Art and Design Overview

We believe that art should be a joyful, meaningful, and accessible experience for every child. Our carefully designed curriculum provides opportunities for children to develop and extend their skills whilst nurturing confident, resilient, and imaginative learners who use art to explore, reflect on, and make sense of their world and experiences. Through our high-quality teaching and progressive curriculum, children will be engaged, inspired and challenged; creating and responding to art, developing a deeper understanding of themselves, the people around them, and the everyday life they encounter, building curiosity, insight, and a lasting appreciation for creative expression.

As we continue to evolve our curriculum, we remain committed to nurturing a generation of young artists who are curious, compassionate, and confident in their creative voice.

Expressive Arts and Design (Exploring and Using Media and Materials)	Expressive Arts and Design (Being Imaginative)
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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.	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; • 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 [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.

Key Stage 3 National Curriculum Expectations
Pupils should be taught: ▪ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ▪ to use a range of techniques and media, including painting ▪ to increase their proficiency in the handling of different materials ▪ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ▪ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

EYFS

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linking to Development Matters 'children will learn to' statements					***Early Learning Goals*** Expressive Art and Design *(Exploring and Using Media and Materials)*
Explore and experiment with a range of mark-making tools and materials. Give meaning to marks as they draw, paint and create. Explore colour mixing, texture and form through a range of media. Begin to plan what they will make and select colours or materials for a purpose. Use simple techniques to shape, join and combine materials. Share and talk about their artwork with others.		Experiment with different techniques for drawing, painting, printing, collage and sculpture. Develop control and precision when using tools and materials. Add more detail and purpose to their drawings and creations. Begin to draw from observation or imagination with intent. Talk about how to improve or adapt their work.		Combine media and materials to create planned artworks and props for storytelling or imaginative play. Show sustained focus and care when completing creative projects. Use colour, texture and pattern purposefully to represent ideas or experiences. Reflect on their finished work and discuss what they might change or try next time. Take pride in their creations and explain the process of how they have made it.	**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.

KS1

Year 1

Spirals

Simple printmaking

Making Birds

Key Learning

Disciplines:
Drawing, Collage, Sketchbooks

Key Concepts:

- **That drawing is a physical and emotional activity. That when we draw, we can move our whole body.**
- **That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.**
- **That we can draw from observation or imagination.**
- **That we can use colour to help our drawings engage others.**

Discipline:
Printmaking, Collage, Drawing

Key Concepts:

- **That we can make a "plate" from which to "print"**
- **That there is a relationship between plate and print: e.g. negative / positive.**
- **That we can use print to create "multiples"**
- **That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.**

This pathway invites children to explore the world about them as a way to begin to understand the concept of "print".

Disciplines:
Sculpture, Drawing, Collage

Key Concepts:

- **That there is a relationship between drawing & making – we can transform 2d to 3d.**
- **That we can use observational drawing and experimental mark-making together to make art.**
- **That we can work from similar stimulus or starting point but end up with very different individual results.**
- **That the individual results can then be brought together to make a whole artwork.**

In this pathway children continue to develop their understanding of sculpture and build their making skills.

The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media.

Year 2

Explore & Draw

Expressive Painting

Telling Stories Through Drawing and Making

Key Learning

Disciplines:
Drawing, Sketchbooks, Collage

Key Concepts:

- **That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.**
- **That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.**
- **That we can use the things we find to draw from, using close observational looking.**
- **That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.**
- **We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.**

Disciplines:
Painting, Sketchbooks

Key Concepts:

- **That artists sometimes use loose, gestural brush marks to create expressive painting.**
- **Expressive painting can be representational or more abstract.**
- **Artists use impasto and sgraffito to give texture to the painting.**
- **Artists sometimes use colour intuitively and in an exploratory manner.**
- **That we can enjoy, and respond to, the way paint and colour exist on the page.**

In this pathway children are introduced to the idea that they can use paint in an intuitive and exploratory way.

The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work.

Disciplines:
Drawing, Sculpture, Sketchbooks

Key Concepts:

- **That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.**
- **That through making work in another medium we can make the work our own, re-interpreting and re-inventing.**
- **That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.**

In this pathway children are enabled to make sculptural equivalents of characters from film and literature.

KS2

Year 3

Gestural Drawing with Charcoal

Cloth, Texture and Colour

Sculpture, Structure, Inventiveness & Determination

Key Learning

Disciplines: **Drawing, Sketchbooks**

Key Concepts:

- **That when we draw we can use gestural marks to make work.**
- **That when we draw we can use the expressive marks we make to create a sense of drama.**
- **That when we draw we can move around.**
- **That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.**

In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal.

Disciplines:
Painting, Surface Texture, Drawing, Sketchbooks

Key Concepts:

- **That artists can combine art and craft using painting and texture together to make art.**
- **That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.**
- **That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.**
- **That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.**

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work.

Disciplines:
Painting, Sewing, Drawing, Sketchbooks

Key Concepts:

- **That artists can combine art and craft using painting and sewing together to make art.**
- **That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.**
- **That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.**
- **That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.**

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work.

Year 4

Storytelling Through Drawing

Exploring Pattern

Festival Feasts

Key Learning

Disciplines:
Drawing, Sketchbooks

Key Concepts:

- **That we can tell stories through drawing.**
- **That we can use text within our drawings to add meaning.**
- **That we can sequence drawings to help viewers respond to our story.**
- **That we can use line, shape, colour and composition to develop evocative and characterful imagery.**

In this pathway children explore how we can create sequenced imagery to share and tell stories.

The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.

Disciplines: **Drawing, Collage, Design**

Key Concepts:

- **That the act of making drawings can be mindful.**
- **That we can use line, shape and colour to create patterns.**
- **That we can use folding, cutting and collage to help us create pattern.**
- **That we can create repeated patterns to apply to a range of products or outcomes.**

In this pathway, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage.

The pathway also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.

Disciplines:
Sculpture, Painting, Drawing, Collage, Sketchbooks

Key Concepts:

- **That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.**
- **That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.**
- **That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.**
- **That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.**

Year 5

Exploring Still Life

Fashion Design

Mixed Media Land and City Scapes

Key Learning

Disciplines:
Painting, Drawing, Collage, Sketchbooks, Relief

Key Concepts:

- **That when artists make work in response to static objects around them it is called still life.**
- **That still life has been a genre for many hundreds of years, and is it still relevant today.**
- **That when artists work with still life, they bring their own comments and meaning to the objects they portray.**
- **That we can make a still life creative response in many media: drawing, painting, collage, relief…**
- **That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.**

Disciplines:
Fashion, Painting, Collage, Sketchbooks

Key Concepts:

- **That designers bring their own culture, experiences and passions into their designs, for other people.**
- **That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.**
- **That we can use colour, pattern, line, shape, form, material, texture to express our creativity.**
- **That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?**
- **That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.**

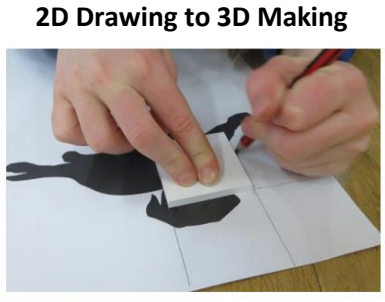
Disciplines:
Painting, Drawing, Sketchbooks

Key Concepts:

- **That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.**
- **That artists often work outside (plein air) so that all their senses can be used to inform the work.**
- **That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".**
- **We can share our artistic discoveries with, and be inspired by each other.**
- **We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.**

Year 6

2D Drawing to 3D Making



Human Experience in times of conflict

Exploring Identity

Key Learning		
Disciplines: **Drawing, Sculpture, Graphic Design, Collage, Sketchbooks** Key Concepts: • **That drawing and making have a close relationship.** • **That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.** • **That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.** • **That we can use methods such as the grid method and looking at negative space to help us draw.** • **That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic**	Disciplines: **Painting, 3D, Drawing, Sketchbooks** • **Develop visual literacy skills** • **Explore watercolour, ink and wax resist** • **Explore how to convey form in drawings by using contour lines** • **Explore Chiaroscuro (light / dark) to convey mood** • **Explore perspective to build sense of claustrophobia / confinement** • **Explore themes of shelter, confinement, safety, being trapped**	Disciplines: **Collage, Drawing, Sketchbooks** Key Concepts: • **That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.** • **That people are the sum of lots of different experiences, and that through art we can explore our identity.** • **That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.** • **That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.**