-type: none"> <li><b>Name</b> artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)</li> </ul> <b><u>Communication (Artist talk)</u></b> Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. <b><u>Comprehension (Critic Talk)</u></b> <ul style="list-style-type: none"> <li><b>Identify</b> how a piece of art makes them feel To develop cultural capital.</li> </ul>
	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks.</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> <li>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using</li> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Developing preferences for forms of expression</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul>			

<p>KS1 Cycle A  Class 2</p>	<p><b>Homes</b> <b>Pencil</b> Sketching local buildings </p> <p>Box model buildings Autumnal Natural materials - printing </p> <p><b>Toys Old and New</b>  Observational drawings</p> <p>Collage using magazines</p>	<p><b>Africa</b> <b>Martin Bulinya</b> </p> <p>African tribal art people and landscapes <b>pastels</b></p> <p><b>Katie Morag and the Isle of Coll</b> <b>Van Gogh</b> Starry Night  Sketching Island scene Storm/weather scene</p>	<p><b>Growing</b> <b>Goldsworthy</b> Observational drawings of flowers Flower printing/Natural pictures <b>Sketching and watercolour/ collage/ mixed media</b> </p> <p><b>Minibeasts</b> Pastel drawings, use of shading techniques/colour mixing. Clay minibeast - 3D</p>	<p><b>Artists:</b> Goldsworthy, Van Gogh, Martin Bulinya</p> <p><i>National Curriculum:</i></p> <ol style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To 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.</li> </ol> <p><b><u>In responding to artists and their work:</u></b></p> <p><b><u>Composition:</u></b></p> <ul style="list-style-type: none"> <li><b>Identify and describe</b> artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract)</li> <li><b>Recreate</b> specific elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) of an artistic styles</li> <li>Revisit and build on previous learning.</li> </ul>
<p>KS1 Cycle B  Class 2</p>	<p><b><u>Ourselves and significant people in our locality</u></b> <b>Van Gogh</b> </p> <p>Self-portraits/Portraits</p> <p><b><u>The Great Fire of London</u></b></p>	<p><b><u>Journeys</u></b> Drawing, painting, printing - sea and water movement </p> <p>Painting of Santa Maria</p> <p><b><u>Food</u></b></p>	<p><b><u>Animals and dinosaurs</u></b> Collage - creating Jurassic scene.  Diorama using range of mediums.</p> <p><b><u>Seaside: past and present</u></b> Beach hut painting</p>	<p><b><u>Communication (Artist talk)</u></b></p>

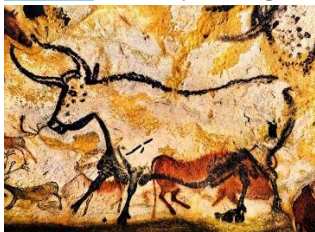
	<p><b>Kandinsky</b> – colour wheel</p>  <p>Collage of colours</p>	<p>Observational fruit drawings - pastel, pencil, watercolour. Printing.</p> 		<ul style="list-style-type: none"> <li>• <b>Apply</b> their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.</li> </ul> <p><b>Comprehension (Critic Talk)</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.</li> <li>• <b>Analyse</b> how artists' make deliberate choices about composition in order to have an effect on the audience.</li> </ul> <p>To develop cultural capital.</p>															
<p>KS2 (3/4)</p> <p>Class 3</p> <p>Cycle A</p>	<p><b>Volcanoes</b></p> <p><b>Introduction of sketch books</b></p> <p><b>Pastels</b></p>  <p>Landscapes</p> <p><b>Rocks and Fossils</b></p>  <p>Pop Art Warhol and Lichtenstein</p> <p>Self-portraits</p>	<p><b>Victorians</b></p> <p><b>William Morris</b></p> <p>Pattern repeating.</p> <p>Wallpaper printing.</p>  <p><b>The human body</b></p>	<p><b>Ancient Egypt</b></p>  <p><b>Papyrus drawings</b></p> <p>Hieroglyphics</p> <table border="1" data-bbox="1167 895 1350 1015"> <tr> <td>A</td><td>H</td><td>N</td> </tr> <tr> <td>B</td><td>I</td><td>O</td> </tr> <tr> <td>C</td><td>J</td><td>P</td> </tr> <tr> <td>D</td><td>K</td><td>Q</td> </tr> <tr> <td>F</td><td>L</td><td>R</td> </tr> </table> <p><b>Shadow, light and sound</b></p> <p>Various artists - book illustrations.</p> <p>Sketching - exploring shade</p>	A	H	N	B	I	O	C	J	P	D	K	Q	F	L	R	<p><b>Artists/ cultures:</b> Quentin Blake, William Morris, Lichtenstein, Warhol, Ancient Egyptian art, Stone Age Paintings</p> <p><b>National Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. to create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>3. know about great artists, architects and designers in history</li> <li>4. To develop cultural capital.</li> </ol>
A	H	N																	
B	I	O																	
C	J	P																	
D	K	Q																	
F	L	R																	

KS2  
(3/4)  
Cycle  
B

Stone Age/Iron Age

**Introduction of sketch books**

Early art forms (Stone Age Art - Pastels)\_Cave paintings



Chauvet cave

Habitats and food chains

Romans and Celts

Mosaics



Magnets and electricity

Quentin Blake illustrations



3D chair design

Rivers, sea, city locations and London

Using a range of mediums, representations of famous London and Rio landmarks



Solids, liquids and temperature, water cycle

5. Revisit and build on previous learning.

In responding to artists and their work:

Composition:

- **Compare and contrast** artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using some technical language linked to some artistic elements.
- **Recreate** artists' work in an increasing range of different artistic styles
- Revisit and build on previous learning.

Communication (Artist talk)









- Creating art to represent something real or express an emotion, mood or message
- **Justify** their use of artistic elements and different artistic styles to make increasingly deliberate choices about their own pieces of art.

Comprehension (Critic Talk)







**Explain** how a piece of art makes them feel using some technical language linked to artistic elements and style to justify their response.

**Investigate** how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences.

- To develop a clear understanding of pattern, texture, hues, tones, shades when analysing images and artefacts.
- Start to build an awareness that art reflects the time and place that it was made.

				<ul style="list-style-type: none"> <li>• Begin to compare ideas, methods, approaches in different styles and traditions.</li> <li>• To JUSTIFY opinions using artistic vocabulary in critical analysis- including their own work.</li> <li>• To use this analysis as an influence on their own work.</li> <li>• To develop cultural capital.</li> </ul>
<p>KS2 (5/6)</p> <p>Cycle A</p>	<p><b><u>British history beyond 1066</u></b> London skyline - silhouette of the Blitz</p>  <p><b><u>Light and the eye</u></b></p>  <p>Portraits, self-portraits, study of the eye, facial proportions, skin tone.</p> <p><b><u>British history beyond 1066 continued</u></b> Study of Picasso</p>  <p>Make do and mend - turn item of clothing into a bag.</p>	<p><b><u>Climate change/Brazil</u></b> Observational plant drawings 3D effect, proportion, perspective.</p>  <p>Flour Batik rainforest creature on canvas. Paintings of rainforest creatures.</p>  <p><b><u>Evolution</u></b></p> <p><b><u>Living things</u></b> Minibeast 3D model using recyclable materials.</p>	<p><b><u>Ancient Greece</u></b></p>  <p>Silhouettes Greek vases and everyday Ancient Greek life and modern Greek life</p> <p><b><u>Keeping healthy</u></b></p> <p><b><u>Lifecycles</u></b></p> <p>Japanese Art Study - Hokusai, The Wave. Cherry Blossom tree.</p>  	<p><b>Artists/cultures:</b> Hokusai, Edward Tingatinga, Peter Thorpe, Picasso, World War II art, Japanese art, Ancient Greek art</p> <p><b><u>National Curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. To create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>3. know about great artists, architects and designers in history</li> </ol> <p><b><u>In responding to artists and their work:</u></b></p> <p><b><u>Composition:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements.</li> <li>• Recreate artists' work in a range of different artistic styles</li> <li>• Revisit and build on previous learning.</li> </ul> <p><b><u>Communication (Artist talk)</u></b></p>



	<p><u>Electricity</u></p>			<ul style="list-style-type: none"> <li>• Creating art to represent something real or express an emotion, mood or message</li> <li>• <b>Justify</b> their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.</li> </ul>
<p>KS2 (5/6)  Cycle B</p>	<p><u>English Civil War</u> 'Paper doll' collage of themselves as a Cavalier or Roundhead</p>  <p><u>Properties of materials</u></p>	<p><u>Mayans</u></p>  <p>Mosaic masks</p> <p><u>Forces</u></p> <p><u>Local area - Flintham</u> Drawings of local buildings, perspective.</p> 	<p><u>Tanzania</u></p>  <p>Edward Tingatinga paintings</p> <p><u>Vikings</u> Viking knotwork - designs, animals, patterns</p> <p><u>The Earth, the sun and the moon</u></p>  <p>Peter Thorpe space rocket art. Chalk, pastels, splatter paint, galaxy.</p>	<p><u>Comprehension (Critic Talk)</u> <b>Explain</b> how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. <b>Investigate</b> how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.</p> <ul style="list-style-type: none"> <li>• To develop a clear understanding of pattern, texture, hues, tones, shades and contrasts and mood when analysing images and artefacts.</li> <li>• Build an awareness that art reflects the time and place that it was made.</li> <li>• Analyse ideas, methods, approaches in different styles and traditions.</li> <li>• To JUSTIFY opinions using artistic vocabulary in critical analysis- including their own work.</li> <li>• To use this analysis as an influence on their own work.</li> <li>• To develop cultural capital.</li> </ul>