

Discovery MAT - Art & Design Curriculum Statement

Quotes that guide us:

'Children are naturally creative. It is our job to give them freedom, materials and space to let their creativity blossom to its full potential.' Jean Vant Hul

'Every child is an artist. The problem is how to remain an artist once we grow up'. Pablo Picasso

Why is it important to teach Art & Design? (Intent)

All children are artists. We teach Art & Design to harness children's creativity and allow a freedom of expression and experimentation. Art teaches children that there is no right or wrong and gives children the confidence to make mistakes and explore their imagination through a variety of media. A high-quality art & design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. We will enable pupils to think critically and develop a greater understanding of art, how art has shaped our history, and contributes to the culture, creativity and wealth of our nation.

Key Concepts:

- Everyone is an artist and that we can explore ideas, communicate and record experiences and emotions through art.
- That Art & Design has many aspects including drawing, painting, collage, 3D, sculpture, textiles and craft using a wide range of media.
- That Art & Design means different things to different people and that we too can express an opinion, evaluate and analyse creative works using the language of art, craft and design.

Curriculum Design (Implementation)

Our Art & Design curriculum provides a clear and comprehensive document that will show progression of skills across all key stages within the strands of art. Art & Design lends itself to being a cross curricular subject in every way. We link art with theme work, this deepens the children understanding of a topic and gives art a purpose and context. The children learn about and are inspired by a number of artists. Children use their sketchbooks to explore artists, revisit previous learning, investigating skills, designing and evaluating work. We make good use of visits and visitors and think carefully about the timing of this to ensure links to current learning. We use the local area in order to create real art and exhibit the children's art around our schools, share it on our websites and Facebook pages.

Our Art & Design curriculum gives children the opportunity to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design 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 forms.

Knowledge Focused

To ensure clear sequences of learning we use the Discovery MAT wide progression document to plan lessons. This gives small steps that build towards key end points that link to the National Curriculum. The key skills covered link to colour, painting, drawing, printing, texture, 3D work and pattern. Key vocabulary is also identified for each year group.

What we do well as a Trust (Impact)

At Discovery, our children have an extremely positive attitude towards art, one student stated, 'We can express ourselves more. I think for some people I think if they feel anxious it could calm them down and make them feel more relaxed. Some people use it to express their emotions and themselves.' Children are very proud of their work and love to see it displayed around our schools. We also have a wonderful local area to inspire a wealth of art lessons. e.g., the beach, local woods. As a Trust we have regularly worked on whole school art projects/days. These have been planned and designed carefully by the MAT Art & Design Coordinator and have different activities aimed towards the different primary phases. The activities are on a 2-year rolling programme, so that once the children have reached the next phase, they access the consecutive activities. We also draw on learning and experience through contacting local artists from the wider community.

Art & Design – Curriculum Progression Map

Art & Design National Curriculum & EYFS Framework

EYFS

The EYFS areas of learning that link most closely with the Art and Design Curriculum are Expressive Arts and Design and Physical Development.

Expressive Arts and Design	Physical Development
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to & build on their previous learning, refining ideas & developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) • Share their creations, explaining the process they have used. (ELG) 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely & confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination, and agility • Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG) • Begin to show accuracy and care when drawing. (ELG)

In EYFS, supporting children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own. Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response. Exploring colour gives us a great opportunity to interact with the world. In addition, to develop our early knowledge of colour and colour mixing, we can also explore the way colour makes us *feel*.

Manipulating the materials of the world and transforming them into something new is an empowering process. Imagination is the stimulus for much making, and through enabling children to build and expand the worlds around them. We don't just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork! Children will look at how they can transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality? The world is full of materials, waiting to be transformed by our hands, hearts and heads. Children are given plenty of opportunity to explore materials through free exploration, unguided by our expectations of “outcome”, to help build experience of what it is possible to create. Throughout art exploration children are exposed to the development of their fine motor skills, whether holding tools or manipulating materials.

Key Stage 1

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 or 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.

Key Stage 2

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.

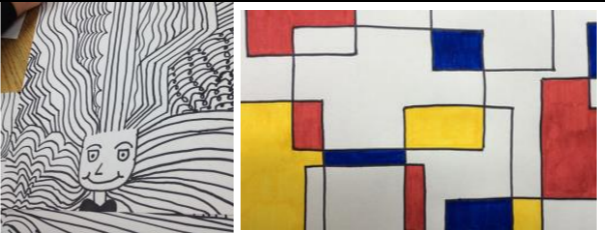
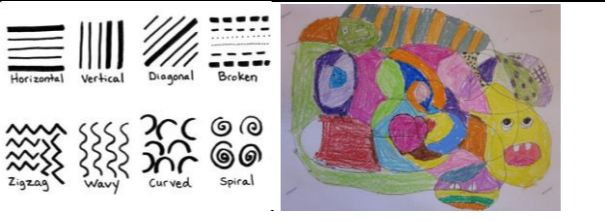
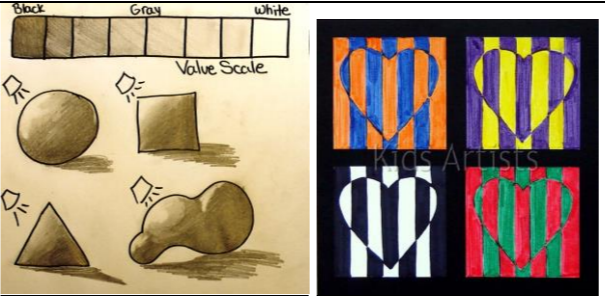

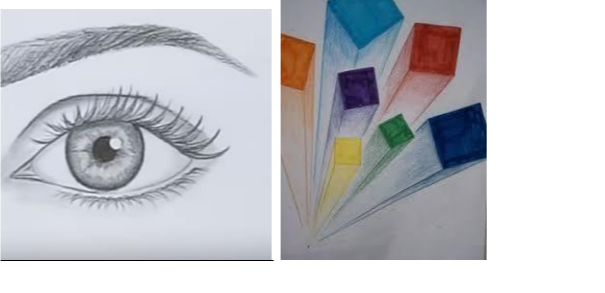
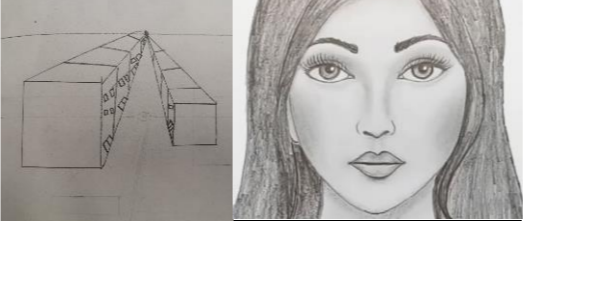
Pupils should be taught:

- 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.






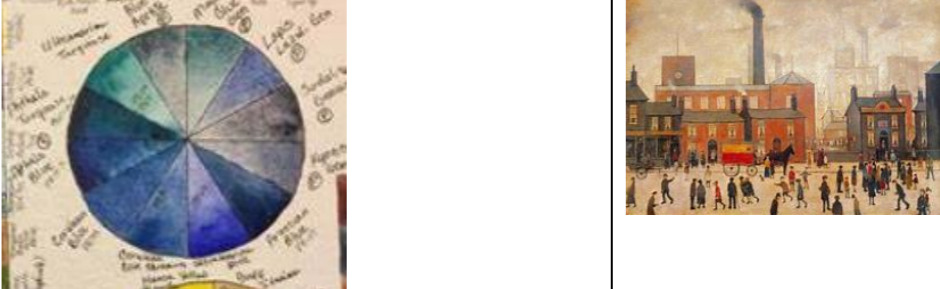
Art & Design – Curriculum Progression Map

Art & Design Curriculum Overview							
EYFS	All About Me PAINTING	Woodland Explorers SCULPTURE Artist: Andy Goldsworthy	To Infinity and Beyond PAINTING Artist: Jackson Pollack	Things that Grow SCULPTURE	Trains, Planes and Cars PRINTING	On the Seven Seas EXPRESSIVE ART	
Y1	Amazing Me SCULPTURE Artist: Michelle Reader	Weather Watchers	What's in the Toy Box? DRAWING	Our Local Area COLLAGE Artist: Henri Matisse	Women in History PAINTING Artist: Frieda Kahlo	Women in History <i>National Drawing Day</i> NDD Artist – Mondrian	Kenya: Too Hot to Handle!
Y2	Our Great Britain PAINTING Artists: David McEown	British Bridges	Greenland: Below Zero	UK Climate PRINTING Artist: William Morris		World Explorers <i>National Drawing Day</i> NDD Artist – Paul Klee	Commotion in the Ocean COLLAGE Artist: Megan Coyle
Y3	Prehistoric Britain DRAWING	Master of Disaster	Dinosaurs and Fossils SCULPTURE Artist: Julie Wilson	Farming and Food		Egyptians <i>National Drawing Day</i> NDD Artist – M.C.Escher	Plymouth Hoe: Our City! PAINTING Artist: Brain Pollard
Y4	Shang Dynasty	Journey Through North America DRAWING Artist: Claude Monet	Ancient Greece SCULPTURE Artist: Bernard Leech	Australia PAINTING Artist: Clifford Possum Tjapaltjarri		Ancient Rome <i>National Drawing Day</i> NDD Artist – M.C.Escher	Inventions Which Changed the World
Y5	Romans in Britain	Space: Out of this World PRINTING Artists: Andy Warhol	Anglo Saxons and Vikings	Our Changing World PAINTING Artist: Van Gough/Picasso		Ancient Maya <i>National Drawing Day</i> NDD Artist – M.C.Escher	Amazon Rainforest PAINTING Artist: John Dyer
Y6	Dartmoor	Tudors: Port of Plymouth COLLAGE Artist: Hans Holbein	British Empire & Industrial Revolution PAINTING Artist: LS Lowry	Biomes of the world	20 th Century Conflict <i>National Drawing Day</i> NDD Artist – M.C.Escher	20 th Century Conflict SCULPTURE Artists: Alberto Giacometti	







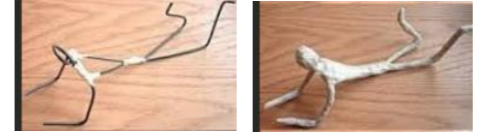

Art & Design – Curriculum Progression Map







Year	Drawing Skill	Artist
1	<p>Colour: Learn about primary colours. Discuss which colours are secondary colours.</p> <p>Line: represent objects seen, remembered, or imagined. Practise different types of lines (straight, curvy, breakers, spiral)</p> <p>Shape: Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings such as a portrait or animal.</p> <p>Space: Using space for effect (using full pages in sketchbooks)</p>	 <p>Mondrian, 1872-1944, Netherlands MODERN (NDD)</p>
2	<p>Colour: Revisits primary and secondary colours.</p> <p>Pattern: Creates pattern using different lines – zentangle patterns.</p> <p>Texture: Explores tone through pencil pressure.</p> <p>Line: Use different lines with varying thickness. Practice drawing faint guidelines (portrait).</p> <p>Shape: using proportions to create a portrait.</p> <p>Form: Sketching 3D shapes.</p>	 <p>Paul Klee, 1879-1940, Switzerland MODERN (NDD)</p>
3	<p>Colour: Recap of primary and secondary colours. Show tone through coloured pencils.</p> <p>Pattern: Adds detail to sketches through pattern.</p> <p>Texture: Explores the effect on paint of adding water, glue, sand, sawdust.</p> <p>Tone: Explores tone using different grades of pencil.</p> <p>Line: Experiment drawing with charcoal. Understanding the importance of using faint lines/guide lines.</p> <p>Shape: Sketch portraits proportionally.</p> <p>Form: Sketch 3D shapes with growing confidence. Uses contrast and lines to create 3D optical illusions.</p> <p>Space: Chooses size and layout</p>	 <p>M.C.Escher, 1898–1972, Netherlands, Graphic / illustrator / murals MODERN (NDD)</p>
4	<p>Colour: Recap of colour mixing (primary, secondary and tertiary colours), with the addition of black and white for tone/tint. Experiment with pastels to blend colours.</p> <p>Pattern/ Texture: Add texture to drawings by adding details such as feathers.</p> <p>Tone: Explore tone through shading techniques such as hatching, cross hatching, stippling.</p> <p>Line/shape: Use pastels in short strokes as per Monet.</p> <p>Form: Create an optical illusion with a vanishing point.</p> <p>Space: Showing a greater awareness of space and white space when drawing.</p>	 <p>Claude Monet, 1840-1926, French, Painter/pastels MODERN</p>
5	<p>Colour: Recap of colour mixing; primary, secondary and tertiary colours. Recap tone using coloured pencils – pressure or shading techniques.</p> <p>Pattern: Practise a range of texture techniques using different lines and shapes (Zentangles).</p> <p>Texture: Create different textures for drawings (e.g. short fur, long fur, feathers, scales).</p> <p>Line: Refine faint guidelines, so they are easily erased (sketching a realistic eye/portrait).</p> <p>Shape: Use shape to give the illusion of form.</p> <p>Form: Draw with perspective (one vanishing point).</p> <p>Space: Distant shapes become smaller and paler. Adds greater detail to closer objects.</p>	 <p>M.C.Escher, 1898–1972, Netherlands, Graphic / illustrator / murals MODERN (NDD)</p>
6	<p>Colour: Recap of colour mixing; primary, secondary and tertiary colours. Recap the addition of black and white for tone/tint.</p> <p>Pattern/Texture: Create different patterns/textures for drawings (e.g. short fur, long fur, feathers, scales).</p> <p>Line: Selects appropriate media and techniques to achieve a specific outcome</p> <p>Shape: Use shape to give the illusion of form.</p> <p>Form: Draw to show form through 2D using tone (graded pencils, pencil pressure and shading techniques) and perspective.</p>	 <p>M.C.Escher, 1898–1972, Netherlands, Graphic / illustrator / murals MODERN (NDD)</p>

Art & Design – Curriculum Progression Map





Year	Painting Skill	Artist
1	<p>Colour: Learn about primary colours. Colour mix to make secondary colours.</p> <p>Line: represent objects seen.</p> <p>Shape: Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings such as a portrait.</p> <p>Space: Using space for effect (using full pages in sketchbooks)</p>	 <p>Frieda Kahlo, 1907-1954 Mexican, Painter / Portraits MODERN</p>
2	<p>Colour: Revisits primary and secondary colours. Practice colour mixing. Discuss and mix warm (red, orange, yellow) and cool (blue green, purple) colours.</p> <p>Pattern: Create patterns from different brushstrokes – dab, sweep.</p> <p>Line: Use different brushed to vary thickness of lines.</p> <p>Shape: Use known shapes to build pictures.</p>	 <p>CONTEMPORARY</p> <p>David McEown. Canadian Watercolour</p>
3	<p>Colour: Recap and practise colour mixing (primary & secondary), moving into tertiary colours. Recap warm and cool colours. Discuss contrasting / vibrant / dull colours. Create colour with natural materials.</p> <p>Pattern: Adds detail to painting through patterns.</p> <p>Texture: Explores the effect on paint of adding water, glue, sand, sawdust.</p> <p>Line: Understanding the importance of using faint lines/guidelines.</p> <p>Shape: Use seen shapes to create landscape.</p> <p>Form: Begin to discuss and use proportion – objects in the background are smaller.</p> <p>Space: Using all available white space.</p>	 <p>Brian Pollard: Plymouth artist 1946-present Painter CONTEMPORARY</p> <p>Architects: Smeaton and Eddystone</p>
4	<p>Colour: Recap and practise colour mixing (primary, secondary and tertiary colours), with the addition of black and white for tone/tint. Add tone/tint using black and white. Create a paint tonal scale using one colour and adding small amounts of black.</p> <p>Pattern/ Texture: Experiment adding texture to painting with different utensils for stippling – stippling brush, cotton bud, end of pencil.</p> <p>Line/shape: Use dots to create art.</p> <p>Space: Showing a greater awareness of space and white space when painting.</p>	 <p>Clifford Possum Tjapaltjarri 1932 – 2002, Australian MODERN</p>
5	<p>Colour: Recap and practise colour mixing; primary, secondary and tertiary colours. Recap the addition of black and white for tone/tint.</p> <p>Pattern/Texture: Create different textures and patterns for plants, by using lines and tones.</p> <p>Shape: Discuss how shape is used differently by abstract artists.</p> <p>Form: Show perspective through tone/objects further away are smaller, portraits in proportion.</p> <p>Space: Distant shapes become smaller and paler. Adds greater detail to closer objects.</p>	 <p>1 Van Gough (1853-1890) TRADITIONAL 2 Pablo Picasso (1881-1973) MODERN 3 John Dyer, British, 1968 – present. C</p>
6	<p>Colour: Recap of colour mixing; primary, secondary and tertiary colours. Recap the addition of black and white for tone/tint.</p> <p>Pattern/Texture: Understand the texture of the paint affects the 'mood' of the picture (smooth/rough).</p> <p>Line: Selects appropriate media and techniques to achieve a specific outcome</p> <p>Shape: Use shape to give the illusion of form.</p> <p>Form: Use shadows to show the illusion of form.</p>	 <p>LS Lowry, 1887 – 1976, British MODERN</p>

Art & Design – Curriculum Progression Map

Year	Sculpture Skill	Artist
1	<p>Form: Experiment with constructing and joining recycled materials.</p> <p>Shapes/Lines: Use a variety of lines and shapes to design sculpture.</p> <p>Use equipment such as scissors, tape, stapler and glue to join materials.</p>	  <p>Michelle Reader 1975-present English Recycled materials Sculpture CONTEMPORARY</p>
2		
3	<p>Form: Construct and join recycled materials.</p> <p>Shape: Choose and manipulate materials to create needed shapes.</p> <p>Texture: Mod roc/papier mâché creation to create a sculpture. Paint sculpture using texture techniques such as adding salt, sand or sawdust.</p> <p>Pattern: Pattern may be added to final design to create animal skin, e.g. scales.</p>	  <p>Julie Wilson, Current, English CONTEMPORARY</p>
4	<p>Form: Shows an awareness of texture, form and shape by recreating an image in clay. Create a pinch pot, or coil pot.</p> <p>Line: design a clay sculpture.</p> <p>Pattern: design and add pattern to clay pot (e.g. Greek influence)</p>	  <p>Bernard Leech, 1887–1979, British studio potter MODERN</p>
5		
6	<p>Form: Create wire sculptures to show movement of a human form. Use tools to help create structure and materials for stability.</p> <p>Line: Design sculpture in sketchbooks, showing movement of human.</p>	  <p>Alberto Giacometti, 1901-1966, Swiss, Sculpture / painter MODERN</p>

Year	Collage/Textiles Skill	Artist
1	<p>Colour: collect and select coloured paper or fabric. Choose colours based on topic.</p> <p>Texture: choose from torn, cut edges. Add textures by mixing materials</p> <p>Shape: discuss choices using shape names</p> <p>Space: experiment sorting and arranging materials</p>	  <p>Henri Matisse: 1869-1964, French Collage / painting / shape MODERN</p>
2	<p>Colour: discuss warm and cool colours, contrasting colours.</p> <p>Texture: choose from torn, cut edges. Add textures by mixing materials (print, magazine, fabric)</p> <p>Line: Add line for definition to collaged piece.</p> <p>Shape: Use shapes to create recognised collage objects (e.g. sea creature).</p> <p>Space: experiment sorting and arranging materials</p>	  <p>Megan Coyle Current American Collage artist and illustrator CONTEMPORARY</p>
3		
4		
5		
6	<p>Colour: select coloured fabrics related to the chosen era (i.e. Tudors)</p> <p>Shape: Use shape to give the illusion of form.</p> <p>Texture: Choose fabrics to add realistic details to a portrait. Overlap media to create texture.</p> <p>Shape: choose and cut shapes with purpose.</p> <p>Space: mix and arrange fabrics for effect.</p>	  <p>Hans Holbein The Younger, 1497 - 1543 German-Swiss painter and printmaker TRADITIONAL</p>

Art & Design – Curriculum Progression Map

Year	Printing Skill		Artist
1			
2	<p>Block print Shape: explore pattern and shape with found objects. Pattern: Design and make a printing block with found objects onto card (e.g. string, seeds, match sticks, wool etc). Roll with ink and print into sketchbooks.</p>		 <p>William Morris 1834-1896 British wallpaper designer TRADITIONAL</p>
3			
4			
5	<p>Polystyrene tile print (relief printing) Line/pattern: Use a variety of lines to create pattern. Space: Design printing tile, understanding the relief process (indented places will not print). Colour: Choose colours to show a contrast between background and print.</p>		 <p>Andy Warhol: 1928-1987 Pop art / Print American MODERN</p>
6			

NB: Printing is generally covered in Autumn Term 2 through the production of printed Christmas Cards by all year groups.

Lesson Sequence:

<p>Sketchbooks are used from Y1 – Y6. Ensure that this progression of lessons is evident within sketchbooks.</p>	
<p>1. Explore</p>	<p>Taking in ideas (be a magpie). Collect visual information to use as a source material for their own work. Facts about your focus artist and their work. Cuttings and drawings of artist's work. Annotate- What do I like and why?</p>
<p>2. Investigate (testing out)</p>	<p>DRAWING - Practice drawing techniques such as drawing different lines and shapes, shading, perspective etc. Experiment with different materials- pencil, charcoal, pastels etc. Annotate- Record details about the item being drawn for future reference. PAINTING - Practice colour mixing (primary/ secondary/ tints/ shades). Discuss warm and cold colours. Use a colour wheel to experiment. Explore different types of paint- powder, watercolour, block paints. COLLAGE - Cut and stick different materials Annotate- which will work best and why? SCULPTURE - draw a design before making. PRINTING - Test out printing techniques and different colours straight into sketchbook before creating final piece.</p>
<p>3. Design</p>	<p>Use inspiration from artist study to create own artwork (inspiration could be materials, brush strokes, colours etc)</p>
<p>4. Make (and lesson 5)</p>	<p>Sometimes, a final piece of work may be done outside the sketchbooks. If this is the case, a photograph can be put in the sketchbook. It could be put on a new page and annotated, or it could be stuck (flappy style) on the pages already filled.</p>
<p>6. Evaluate:</p>	<p>Use What, Think, Link examples. Peer assessment- give children opportunities to discuss their work with a partner. This could be a post-it note saying what they like about their partners work (thus not to ruin any of their artwork). Leave books open at the end of the lesson, allowing children to view each other's work and give feedback.</p>

Art & Design – Curriculum Progression Map

Year Group	Evaluating your own and others work (including famous artists)			
EYFS	Discuss and describe the work of famous artists and designers Explain how a piece of art makes them feel.	What A brief description about what you have made and how you have made it.	Think Explaining why you have selected used the materials you have.	Link Link the piece to your theme or artist and reflect on the successes; what will you take forward?
		<ul style="list-style-type: none"> I have made a... I used... We looked at the artist... 	<ul style="list-style-type: none"> I/they made my art because... I/they used... because... I/they wanted to... 	<ul style="list-style-type: none"> The part I like is... My work looks like... Next time I want to... My work makes me feel...
KSI	Discuss and describe the work of famous artists and designers Express opinions (thoughts and feelings) on the work of famous artists. Explain how a piece of art makes them feel.	What A brief description about what you have made and how you have made it.	Think Explaining why you have selected used the materials you have.	Link Link the piece to your theme or artist and reflect on the successes; what will you take forward?
		<ul style="list-style-type: none"> I/they have made a... I/they used... We looked at the artist... I used a... to help my ideas. My/their work is... The materials I/they used are... 	<ul style="list-style-type: none"> I/they used... colour(s) because... I/they made art because... I/they used... because... I/they wanted to... 	<ul style="list-style-type: none"> The part I like is... I think... worked well. My work looks like... I think ... was not as successful because... I would do... to make it better. Next time I want to... My work makes me feel...
LKS2	Reflect upon work from famous artists, expressing opinions, referring to techniques and effect. Compare work to previously studied artists (styles and approaches).	What A brief description about what you have made and how you have made it.	Think Explaining why you have selected used the materials you have.	Link Link the piece to your theme or artist and reflect on the successes; what will you take forward?
		<ul style="list-style-type: none"> I /they created a... I wanted to use... because... I/he/she was inspired by... I liked working with... because... I/they chose to create an image of... because... 	<ul style="list-style-type: none"> The materials I/they have selected are effective due to... I/they chose the design because... My/their choice of media allowed me to... My design will allow me to... The technique I/they have used is... 	<ul style="list-style-type: none"> I think using... worked well because... I feel... captures the theme well because... I need to improve my... I think ... was not as successful because... Next time I would like to... My design was powerful because... My work makes me feel...
UKS2	Reflect upon work from famous artists, expressing opinions, referring to techniques and effect. Compare work to previously studied artists (styles and approaches).	What A brief description about what you have made and how you have made it.	Think Explaining why you have selected used the materials you have.	Link Link the piece to your theme or artist and reflect on the successes; what will you take forward?
		<ul style="list-style-type: none"> I/they created a... I/they wanted to use... because... I/he/she was inspired by... I/they have shown... in the style of... The artist has influenced my designs because... In this piece, the materials I/they have used are... I/they found working with... I/they chose to create an image of ... because... 	<ul style="list-style-type: none"> The materials I/they have selected are effective due to... The technique I/they have used is... Through focusing on my use of... I... I/they was able to capture... My/their choice of media allowed me/them to portray... I/they chose to emphasise... in this piece of art because... I/they wanted to incorporate... as it would... Using... allows me to... 	<ul style="list-style-type: none"> Through working this way, I have learned to... To develop this piece further I would need to... I think using... worked really well because... I am particularly pleased with... because... ... was least successful because... I aim to now... I need to refine... because... In order to improve, I need to develop my skill in/ use of... The impact of my art it... My art communicates...