

**Subject: Art and Design**



**Curriculum value and character drivers**

		<b>Engaging (Be positive)</b> Because it is responsive, stimulating and offers a wide range of enrichment.			<b>Inclusive (Be respectful)</b> Because it is driven by the local context and levels the playfield for all. Our curriculum ensures all children can excel at something!		<b>Aspirational (Be your best)</b> Because it is appropriately challenging and dares them to dream big. It builds upon previously taught skills and knowledge.	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS/Reception	Experimenting with primary colours.	Investigating line with a variety of drawing tools.	Creating collage.	Using a variety of media and materials to create drawings.	Creating textures using painting.	Sculpting using clay.		
Year 1 and 2 Cycle A	To print dinosaur footprints. To create a dinosaur footprint using clay.	Paint Mike Jeffries transport To use pastels to design and create own transport	To collage 'Big Cats'. Using watercolours to create 'big cat' patterns.	Using charcoals to create cloud representations. To create a cloud sculpture using textiles	Observational drawing of leaves/trees Creating wax rubbing leaves	Creating super hero signs. Pop Art self-portraits.		
Year 1 and 2 Cycle B	Collaging pirate flags using pattern Real Life sketch of a boat.	Wassily Kandinsky 'Squares with concentric circles' Listening to different periods of music and responding with painting	Weaving Minibeasts Patterns. Creating bottle critter sculptures.	Textiles: Shield. Joseph Turner castles.	<b>ICT Art:</b> Creating own house/street. Printing local area designs.	Creating shells using clay. Sea themed Self portraits		
Year 3 and 4 Cycle A	Iron Man Silhouette drawing. Embossed Art.	Cave Paintings Clay Jewellery.	Greek Vases.	Observational drawings of rocks and crystals. Printing crystals with contrasting colours.	Urban Landscape collage with <b>ICT Art</b> Street Art: Creating Art with a meaning	Drawing birds of prey. Predators' Self portraits		

Year 3 and 4 Cycle B	Making Viking Brooches. Viking Longhouse sculpture	Drawing a mountain range. Contour line patterns.	Circulism: self-portraits. Drawing: eyes.	Textiles: Sea Turtle wall hanging. Cross section sea collage.	Modern Pop Art printing. Golden Gate bridge sculpture.	Creating a Roman Mosaic. Raphael style Self portraits
Year 5 and 6 Cycle	Hans Holbein Drawing. Modern Holbein painting.	Rocket in Space: Abstract art. Creating Planet sculpture.	Drawing the Egyptian Pyramids. Creating hieroglyphics prints	David Hockney inspired garden painting. Drawing portraits using vegetables.	Textile: Making a flag. Sculpture: Creature Alchemy Island.	Re-creating 'The Scream' Edvard Munch: Self portraits
Year 5 and 6 Cycle	Frida Kahlo – Self-Portraits Creating skull mask sculpture.	Single focal point – drawing. Creating a William Morris Style print.	Surrealism Heart painting. Real-Life Heart sculpture.	Impressionism. Using Fauvism with collage	All about me – individual project. Incorporating drawing, painting and sculpture.	Textile robot. <b>Digital:</b> Self portraits

Value	KS1	KS2
<b>Engaging</b>	Children are inspired throughout KS1 by a range of engaging Artists. Children in Year 1/2 study Zeena Shah, Ruth Purdy, Thomas Henry Thomas, Eric Carl, Megan Coyle, Bob Ross, Vincent Van Gogh, Andy Warhol, Roy Fox, Lichtenstein, Paul Signac and Georges Seurat. They have the opportunity to research these Artists and use inspiration from them within their own work.	In KS2, children study a range of Artists, craft makers, architects and designers. Children in Year 5/6 are inspired by Hans Holbein, John Holcomb, Peter Thorpe, George Bryan, Luke Jerram, Thomas Seddon, David Hockney, Edward Saidi, Giuseppe Arcimboldo, Maryana Kopylova, Caralyn Edwards-Tucker and Edvard Munch.
<b>Inclusive</b>	In KS1, children are given a sketchbook to begin their own Art journey. Children are given a safe space to explore and experiment whilst developing their own creativity. Children are nurtured to create, design, generate, and compose new ideas alongside developing their own autonomy.	Within KS2, children are nurtured throughout their Art education to develop into aspiring Artists. Through the use of sketchbooks, children are encouraged to develop a sense of independence by exploring their own Art journey. The sketchbook is a safe place for all children to express themselves and develop their sense of individual identity.
<b>Aspirational</b>	Children are given the opportunity to excel within all of their art projects. Children are challenged to use the work of Artists within their own pieces and to apply their use of key vocabulary when discussing their own and other Art pieces. In Year 1/2, children are challenged to include the work of Noriko Karasumi when creating clay sculptures.	Children are encouraged to exceed and excel within their art projects. Within Year 5/6, children are given a term to compose their own piece on: ID – All about me. They study painting, drawing and sculpture and are challenged to respond in a personal and unique way to the theme 'Identity', using their past knowledge of Art styles and technique.

SHINE

ACADEMIES

