

Art and Design Curriculum Overview

Curzon specific aims of Art- our intent

All children express themselves creatively.

All children develop a resilient approach to new ideas. They develop our Curzon value of courage.

All children use a range of media and consistently improve their skills and techniques.

All children develop an appreciation of artists from a wide range of eras and cultures.

All children develop ability to give respectful and constructive feedback to others.

All children understand that art is a journey and they learn to evaluate their improvements.

How this links with our school vision: growing in wisdom and respect to become an online role model, using technology in a safe and positive way to take care of one another, in a digital society.

Implementation at Curzon

Organisation and choice of units

Art in KS1 is taught over a 2 year rolling programme. The units are carefully mapped out so that each year children have experiences of drawing, painting, printing, collage, textiles and 3D art each year. Art units are chosen as they have links with the outside environment or because they are close to children's experiences (e.g. patterns). There is an emphasis on being inspired by and caring for the natural world with units on Mother Nature and Recycling. Children learn about artists from across the world.

In KS2 units are chosen as they have strong links to other areas of the curriculum e.g. rainforest dioramas in year 3. Units are carefully chose so that they cover a range of experiences: drawing, painting, printing, collage, textiles and 3D art. Children develop knowledge of different artists and art movements from a range of cultures and eras. Throughout KS2, children are given the opportunity to experiment and record their

ideas in a sketchbook. Children are encouraged to develop their own identify in sketchbooks when recording and learn about different art processes and explore various artists' work. Children are taught how to support each other and make constructive and respectful comments.

Art is given a high profile in the school and the whole school participates in an art/DT book making week.

Curriculum map showing how different types of activities are covered

Our art curriculum is varied to give children the opportunities to try out new materials and techniques and to grow in their Curzon value of confidence.

Skills	Year A	Year B
Drawing	Patterns Art around the World Playgrounds	Patterns in buildings Festival art Mother Nature
Painting	Patterns Art around World Recycling Playgrounds	Colours Festival art Mother Nature
Sculpture	Art around the World Recycling Sculpture Playgrounds	Patterns in buildings Mother Nature
Collage	Materials Sculpture	Mother Nature Patterns in Buildings

Textiles	Materials	Puppets
Printing	Patterns	Festivals Mother Nature
Artists	Patterns: Metzinger, Hundertwasser Art around World: Kandinsky Materials: Matisse Sculpture: Goldsworthy Playgrounds: Rockwell	Patterns in Buildings: Gaudi Mother Nature: Andy Goldsworthy, Van Gogh Colours: Mondrian, Miranda Lloyd

Skills	Year 3	Year 4
Drawing	Winter trees Rainforest scene	Self portraits Hokusai
Painting	Kandinsky Rousseau 'In the Jungle'	Hokusai 'The Wave' Monet 'Waterlilies'
Sculpture	Paper weaving – palm leaves Rainforest diorama Egyptian eye- clay tiles	
Collage	Rainforest diorama	
Textiles		Book marks and mats
Printing		
Artists	Rousseau	Mike Parr Margaret Godfrey

	Kandinsky Charles Rennie Mackintosh	Hokusai Monet
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Skills	Year 5	Year 6
Drawing	Georgia O'Keefe	Church, proportion portraits
Painting	Greek clay pots Viking Long ships	Church
Sculpture	Greek clay pots	DT Making a tagine
Collage	Viking Long ships	Hand art in advertising
Textiles	Covering a container and creating a lid	Victorian Day sewing Hand art in advertising
Printing		William Morris DT books
Artists	Georgia O' Keefe	William Morris

Progression

Skills and knowledge for each year group are carefully mapped out to ensure progression throughout the school. Key vocabulary is identified for each phase.

Within each unit, skills are built up in carefully sequenced lessons. By the end of each unit. Children will draw all these skills together to create a final piece of art work.

An independent piece of art (self-portrait) is completed at the start of each year. This enables us and the child to see progression year on year in the key element of drawing. Children evaluate their own and each other's work throughout the school, learning to do this in a respectful and constructive manner.

Assessment

Assessment of children's learning in Art is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. Summative assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. Art is also monitored by the subject leader throughout the year in the form of sketch book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Curzon Long Term Curriculum Planning for Art

KS1

EYFS art is taught mainly through continuous provision covering the following key skills and following the same broad units at KS1:

Creating with Materials ELG- 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;

Our EYFS art curriculum also provides rich opportunities for children to develop skills in other areas e.g. gross and fine motor skills; the natural world, people and communities; listening and attention; speaking; self-regulation - working with others and show awareness of their feelings; managing self (confidence, self-resilience and perseverance).

KS1 is on a two year rolling programme.

KS1 Year A

Autumn	Spring	Summer	Skills KS1
<p>Patterns Australian dot patterns Exploring animal patterns Patterns in the environment - buildings Hundertwasser Metzinger and mosaic patterns Creating Mendi patterns Creating artwork in style of Andy Warhol with repeated patterns</p> <p>Art around the world Ndebele art. Islamic art Kandinsky Georgia O Keefe Creating clay Olmec babies</p>	<p>Materials Matisse-The Snail Joining fabric Creating bunting Sewing fabric</p> <p>Recycling and environmental art Upcycling paper flowers Upcycling plastic bottles to make plant holders Making Easter gardens from natural resources Pebble art</p>	<p>Sculptures Working with clay, sand, paper Modelling based on Iggy Peck Architect book Andy Goldsworthy Natural 3D sculptures</p> <p>Playgrounds Designing equipment Playground markings Imagination Playground David Rockwell Creating own playground design</p>	<p>EYFS Explore colour and colour mixing Create closed shapes with continuous lines Express ideas through art and design. Experiment with colour shape and design through pattern. Share creations and processes used.</p> <p>YEAR 1 Generating Ideas Recognise that ideas can be expressed in art work experiment with an open mind Key vocab: work of art, idea, starting point, observe, focus, design, improve.</p> <p>Making</p>

			<p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating</p> <p>Show interest in and describe what they think about the work of others</p> <p>Knowledge and understanding</p> <p>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p>YEAR 2</p> <p>Generating Ideas</p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawing to record ideas and experiences</p> <p>Making</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use. (for instance they do not accept the first mark but seek to refine and improve)</p> <p>Evaluating</p>
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			<p>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p>Knowledge and understanding Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>
<p>Key vocab KS1 Drawing: line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Painting primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab 3D: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric. Collage: collage, squares, gaps, mosaic, features, cut, place, arrange. Textiles: textiles, fabric, weaving, woven, placemat, alternate, over, under Printing: shape, printing, printmaking, woodcut, relief printing, objects.</p>			

KS1 Year B

Autumn	Spring	Summer	Skills KS1
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<p>Colour Black and white Primary and secondary colours Colour mixing Shades Miranda Lloyd Mondrian</p> <p>Festival art Firework pictures Divali lamps Hannukah art Christmas cards and decorations</p>	<p>Puppets Lolly stick puppets Spoon puppets Elmer puppet Sewing hand puppet</p> <p>Patterns in buildings Stained glass windows Creating mosaics Gaudi Creating Gaudi chimneys</p>	<p>Mother Nature Drawing outside Printing with leaves Andy Goldsworthy Van Gogh Clay sunflowers</p> <p>Artists and their different styles</p>	<p>EYFS Explore colour and colour mixing Create closed shapes with continuous lines Express ideas through art and design. Experiment with colour shape and design through pattern. Share creations and processes used.</p> <p>YEAR 1 Generating Ideas Recognise that ideas can be expressed in art work experiment with an open mind Key vocab: work of art, idea, starting point, observe, focus, design, improve.</p> <p>Making Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating Show interest in and describe what they think about the work of others</p> <p>Knowledge and understanding Know how to recognise and describe some simple characteristics of different kinds of art, craft and design The names of the tools, techniques</p>
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			<p>and the formal elements (colours, shapes, tones etc.) that they use.</p> <p>YEAR 2</p> <p>Generating Ideas Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences</p> <p>Making Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use. (for instance they do not accept the first mark but seek to refine and improve)</p> <p>Evaluating When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>Knowledge and understanding Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p>
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			(for instance, they know the names of the tools and colours they use)
<p>Key vocab KS1</p> <p>Drawing: line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Painting primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab</p> <p>3D: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric.</p> <p>Collage: collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>Textiles: textiles, fabric, weaving, woven, alternate, over , under</p> <p>Printing: shape, printing, printmaking, woodcut, relief printing, objects.</p>			

Year 3

Autumn	Spring	Summer	Skills
	<p>Winter trees</p> <p>Rainforest scene Rousseau Collecting ideas from nature Colour matching with paint Foreground/background Putting all the elements together to create own version.</p> <p>Rainforest dioramas</p>	<p>Painting -Shades & tones (Kandinsky, Charles Rennie Mackintosh)</p> <p>Paper weaving – palm leaves Egyptian eye- clay tiles</p>	<p>Generating Ideas Gather and review information, references and resources related to ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p>

			<p>Making Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Evaluating Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p>Knowledge and understanding Know about and describe the work of some artists, craftspeople, architects and designers Explain how to use some of the tools and techniques they have chosen to work with</p>
<p>Key vocab lower KS2 Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Painting; colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, Collage: texture, shape, form, pattern Sculpture: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, Textiles: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>			

Year 4

Autumn	Spring	Summer	Skills
	<p>Drawing-pencil skills</p> <ul style="list-style-type: none"> • Faces (Mike Parr) • Self portraits (not proportion, focusing on pencil skills and techniques) <p>Textiles</p> <ul style="list-style-type: none"> • Creating book marks • Using a greater range of stitches to create a binca mat 	<p>Painting-watercolours</p> <ul style="list-style-type: none"> • Hokusai 'The Wave' • Monet's waterlilies 	<p>Generating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>Making Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes</p>

			<p>for different purposes)</p> <p>Evaluating Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers Demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>
<p>Key vocab lower KS2 Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Painting; colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, Collage: texture, shape, form, pattern Sculpture: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, Textiles: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>			

Year 5

Autumn	Spring	Summer	Skills
	Greek clay pots		Generating Ideas

<p>Creating a paper collage of a Viking Longship Looking at example depictions and evidence from archaeology. Choice of materials to create sea collage Practising sketching boats</p> <p>Poppies based on style of Georgia O'Keefe Learning about Georgia O'Keefe and Modernism Sketchbook work on petals Shading techniques Evaluate own work</p>	<p>Showing seasonal changes in the same landscapes (linked with Class reading book and science)</p> <p>Printing- book making CC DT</p>		<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording key vocab: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p>Making Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Evaluating Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p>
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			Describe the processes they are using and how they hope to achieve high quality outcomes
<p>Key vocab upper KS2</p> <p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait</p> <p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Collage: shape, form, arrange, fix.</p> <p>Textiles: colour, fabric, weave, pattern.</p> <p>Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>			

Year 6

Autumn	Spring	Summer	Skills
Start of year portrait Sketching Proportion Church Skills of 3D drawing Visit to church Sketching Creating shades with water colours Expressing emotion through creating a background William Morris wrapping paper	Textile- book making CC DT Creating 3d hand images using different types of line. Using 3d hand images to create visual, poster advert (linked with fair trade and ICT topics)		<p>Generating Ideas</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>Making</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p>

<p>William Morris and Arts and Crafts movement Creating template Printing blocks Creating repeated back ground Creating piece of William Morris inspired wrapping paper.</p>			<p>Independently select and effectively use relevant processes in order to create successful and finished work. Evaluating Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p>Knowledge and understanding Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p>Key vocab upper KS2 Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait Painting: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. Sculpture: form, structure, texture, shape, mark, soft, join, tram, cast. Collage: shape, form, arrange, fix. Textiles: colour, fabric, weave, pattern. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>			

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year. Art is taught in a supportive and constructive way enabling our children to try out new skills and grow in the Curzon value of courage.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The Art curriculum at Curzon contributes to children's personal development in creativity, independence, judgement and self-reflection.