

NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION

CURRICULUM STATEMENT FOR ART AND DESIGN

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, printing, textiles, sculpture and collage 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 form

Intent:

We believe that art is a vital and integral part of children's education.

It provides them with:

- Opportunities to develop a range of ways in which they can share and express their individual creativity
- Make links with a wide spectrum of different types of art in our society.

It contributes to:

- A children's personal development in creativity, independence, judgement and self-reflection.
- The development of the SPIRIT values

It enables pupils to:

- Develop a natural sense of wonder and curiosity about the world around them

We aim for our children to understand local artists and their contribution to our wider society and to develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential

Implementation:

Art and Design across the Nawton and Rosedale Abbey Federation develops children's skills and knowledge in the key areas of drawing, painting, printing, textiles, sculpture and collage.

The Art and Design Curriculum is taught through our termly focus topics, generally developed through history, geography or science, and linked to the work of famous artists to provide context to learning and allow application of skills and knowledge across the curriculum.

Impact:

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression.

We focus on progression of knowledge and skills and discreet vocabulary progression also form part of our units of work. Children use sketchbooks to record their progression across units and record key vocabulary and linked media work.

We measure the impact of our curriculum through the following methods:

- Completing a prior and post assessment activity
- Assessing children's understanding of topic linked vocabulary before and after the unit is taught and throughout lessons.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.

TWO YEARLY ART AND DESIGN LONG TERM PLAN:

ACADEMIC YEAR 2023/2024	ACADEMIC YEAR 2024/2025	ACADEMIC YEAR 2025/2026	ACADEMIC YEAR 2026/2027	ACADEMIC YEAR 2027/2028	ACADEMIC YEAR 2028/2029	ACADEMIC YEAR 2029/2030
YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B	YEAR A

TWO YEAR LONG TERM CURRICULUM OVERVIEW:

		AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR A	YEAR 1/2	The Four Seasons (Painting & Textiles)	The Four Seasons (Painting & Sculpture)	The Four Seasons (Drawing & Collage)
	YEAR 3/4	Mosaics (Sculpture & Collage)	Animals in Art (Collage, Textiles & Printing)	Plants (Drawing)
	YEAR 5/6	Local Landscapes Collage/Textiles (felting)	Scientific illustration: Drawing and painting Beatrix Potter	Paris Basin Landscapes: Painting Impressionism and Fauvism
YEAR B	YEAR 1/2	Homes and Local Buildings (Drawing)	NYM Railway Foam board printing of steam train in NYM (Printing & Collage)	Ocean Moods (Painting)
	YEAR 3/4	What can I see? Vincent Bal: Shadowology (Drawing)	Who is David Hockney (Painting & Collage)	Viking gods and goddesses: Sculpture
	YEAR 5/6	Sky at Night: Painting Post Impressionism – Vincent Van Gogh	Quilling – Yulia Brodskaya (Sculpture)	Clay – Ancient Greek Pots (Sculpture)

NAWTON AND ROSEDALE ABBEY FEDERATION CURRICULUM COVERAGE:**CHILDREN IN NURSERY WILL BE TAUGHT TO:**

NURSERY 22 – 36 months	NURSERY 36 – 50 months
<p>EXPLORING AND USING MEDIA AND MATERIALS: Experiments with blocks, colours and marks.</p> <p>BEING IMAGINATIVE: Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>EXPLORING AND USING MEDIA AND MATERIALS: Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things. Realises tools can be used for a purpose.</p> <p>BEING IMAGINATIVE: Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>

CHILDREN IN RECEPTION WILL BE TAUGHT TO:

RECEPTION 40-60 months
<p>EXPLORING AND USING MEDIA AND MATERIALS: Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>BEING IMAGINATIVE: Chooses particular colours to use for a purpose. Creates simple representations of events, people and objects.</p>

Using Materials	Drawing, Painting and Sculpture	Exploring Techniques	Comparing and Evaluating Work
ELG:Fine motor skills: Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	ELG Creating with materials: Safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG Self Regulation: Set and work towards simple goals, being able to wait for what they want and control immediate impulses when appropriate		ELG: Creating with materials: Share their creations explaining the process they have used
ELG:Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery	ELG Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ELG Fine motor skills: Beginning to show accuracy and care when drawing		

Key Stage 1 – Children in Key Stage 1 will be taught to:

Drawing	Painting	Printing	Textiles	Sculpture	Collage
<p>Experiment with a variety of drawing media.</p> <p>Control the types of marks made with a range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p><u>Shape:</u> Observe and draw shapes from observations.</p> <p><u>Tone:</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p><u>Texture:</u> Make rubbings to collect textures and pattern.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques eg. Layering, mixing media.</p> <p>Name different types of paint and their properties.</p> <p><u>Colour:</u> Identify primary colours by name.</p> <p>Mix primary shades and tones.</p> <p><u>Texture:</u> Create textured paint by adding sand, plaster.</p>	<p>Print with a range of hard and soft materials e.g. corks, sponge, potatoes.</p> <p>Roll printing over found objects to create patterns.</p> <p>Create simple printing blocks with press print.</p> <p><u>Pattern:</u> Build repeating patterns and recognise patterns in the environment.</p> <p>Design more repetitive patterns.</p> <p><u>Colour:</u> Experiment with overlapping motifs and colour.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons etc...</p> <p>Create cords and plaits for decoration.</p> <p><u>Colour:</u> Apply colour with printing, dipping, fabric crayons.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Manipulate malleable materials for a purpose.</p> <p>Understand the safety and basic care of materials and tools.</p> <p><u>Form:</u> Experiment with construction and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p>	<p>Create images from a variety of media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p><u>Colour:</u> Collect, sort and match colours appropriate for an image.</p> <p><u>Shape:</u></p>

			<p>Use dyes e.g. onion skins, tea, coffee.</p> <p><u>Texture:</u> Create fabrics by weaving materials.</p>	<p><u>Texture:</u> Change the surface of a malleable material e.g. Build a textured tile</p>	<p>Create and arrange shapes appropriately.</p> <p><u>Texture:</u> Create, select and use textured paper for an image.</p>
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Key Stage 2 – Children in Key Stage 2 will be taught to:

Drawing	Painting	Printing	Textiles	Sculpture	Collage
<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way.</p> <p>Develop close observation skills.</p> <p>Use view finders.</p> <p><u>Lines, Marks, Tone, Form and Texture:</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Further explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes</p>	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media, materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. themes, poetry and music.</p> <p><u>Colour:</u></p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary, secondary, complimentary and contrasting colours.</p> <p>Work with complimentary colours.</p>	<p>Create printing blocks by simplifying a sketch book idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays</p>	<p>Use fabric to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik technique.</p> <p>Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.</p>	<p>Shape, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips etc...</p> <p>Produce intricate textures in malleable media.</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>

<p>e.g. hatching within own work.</p> <p>Start to develop their own style using tonal contrast and mixed media Perspective and <u>Composition</u>:</p> <p>Begin to use simple perspective in their work.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground.</p>					
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Art and Design Progression Plan:

By the end of Nursery - Art related outcomes:			
Experimenting with materials and techniques: Are able to safely use and explore various materials like paints, crayons, clay, and construction paper, experimenting with color, design, texture, and form.	Creative Expression: Are developing their ability to create their own artwork, expressing their ideas and feelings through art.	Understanding of Art Elements: Beginning to understand and use basic art elements like line, shape, and color, understanding how they can be used to create different effects.	Communication through Art: Able to share their creations with others, explaining the process they used and the ideas they wanted to express.
Fine Motor Skills: Engaging in art activities helps develop fine motor skills, which are crucial for writing and other activities.	Cognitive Development: Can experiment and be creative, to improve cognitive skills and problem-solving abilities.	Social Emotional Development: Begin to express their emotions and build self-esteem.	

By the end of Reception - Art related outcomes:			
Using Materials	Drawing, Painting and Sculpture	Exploring Techniques	Comparing and Evaluating Work
ELG:Fine motor skills: Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	ELG Creating with materials: Safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function	ELG Self Regulation: Set and work towards simple goals, being able to wait for what they want and control immediate impulses when appropriate	ELG: Creating with materials: Share their creations explaining the process they have used
ELG:Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery	ELG Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	ELG Fine motor skills: Being to show accuracy and care when drawing	

KS1 READINESS INDICATORS:			
Holds tools like pencils, paint brushes and scissors with increasing precision	Explore ideas and imagination by creating drawings, paintings and sculptures	Explore a range of techniques to draw, paint, print and sculpt to help them create art work	Recognising and exploring the colour, patterns and shapes in other artists' work

Experiment with using different everyday and art materials to explore colour, texture and form	Explore creating designs and art work on a range of scales		Expressing opinions and feelings in response to their own art work and other artist's work Sharing their work with other people, talking about what they have created
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	By the End of Reception	KS1 Readiness	By the End of Year 2	By the End of Year 4	By the End of Year 6
Drawing		<p>Holds tools like pencils, paint brushes and scissors with increasing precision</p> <p>Experiment with using different everyday and art materials to explore colour, texture and form</p>	<p>Draw lines of different sizes and thickness Colour (own work) neatly following the lines</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p>	<p>Use different hardnesses of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use a variety of techniques to add interesting effects - reflections, shadows, direction of sunlight</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p>Use lines to represent movement</p>
Painting			<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Experiment with creating mood with colour</p>	<p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>

Printing			<p>Use repeating or overlapping shapes</p> <p>Mimic print from the environment (e.g. wallpapers)</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges)</p> <p>Press, roll, rub and stamp to make prints</p>	<p>Use layers of two or more colours</p> <p>Replicate patterns observed in natural or built environments</p> <p>Make printing blocks - from coiled string glued to a block</p> <p>Make precise repeating patterns</p>	<p>Build up layers of colours</p> <p>Create an accurate pattern, showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
Textiles			<p>Use weaving to create a pattern</p> <p>Join materials using glue and/or a stitch</p> <p>Use plaiting</p> <p>Use dip dye techniques</p>	<p>Shape and stitch materials</p> <p>Use basic cross stitch and back stitch</p> <p>Colour fabric</p> <p>Create weavings</p> <p>Quilt, pad and gather fabric</p>	<p>Show precision in techniques</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces</p>
Sculpture			<p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p> <p>Use techniques such as rolling, cutting, moulding and carving</p>	<p>Create and combine shapes to create recognisable forms - shapes made from nets or solid materials</p> <p>Include texture that conveys feelings, expression or movement</p> <p>Use clay and other mouldable materials</p> <p>Add materials to provide interesting detail</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p> <p>Use frameworks such as wire or moulds to provide stability and form.</p>
Collage			<p>Use a combination of materials that are cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Mix textures, rough and smooth, plain and patterned</p> <p>Combine visual and tactile qualities</p> <p>Use ceramic mosaic materials and techniques</p>

<p>Great artists, craft makers and designers</p>		<p>Describe the work of the notable artists, artisans and designers:</p> <p><i>Leonardo Da Vinci</i> <i>William Turner</i> <i>Claude Monet</i> <i>Vincent Van Gogh</i></p> <p>Use some of the ideas of their work to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers:</p> <p><i>Lascaux Cave Paintings</i> <i>David Hockney</i> <i>Vincent Bal</i> <i>Henri Rousseau</i> <i>Inuit Art</i> <i>Roman Mosaic</i></p> <p>Create original pieces that are influenced by the study of their work</p>	<p>Give details (including own sketches) about the style of notable artists, artisans and designers:</p> <p><i>Vincent Van Gogh</i> <i>Janine Jacques</i> <i>Henri Matisse</i> <i>Andre Derains</i> <i>Claude Monet</i> <i>Beatrix Potter</i> <i>Georges Baroque</i></p> <p>Show how their work was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles.</p>
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ASSESSING THE IMPACT OF THE ART AND DESIGN CURRICULUM

END OF EYFS EXPECTATIONS:

I can hold a pencil using the tripod grip (in almost all cases)

I can use a scissors, a paint brushes and cutlery independently

I can use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function

I can work towards simple goals, wait for what I want and control my impulses

I can confidently try new activities and show independence, resilience and perseverance in the face of challenge

I can take care when drawing

I can show my art work and talk about how I created it

END OF KEY STAGE 1 EXPECTATIONS:

I can produce creative work, exploring my ideas and recording my experiences

I can become proficient in drawing, painting, printing, textiles, sculpture and collage techniques

I can evaluate and analyse creative works using the language of art, craft and design

I can use a range of materials creatively to design and make products

I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

I know about the work of a range of artists, craft makers and designers, and I can describe the differences and similarities between different practices and disciplines, and make links to my own work.

END OF KEY STAGE 2 EXPECTATIONS:

I can produce creative work, exploring my ideas and recording my experiences.

I can become proficient in drawing, painting, printing, textiles, sculpture and collage techniques

I can evaluate and analyse creative works using the language of art, craft and design.

I know about great artists, craft makers and designers, and I understand the historical and cultural development of their art forms.

I can develop my techniques, including control and use of my materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

I can create a sketch book to record my observations and use it to review and revisit my ideas.

I can improve my mastery of art and design techniques, including drawing, painting, printing, textiles, sculpture and collage techniques with a range of materials (for example, pencil, charcoal, paint, clay).

I can talk about great artists, architects and designers in history.