

Our Art and Design Curriculum



Chandag Infant School

EYFS

Art and Design is incorporated in The Early Learning Goal for '**Expressive arts and design: exploring media and materials and being imaginative**'

ELG 16: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive arts and design: being imaginative

ELG 17: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

To provide an enabling environment for these ELG' s we should provide :

- Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.
- Introduce children to a wide range of music, painting and sculpture.
- Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
- Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.
- Provide children with opportunities to use their skills and explore concepts and ideas through their representations
- Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story
- Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.
- Provide children with opportunities to use their skills and explore concepts and ideas through their representations.

First hand experiences and pupil offer:

Art at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions and discuss, this is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of art skills such as weaving, painting, drawing and sculpting. They experience first-hand artefacts and materials which they use to inspire to create art. For example:

- African weaving
- Painting
- Drawing portraits
- Using natural materials
- Stencilling

Children will also be exposed to a range of artists. In the Foundation stage, children will focus on the following artists:

- Jackson Pollock
- Keith Haring
- Frieda Kahlo
- Andy Goldsworthy
- Banksy

Children will learn about these artists and techniques in more depth as they move through the school to ensure deep learning in Art and Design.

Year 1 Outcomes		Year 2 Outcomes				
Materials: <input type="checkbox"/> I can use a range of materials creatively to design and make products. <input type="checkbox"/> I can choose and use appropriate materials to give me the effect that will suit my piece of work. Drawing: <input type="checkbox"/> I can use drawing as a medium, focusing on using lines and known geometric shapes to create art. <input type="checkbox"/> Beginning to use tone. Painting: <input type="checkbox"/> I can use painting as a medium, focusing on using colour. <input type="checkbox"/> I can mix primary colours to make secondary. Artists: <input type="checkbox"/> I can link my own work to well-known artists. Ideas: <input type="checkbox"/> I can explore and develop my own ideas		Materials: <input type="checkbox"/> I can use a range of materials creatively to design and make products. <input type="checkbox"/> I can choose and use appropriate materials to give me the effect that will suit my piece of work. Drawing: <input type="checkbox"/> I can use drawing as a medium, focusing on using lines and known geometric shapes to create art. <input type="checkbox"/> I can show different tones with a pencil. Painting: <input type="checkbox"/> I can use painting as a medium, focusing on using colour and colour mixing. Artists: <input type="checkbox"/> I can link my own work to well-known artists and local artistic community. Ideas: <input type="checkbox"/> I can explore and develop my own ideas <input type="checkbox"/> I can talk about, express likes and ask questions about artwork.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Self- portraits - Super hero role play masks Pop Art posters Term 2 Picasso Roy Lichtenstein	Henna Mendhi/Rangoli Patterns – pastel Firework pictures Religious iconography – images of the Nativity Boticelli	Clay animals Animal Portraits/Masks/pupp ets. Making a safari hide, habitat box and African colour wash sunsets Annastaysia Savage	Collage Papier Mache Making a moving tiger picture Rousseau	Painting and colour mixing Pencil drawings of leaves and rubbings– detail and shading. Georgia O’Keefe Van Gough	Textures paint –Compare Chuck Close, Duane Hanson (Man on a bench) Arts Week Leonardo Da Vinci,
Year 2	Observational drawings/self- portraits. Austin’s butterfly. Designing and making chocolate bar wrappers using Pop Art printing – Andy Warhol	Painting tools and techniques - splatter and drip Space background –Mixing tones and shades – painting planets. Egg splat painting – science link. Jackson Pollock – comparing with Andy Warhol	Observational drawings/naturalist sketch books – making money with Charles Darwin or favourite explorer. Impressionist paintings of Bristol/balloon fiesta Mary Cassatt	Clay Dragon Sculptures. Representations of the Great Fire of London using a range of media. William Morris natural printing ideas. William Morris	Observational drawings of seeds/plants. Nature collage/weaving – forest school. Andy Goldsworthy	Making a range of crafts to showcase at the leavers in the style of key artist. Frida Kahlo



Chandag Infant School Art and Design Curriculum



Intent: Our intent for art at Chandag Infant School is to provide children with a diverse range of experiences and high-quality art lessons in order to achieve a deeper understanding of how to thrive creatively in a range of artistic areas. Our Art curriculum focuses on the deep learning of fundamental art skills as a vehicle for opening the doors to creativity, curiosity and reflection. Children are provided with opportunities to learn these skills when experimenting with a variety of materials, ideas, drawing and painting techniques. We encourage our children to be inspired by a range of artists, both local and well-known, by planning cultural experiences that will equip them with the cultural capital for lifelong learning and a passion for the arts. When teaching Art and Design, we provide first hand experiences that inspire curiosity and support children in challenging their own ideas and thinking of ways to improve their work.

Implement: Our curriculum is organised by well-planned and informed lessons which enable children to progress their skillset in the Art curriculum. Teachers have secure subject knowledge and use the *National Curriculum 2014* to challenge children and provide opportunities to learn about artists or art techniques that they are yet to discover. To ensure progression, art skills have been mapped when devising long term and medium term planning across KS1. In lessons, children are introduced to new artists, which have been carefully selected by each year group to reflect diversity and match the topic based learning that term and to ensure coverage of a range of techniques and personal stories. With each new artist, children have the opportunity to enjoy a range of experiences with a new art technique, such as sculpting, drawing or modelling. Alongside this, additional activities, such as Art Week, allow children to apply their skills and knowledge by working collaboratively across the school and celebrating learning together. We provide children with a range of materials across the school which enables them to learn new skills and develop existing ones. In order to achieve deeper learning, we use Art across the curriculum in a variety of ways, such as children taking on the role of illustrators, using imagination and creativity to draw characters or settings in English. To ensure that children's learning is purposeful and meaningful, we celebrate and acknowledge individual works of art in many forms through collaborative whole-school displays which capture the knowledge and skills acquired.

Impact: We measure outcomes through both formative and summative assessments. Through planning desired skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, which informs their short term planning. Annotations on planning, observation notes, photographs, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of our curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum. Art has the ability to allow all children to express themselves, we nurture a Growth Mindset approach to all learning tasks and through the teaching of art at Chandag Infant School we see confidence and self-perception grow. Children leave our school knowing that mistakes can always be turned into something beautiful.