

Art and Design Curriculum - Intent

We believe that art is a vital part of a child's education. 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. 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. Creativity is an important part of our curriculum, and we encourage children to think and work independently with the influence of a range of past and modern day artists. A child should be given opportunities to experiment with different effects, and have the freedom to create and express individuality whilst being taught how to use different media and techniques appropriately.

Much of the Art and Design Curriculum is taught through cross-curricular topics that ensure coverage of the National Curriculum objectives with a particular focus on skills. Oracy is a key focus, to develop Literacy skills across the curriculum and to establish pupils as reflective artists. Topics are reviewed on a yearly basis to ensure relevance for the current cohort, and to encourage reflective practise. There is no set formula for the Art and Design curriculum, and there is flexibility in the long term plan to reflect the needs and cultural capital of the pupils.

Key Skills Progression					
Year Group	Experiment, invent and create (own works of art, craft and design)	Artistic techniques	Great artists, craft makers and designers	Artistic communication	Oracy
EYFS	<p>Expressive arts and design</p> <p>3- 4 year olds</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>				<p>Communication and Language</p> <p>3 & 4 year olds</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Reception</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p>

	<p>Reception</p> <p>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</p> <p>ELG: Creating with Materials</p> <p>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</p> <p>Physical development – fine motor skills</p> <p>Reception</p> <p>Children in Reception will be learning to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>ELG</p> <p>Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing, using a tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery Begins to show accuracy and care when drawing</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>tools, paintbrush, scissors, knives, forks, spoons</p>
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Year 1	<p>I can experiment with different materials</p> <ul style="list-style-type: none"> • Paint • Oil pastels • Charcoal • Chalk • Clay <p>I can design and make products in 2 and 3 dimensions</p> <ul style="list-style-type: none"> • Paintings • Drawings • Sculpture (small and large scale) <p>I can make structures by joining objects together</p> <ul style="list-style-type: none"> • Junk modelling • Sculpture • Weaving 	<p>I know the names of techniques that I can use in my artwork</p> <ul style="list-style-type: none"> • Painting • Sketching • Shading • Collage • Printing • Modelling • Weaving <p>I can name and use a variety of tools</p> <ul style="list-style-type: none"> • Rubbers • Scissors • Paintbrushes • Shaping tools (e.g. plastic chisels for clay) 	I can name some artists, and make observations about their work	I can talk about what I like and dislike about a piece of art	<p>(from Key Progression Skills for Writing)</p> <p>Talking to others</p> <ul style="list-style-type: none"> • Share feelings • Talk in an audible voice that is understood by others • Keep in mind the listener <p>Talking with others</p> <ul style="list-style-type: none"> • Engage with the speaker, listening attentively • Engage with others, taking turns <p>Talking imaginatively</p> <ul style="list-style-type: none"> • Play imaginatively, acting out characters using everyday language • Notice different ways of speaking • Experiment with ways to express meaning <p>Vocabulary</p> <ul style="list-style-type: none"> • Use every day/key words <p>Painting, sketching, shading, collage, printing, modelling, sculpture, shaping</p>
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Year 2	<p>I can experiment with basic tools on rigid and flexible materials (see also DT curriculum)</p> <p>E.g. Using a paintbrush on different surfaces</p> <p>I can experiment with tones using pencils, chalks and charcoal</p>	<p>I know a range of techniques, and can choose the best technique for the task giving reasons for my answer.</p> <ul style="list-style-type: none"> • Painting • Sketching • Shading • Collage • Printing • Modelling <p>I can use techniques carefully and with control</p>	I can compare the work of different artists	<p>I can talk about my work, and think of ways I could improve it next time.</p> <p>I can talk about what I like and dislike about a piece of art and give reasons for my answer.</p>	<p>(from Key Progression Skills for Writing)</p> <p>Talking to others</p> <ul style="list-style-type: none"> • Talk about experiences • Vary talk to enage listeners • Choose words and gestures for different situations <p>Talking with others</p> <ul style="list-style-type: none"> • Listen and respond to a speaker • Make helpful contributions in a discussion <p>Talking imaginatively</p> <ul style="list-style-type: none"> • Adapt speech and gestures for different roles and scenarios <p>Vocabulary</p> <ul style="list-style-type: none"> • Use some adventurous words <p>tone, tint, rigid, flexible, improve, evaluate, compare</p>
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