

A horizontal, textured pink brushstroke with irregular, feathered edges serves as a background for the text.

ART

CURRICULUM OVERVIEW

ART

INTENT AND IMPLEMENTATION

INTENT:

At Corporation Road, we aim to teach art and design in a fun and creative way. Our aspiration is to ensure that children are engaged, inspired and challenged through each topic. We believe that art stimulates creativity, imagination and inventiveness. We want children to have an appreciation of different artists and for children to be able to talk about a range of artists and their work. We want children to recognise artwork, name the artist and give some background information.

Art and design provides children with the opportunity to develop and extend their artistic skills and gives them the opportunity to express their individual interests, thoughts and ideas. We want children to be able to create their own pieces of art and be confident to describe and evaluate the skills and techniques they have used. We aim for children to have the knowledge and skills needed for art and design in secondary school and we want to show children that art it is a viable career.

IMPLEMENTATION:

We have chosen three key concepts which are colour-coded to give an 'at a glance guide' to demonstrate how a spiral curriculum develops throughout Early Years, Key Stages 1 and Key Stage 2 – it is recognised that these concepts overlap.

SKETCHING	PAINTING	SCULPTURE
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ART CONCEPTS

CONCEPTS:

SKETCHING

Sketching and drawing are essential artistic skills that allow children to express their creativity and observations visually. Sketching involves creating images using various tools, such as pencils, crayons, and markers, to capture ideas, scenes or emotions.

PAINTING

Painting, which is the action or skill of using paint, allows children to be creative and express themselves. Through painting, children develop a better understanding of composition, colour theory and it helps children get acquainted with different brush strokes and materials.

SCULPTURE

Sculpting is the art of finding shapes in artistic work and making three-dimensional representatives or abstract forms, especially in manipulating materials, such as carving clay or by casting metal or plaster.

ART WIDGETS



Sketching



Painting



Sculpture

ART IMPACT

IMPACT:

We know we will have achieved our intent when our children are engaged, inspired and challenged in each and every art lesson. We will have children who approach art in a fun and creative way. We will have children who can do this because art has stimulated their creativity, imagination and inventiveness. We know we will have achieved our intent when our children can apply the skills, they have learnt to create their own piece of artwork. The artists and artwork children study will be appreciated, and children will be able to talk about them with confidence, give background information about them and recognise their artwork amongst other artists. Children will use a range of different techniques and means, such as paint, oil pastels, charcoal and clay, to express their individual interests, thoughts and ideas in a piece of artwork. Once they have created a piece of artwork, they will be able to confidently describe the skills and techniques they have used and evaluate their own and others' artwork.

SKETCHING	PAINTING	SCULPTURE
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ART NATIONAL CURRICULUM

PURPOSE OF STUDY:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and 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, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS:

The national curriculum for art and design aims to ensure that all pupils:

- 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.

ART

NATIONAL CURRICULUM

KEY STAGE ONE:

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.

KEY STAGE TWO:

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.

ART

EYES IN THE CURRICULUM

EXPRESSIVE ARTS AND DESIGN:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

LITTLE ROCKETS, NURSERY & RECEPTION:

SKETCHING	PAINTING	SCULPTURE
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LONG TERM PLAN

	Autumn	Spring		Summer	
Little Rockets	Mark Making	Mark Making		Mark Making	
Nursery	Mark Making Surrealist Artist: Frida Kahlo	Mark Making Post-Impressionism Artist: Vincent Van Gough	Mark Making Clay Artist: Tanya Russel	Mark Making Textured Artwork Artist: Yumi Okita	Mark Making Transient Art Artist: Walter Mason
Reception	Around Me Sculptor Artist: Henri Matisse	My Family Primitivism Artist: Henri Rousseau		Our Community Pencil Artist Artist: Minty Sainsbury	
Year 1	Around Us Cubism Artist: George Braque	People Who Help Us Abstract Art Artist: Wassily Kandinsky		In The Park Pop Art Artist: Andy Warhol	
Year 2	Transport Clay Artist: Anthony Gormley	Dirty Beasts Printing Artist: Angie Lewin		The Seaside Cubist Movement Artist: Pablo Picasso	
Year 3	The Stone Age/Darlington Impressionism Artist: Claude Monet	The Rainforest Water Colours Artist: Ruth Daniels		Ancient Egypt Modroc Artist: Antoni Gaudi	
Year 4	Ancient Greece Wire Artist: Henry Moore	Brazil Graffiti Artist: Eduardo Kobra		The Roman Empire Orphism Artist: Robert Delaunay	
Year 5	Invaders And Settlers Modroc Artist: Andy Goldsworthy	The Tudors Portraits Artist: Hans Holbein		Rivers Abstract Expressionism Artist: Jackson Pollock	
Year 6	Britain At War Perspective Artist: Mackenzie Thorpe	Early Islam Clay Artist: Alifia Kahn		Across The Atlantic Modernism Artist: Georgia O'Keeffe	

ART

VOCABULARY PROGRESSION

VOCABULARY:

Key vocabulary has been identified for each unit of work. It is explicitly taught by staff and used by children. To ensure progression, the key vocabulary for each topic has been categorised into the three concepts that underpin the Art curriculum at Corporation Road.

SKETCHING

Sketching and drawing are essential artistic skills that allow children to express their creativity and observations visually. Sketching involves creating images using various tools, such as pencils, crayons, and markers, to capture ideas, scenes or emotions.

PAINTING

Painting, which is the action or skill of using paint, allows children to be creative and express themselves. Through painting, children develop a better understanding of composition, colour theory and it helps children get acquainted with different brush strokes and materials.

SCULPTURE

Sculpting is the art of finding shapes in artistic work and making three-dimensional representatives or abstract forms, especially in manipulating materials, such as carving clay or by casting metal or plaster.

SKETCHING	Early Years			Key Stage One		Key Stage Two			
	Little Rockets	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Vincent Van Gough Draw Sketch Pencil Picture Starry Night	Minty Sainsbury Lighter Darker Shade Line Stokes Sketch Pencil Pencil Artist	Andy Warhol Sketch Repetition Line Horizontal Vertical Diagonal Pop Art	Pablo Picasso Sketch Abstract Portraits Expression Emotions Colour Line Tone Cubist Movement	Ruth Daniels Sketch Observe Complementary Pattern Opposing Abstract Scale Water Colours	Eduardo Kobra Primary Colours Secondary Colours Line Shape Brazil Complementary Scale Graffiti	Hans Holbein Water Colours Vincent Van Gough Paint Scale Portrait Shade Tone Contrast Proportion Self-Portraits Landscapes	Mackenzie Thorpe Lest We Forget Primary Colours Secondary Colours Perspective Gradient Shade Shadow Lighter Darker Blend Background Foreground Horizon Single Focal Point Deep

PAINTING	Early Years			Key Stage One		Key Stage Two			
	Little Rockets	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Colour Mixing Black White Brown Red Yellow Pink Green Orange Purple Paint Paintbrush	Self-Portraits Frida Kahlo Colour Mixing Black White Brown Red Yellow Pink Green Orange Purple Paint Paintbrush Textured Yumi Okita Walter Mason Spiral Dark Light	Henri Rousseau Abstract Illustrations Colour Features Shapes Bright Darker Lighter Shade Paint Paintbrush Paint Strokes Black White Brown Red Yellow Pink Green Orange Purple Animals Primitivism	Wassily Kandinsky Primary Colours Secondary Colours Mix Create Design Pattern Line Colour Chalk Charcoal Wax Crayon Pastel Bright Shape Paint Mediums Warm Cool Abstract	Angie Lewin Colour Pattern Texture Line Shape Form Paint Apply Size Primary Colours Secondary Colours Warm Cool Lighter Darker Tone Printing	Claude Monet Sketch Detail Paint Chalk Pastel Pen Ink Grading Abstract Primary Colours Secondary Colours Pallet Impressionism	Robert Delaunay Colour Abstract Complementary Opposing Style Shape Tint Shade Primary Colours Secondary Colours Pallet Orphism	Jackson Pollock Wassily Kandinsky Perspective Drawing Painting Pencil Pallet Medium Abstract Proportion Primary Colours Secondary Colours Tertiary Colours Vibrant Abstract Expressionism	Georgia O'Keeffe Harmonious Neutrals Still Life Complimentary Contrasting Shading Primary Colours Secondary Colours Tertiary Colours Tone Pallet Warm Cold Shade Pastel Strokes Modernism

SCULPTURE	Early Years			Key Stage One		Key Stage Two			
	Little Rockets	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Clay Plasticine Play Dough Animals Tanya Russel Features Arms Legs Ears Nose Body Head Eyes Explore Roll Cut Join Squeeze Press	Henri Matisse Sculptor Collage Shape Colour Cut Pattern Snail	George Braque Cubism Collage Sketch Cut Tear Layer Create Natural Temporary Twist Join Scrunch Arrange	Sculpture Anthony Gormley Twist Roll Scratch Pinch Coil Texture Detail 2D 3D Manipulate Connect Mold Carve Attach Decorate Clay	Antoni Gaudi Modroc Joining Scratch Slip Texture Clay Colour Detail Sculpture Sculpt Coil Construct	Henry Moore Sculpture Twist Turn Pinch Cut Mark Bend Plait Wire	Andy Goldsworthy Contrast Sculpture Natural Symmetrical Colour Pattern Modroc	Sculpture Complementary Geometric Vegetal Patterns Scratch Alifia Kahn Slip Clay Fusion Calligraphy Manipulate Connect Mold Carve Attach Decorate Sculpt Construct

ART SMSC

SPIRITUAL DEVELOPMENT

In Art, pupils are introduced to the work of great artists and experience awe and wonder at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance and resilience.

MORAL DEVELOPMENT

During Art, pupils show mutual respect and consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others, understanding how their comments can build up or negatively impact another's self belief.

SOCIAL DEVELOPMENT

Art and Design can require all pupils to work in pairs or groups. Pupils often work collaboratively requiring cooperation and communication. Furthermore, children are encouraged to support others in their processes, prompting and challenging in a constructive manner. Children will formulate and expand their ideas through discussions with peers and adults.

CULTURAL DEVELOPMENT

Throughout school, every year group looks at various cultures and individuals from around the world. This leads pupils to have a greater understanding of different ways of life and a respect for cultures that are different from our own. The fusion of artwork between pupils' own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture/artist.. All key stages ensure that Art is taught as part of a topic to gain a greater understanding of different cultures.

ART

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

In Art, we ensure that pupils are aware of and consider the views and values of others, particularly when working collaboratively. We often take votes and hold discussions about different artists and their artwork.

RULE OF LAW

In Art, children develop an understanding of the importance of safety rules. During projects and activities, when accessing tools and materials children make sure, they are following their class rules. Children know and understand the consequences of not following these rules.

INDIVIDUAL LIBERTY

In Art, pupils are given the opportunity to express their individuality through their artwork. Pupils are given regular opportunities to make their own decisions and choices in regard to their artwork. Nevertheless, whilst making their own choices, pupils are also aware there are boundaries and respect these.

MUTUAL RESPECT & TOLERANCE

In Art, when giving feedback, pupils are encouraged to be constructive and respectful of others' feelings and viewpoints. When working collaboratively, pupils are encouraged to be respectful of their peers' views and receptive to the advice and feedback of others. Furthermore, in Art, pupils are also exposed to a range of artists. From this, pupils increase their understanding of different cultures, faiths and beliefs, ensuring they show mutual respect and tolerance to all.

ART VIRTUES

KINDNESS

Kindness is modelled in every classroom during Art lessons, ensuring that children feel safe to ask for support when needed. Children are eager to be kind and support each other when it comes to developing a new skill or producing their final piece of artwork. Children are encouraged to be kind when evaluating their own and others' artwork.

RESPECT

In Art, children are encouraged to demonstrate respect for others' ideas and creativity. In addition, it is important that we promote and demonstrate respect for the equipment and materials we use in lessons.

HONESTY

In Art, it is important that children are honest and follow rules when using different techniques and resources, for example when using paint, clay or Modroc, to ensure they are kept safe and act responsibly. Furthermore, children are encouraged to be honest when evaluating their artwork, for example when identifying elements that could be improved.

COURAGE

Children are encouraged to be courageous and express their creativity in Art. They are encouraged to try different techniques and resources they may have not used before.

RESILIENCE

Children are encouraged to be resilient as trial and error are important aspects of Art and practicing a new skill is a crucial element in our sequence of learning.

INDEPENDENCE

We want our children to become independent, creative artists. We encourage this by giving children the opportunity to independently create a range of artwork using clay, paint, Modroc, oil pastels and sketching with pencil.

ART ASSESSMENT

FORMATIVE ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are identified in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation to verbal questioning.

All art lessons start with retrieval questions which help children to prepare for their lesson. This includes a retrieval question from the previous and current topic as well as a thinking task that allows children to link their past and present learning.

At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective.

SUMMATIVE ASSESSMENT

At the end of a unit of work, pupils are given an end of unit summative assessment which assesses their knowledge and skills. The end of unit assessments are used to indicate if pupils are working at the expected standard.

CAREERS IN THE CURRICULUM

	Autumn	Spring	Summer
Reception	Artist: Henri Matisse (Modern Artist, Fauvism)	Artist: Henry Rousseau (Post-Impressionist Painter, Primitivist)	Artist: Minty Sainsbury (Graphite Pencil Artist)
Year 1	Artist: George Braque (French Painter, Collagist, Printmaker, Sculptor)	Artist: Wassily Kandinsky (Abstract Painter, Modernist, Expressionist)	Artist: Andy Warhol (Pop Artist, Conceptual Artist, Printmaker)
Year 2	Artist: Anthony Gormley (Contemporary Sculptor, Conceptual Artist, Installation Artist)	Artist: Angie Lewin (Contemporary Printmaker, Designer, Illustrator)	Artist: Pablo Picasso (Modern Artist, Cubist, Expressionist, Surrealist Innovator)
Year 3	Artist: Claude Monet (Impressionist Painter, Landscape Painter)	Artist: Ruth Daniels (Visual Artist, Contemporary Eco-Artist)	Artist: Antoni Gaudi (Architectural Artist, Modernist Architect, Designer, Sculptor)
Year 4	Artist: Henry Moore (Modernist Sculptor, Abstract Figurative Artist)	Artist: Eduardo Kobra (Street Artist, Muralist, Contemporary Visual Artist)	Artist: Robert Delaunay (Abstract Artist, Orphist Painter, Modernist)
Year 5	Artist: Andy Goldsworthy (Environmental Artist, Land Artist, Sculptor, Photographer)	Artist: Hans Holbein (Renaissance Painter, Portrait Artist)	Artist: Jackson Pollock (Abstract Expressionist, Action Painter, Modern Artist)
Year 6	Artist: Mackenzie Thorpe (Contemporary Figurative Artist, Expressionist, Narrative Artist)	Artist: Alifia Kahn (Self-Taught Artist)	Artist: Georgia O'Keeffe (Modernist Painter, American Realist With Abstract Influence)

READING IN ART

	Autumn	Spring	Summer
Little Rockets	The Artist	Beautiful Oops!	Luna Loves Art
Nursery	Frida Kahlo Little People, Big Dreams	Vincent Van Gough Little People, Big Dreams	Colour and Me
Reception	Matisse's Magical Trail	The Fantastic Jungles Of Henri Rousseau	The Pencil
Year 1	Big Book Of Nature Art	Meet Wassily Kandinsky	Andy Warhol Little People, Big Dreams
Year 2	The Clay's Adventure	How To Catch A Rainbow	Pablo Picasso Little People, Big Dreams
Year 3	The Magical Garden of Claude Monet	I Am An Artist	Carmen And The House That Gaudi Built
Year 4	What Is A Sculpture?	Make Your Mark: The New Urban Artists	Amazing Ancient Art
Year 5	A History Of Pictures	A World of Art	Jackson Pollock Splashed Paint And Wasn't Sorry
Year 6	Mixed	Islamic Art	Georgia O'Keeffe Little People, Big Dreams