



Curriculum Overview for Art and Design

Why we believe Art and Design is important

At Cavalry Primary School, Art and Design provides inspiration and opportunities to work creatively. Art links to many other curriculum areas, encouraging problem solving, critical thinking, imagination, risk taking and reflection. We aim to provide a high quality Art education, which helps children to understand the world around them and develop skills to enable personal progression.

Intent - each child can

- access the teaching and learning of progressive art skills across five key specialists - drawing, painting, printmaking, textiles and ceramic sculpture.
- begin to understand the theoretical underpinning of art through learning about artists and designers from different periods of time and different parts of the world
- Develop practical knowledge and skill by practising and refining art techniques, building automaticity over time
- Explore, experiment and make their own artistic choices
- strive for excellence and innovation in each stage of their learning.
- access art both inside and outside the classroom.
- be inspired and engaged through inclusive learning experiences.
- be creative in an enabling and safe environment that celebrates individuality and diversity.

Implementation -how do we do this?

- All children are taught in mixed attainment groups, as it is important for all pupils to become proficient in art, craft and design techniques.
- Skills are covered and developed sequentially in established topics.
- Exciting learning experiences which give opportunities to gain greater understanding and proficiency.
- Learning journeys and art skills are recorded in sketchbooks.
- Staff are supported by the subject leader for art, the arts curriculum working group, The Elliot foundation, and our links with 20Twenty Productions (local arts provider), Festival Bridge and Arts Council.
- Enough time is spent on age related art skills to ensure there are no gaps in knowledge.



Impact

- Pupils are achieving the best possible outcomes and progress.
- Pupils show a positive attitude towards art and their creativity.
- Pupils show open-mindedness and perseverance when required.
- Pupils have an age-related understanding of the history of art.
- Pupils have age related art skills and know how these skills can be developed.
- Pupils feel valued, celebrated and have increased self esteem.

Our curriculum:

The Art curriculum at Cavalry is organised so that over time all children have the opportunity to develop **practical knowledge** in the three key 'areas of making' specified in the national curriculum: **drawing**, **painting** and **sculpture**. In addition they learn other art, craft and design techniques through **textiles**, **printing** and **collage**. In each area of making, pupils learn about materials and techniques, the vocabulary to identify them and how they themselves can use those materials and put those techniques into practice.

Our curriculum also ensures that children learn about **the work of a range of artists, craft makers and designers** including great artists and architects so that over time the children begin to develop sufficient knowledge to make sense of artists, artwork and art traditions. We aim to share a diverse range of art with children, including art, craft, design work produced outside Europe, artists, craft-makers and designers from diverse communities, along with traditional and contemporary forms of art, craft and design.

Our schemes of work provide opportunities for children to **interpret and discuss art**, reflecting on 'big ideas' such as 'how is art made?', 'what is art?', 'how is art judged?', 'what is the purpose of art?', 'how does design affect the lives of users?', and 'how does design affect human environments?'.

This curriculum overview maps out the units of work taught across the year group showing the areas of making.

For each unit of work, teachers follow a scheme of work as they plan and teach each lesson. This also guides the assessment of children's progress.

For each area of making, there is a progression of skills, knowledge and understanding which feeds into the schemes of work so that children can build on prior learning.



Curriculum for EYFS at Cavalry			
<p><i>'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.'</i> Statutory framework for EYFS Early Adopter</p>			
What do our EYFS artists and musicians need to understand?	What do they need to know?	How can they show they are artists, designers and musicians?	What opportunities do we provide at Cavalry?
<p>That different materials are best suited to different purposes;</p>	<p>That there are different materials to choose from when thinking how to create a piece of art.</p> <p>That different materials will provide a range of options including colour, design, texture, form and function.</p> <p>That different materials can perform different functions</p>	<p>Know the material options available to them when creating a piece of art including pencils, chalks, pastels, paint, printing, collage, textiles, digital art, clay, dough.</p> <p>They are able to choose how best to create their representation. They know that some materials such as painting or pencils will show create a 2D representation, whereas clay or box modelling can be used to make a 3D representation.</p> <p>Children are able to explain why they chose a particular material, saying "I have used * because..."</p> <p>The children know that they can use marks to represent meaning,</p>	<p>Children are offered the opportunity to experiment with a range of materials to learn how they work and their strengths and challenges with each material.</p> <p>Children are given stimuli and supported to develop their own creation from the stimulus using a material. For example, in Nature Explorers, the children learn how to use clay to make a clay hedgehog. They learn how to make the clay more malleable and also different techniques they can use to make it the correct shape for their purpose. Learning about clay in his way supports the child to make an informed choice when choosing materials to use when making minibeasts for example. Children are given opportunities to use natural materials to create art in the style of Goldsworthy.</p> <p>Children talk about the materials used for their creation, for example being able to say which material they chose to represent what was at the top of the beanstalk and why they decided to paint the image or use box modelling to make it for example.</p>



	<p>That drawing and painting marks can be used for meaning.</p> <p>That fabrics and materials can be used to create different effects.</p>	<p>whether it is a recreation of a piece of art they have been shown, or to represent something they want to show such as a family pet or flowers in the garden.</p> <p>The children know that collage can be used to represent different things and that their choice of material, the colours used and the way they are placed can all change the effect on the piece.</p> <p>Children look closely at fabrics through microscopes to explore textures and patterns. They photographs and use these to inspire their own work.</p>	<p>The children have opportunities to draw from observation such as self portraits, fruit and vegetables when learning about Handa's Surprise or Oliver's Vegetables or flowers in the style of Van Gogh.</p> <p>The children also learn how artists such as Kandinsky used paint and create their own version of his work.</p> <p>The children use collage to create landscape pictures such as Mr McGregor's Garden from Peter Rabbit or 'The Snail' by Matisse. They use a variety of different coloured and textured paper, different fabrics and textiles.</p> <p>The children experiment with how these are layed, whether it is flat, crumpled tightly or loosely.</p> <p>The children use paper to weave to make baskets. They also use ribbons, papers,wool etc to weave on a larger frame.</p>
<p>That tools need to be used safely</p>	<p>That different tools can be used for different needs and effects</p> <p>Know that tools must be used in the correct way and safely</p>	<p>Children are taught how to use tools carefully, including the transporting and using of different tools. They model this when carrying tools in the Early Years environment and when using them.</p> <p>The children use tools such as scissors, clay tools and woodworking tools safely. They know that to use some tools it is necessary to use goggles to protect their eyes and they know how to use scissors</p>	<p>The children are taught how to safely use scissors. They learn how to use scissors to cut straight, curved or zig zag lines. Children are given lots of opportunities to practise cutting skills, particularly in the autumn term and have an assortment of scissors to support if they find it challenging. They learn the correct way to carry scissors and the importance of this.</p> <p>Children in Reception are taught about different tools that can be used for clay. They experiment with the tools under guidance when making clay hedgehogs, clay snails or clay faces.</p>



		carefully so they do not cut things apart from that which is intended to be cut.	The children have access to playdough and tools as part of continuous provision. This allows the children to practise cutting, using tools for different purposes and keeping safe when using them on a regular basis.
That there are key words and vocabulary associated with colour;	Know primary colours. Know secondary colours. Know specific vocabulary to help to talk about colours, mixing and shade.	Describe what will happen to the colours when they are mixed. Know that adding white will make the colours go lighter and black will make the colour go darker.	<p>The children are able to choose the colours required for different purposes. They know how to mix the colour and shade that they need. For example, mixing colours when painting Elmer or mixing the right colour and shade to create a self portrait, making sure the skin tone, hair colour and eye colour are correct.</p> <p>The children know that when making the winter snowy scenes, understand that in order to make the blue go lighter, they need to add white to change the shade of blue, they are not changing the colour.</p>
That art can be created on a range of surfaces and scales;	Art can be created on a small scale inside the classroom and also on a large scale outside Art can be created on different surfaces.	Children can talk about the size of the piece of art and whether it is appropriate for the piece.	<p>The children understand that sometimes it is appropriate for smaller scale art such as using cotton buds to pointillism on a small scale as it is so small and requires a lot of printing to build up the colour. The children also understand that art can be large scale, including large scale box modelling to make cars and trains when learning about transport.</p> <p>The children get experience with creating on different surfaces including painting and printing on calico, clay faces on tree trunks, transient art on a large scale on the field and painting on ice.</p>



Year	Autumn	Spring	Summer
1	<p>Textiles: Drawing with pens - hot and cold colours and shapes. Mesh weaving - using hot and cold colours</p> <p>Painting: Colour mixing - hot and cold Paul Klee Castle and Sun painting</p> <p>Drawing: Blending chalk - Great Fire of London picture</p>	<p>Printing Printing using found objects - car wheels Block printing using negative images (item impressed into playdough block) - Berenice Sydney</p> <p>Sculpture: Slab work (impressed) - clay teddies</p> <p>Drawing: Building pattern and texture with pastels. Drawing on ipads.</p>	<p>Drawing: Observational drawings: leaves</p> <p>Collage: Using natural objects - Andy Goldsworthy - creating patterns Using natural objects: weaving</p> <p>Printing Stencil printing - tractor shape</p> <p>Painting: Colour mixing, lines and patterns - Stooks -Robin Wheeldon</p>
2	<p>Drawing Drawing a face - coloured pencils Observational drawing pastels - fruit and vegetables Observational drawing pencil - cross section of fruit</p> <p>Collage Using photocopies of the children's observational drawing Guiseppe Arcimboldo</p> <p>Printing Block printing - press print one colour - cross section of fruit</p>	<p>Drawing Patterns and textures - section of the school buildings</p> <p>Printing: Rubbings- textures from outside.</p> <p>Painting: Colouring mixing - bricks Patterns and textures - a section of the school building Karla Gerard</p> <p>Painting - fabric painting - Easter egg</p> <p>Textiles: Sewing simple stitches - Easter egg</p>	<p>Drawing Observational drawing - sunflowers</p> <p>Painting: Colour mixing - Van Gogh's 'Sunflowers'</p> <p>Sculpture Slab work (impressed and applied) - clay sunflower tile</p>



3	<p>Drawing: Light and shadows/shading - Pencil self portraits and half portraits</p> <p>Painting: Colour mixing skin tones - Mixed media self portrait (powder paint and poster paint) Van Gogh, Alex Katz</p>	<p>Drawing: Observational drawing - shoes from 4 different viewpoints</p> <p>Printing: drawing with a roller - fenscapes Block printing Landscape observation - different viewpoints. Creating a Fen landscape. Louise Stebbing</p>	<p>Sculpture: pinch pots and coils in clay (greek vases)</p> <p>Painting Pattern and shape - Greek vases</p> <p>Drawing: Colour mixing and pattern - Oil pastels - greek mythological characters Line, pattern, texture and colour - drawing app on the ipads Greek temples Douris, Makron, Kleophrades, the Berlin Painter</p>
4	<p>Drawing: Observation drawing shape and pattern - sketch leaves Wax resist of leaves Rousseau - Sketching trees</p> <p>Painting Shape and pattern - fine brush skills painting leaves</p>	<p>Drawing: Line, pattern, texture and colour - pencil fish drawing app on the ipads fish (expand and pinch sections) - Riusuke Fukahori (Textile led project in DT)</p> <p>Sculpture: Pinch pot applied and impressed - fish - Jason Heppenstall, Chris Bladen</p>	<p>Drawing: Enlargement of fish - gold and silver pens on black paper Olga Gamynina</p> <p>Textiles: Batik - matchbox enlargement</p> <p>Printing: Relief print block - fish design (over work one of the prints with drawing) Kunio Kaneko</p>
5	<p>Drawing: One point perspective to create a Victorian terrace LS Lowry</p> <p>Printing: Block printing 3 colours - Repeat patterns inspired by William Morris.</p> <p>Textiles: Sewing a range of stitches on binca - sampler</p>	<p>Drawing: One point perspective, shape and pattern - sketch of a castle</p> <p>Painting: Colour mixing, light and shade, pattern and texture - paint a castle Aelbert Cuyp, Paul Signac, Beata Wilczewska</p>	<p>Sculpture: pebble pot applied and impressed - Egyptian sarcophagus</p> <p>Painting/Collage: collaborative small groups, paint/collage on tiles, inspired by Yayoi Kusuma</p>



6	<p>Drawing: Face sketch using charcoal Portraits - Mixed media, line, shape, colour</p> <p>Painting: Paint a self portrait - Frida Kahlo</p> <p>Drawing: Draw an abstract self portrait selecting own media - Picasso</p>	<p>Painting: Tudor miniatures - Holbein, Bryan Organ</p> <p>Printing: Monoprinting - Tudor armour</p> <p>Sculpture: Slab work Impressed and applied - cylindrical Pencil pot (Textile led project in DT)</p>	<p>Drawing: Henry Moore sketches link to WW2 Optical art</p> <p>Peace posters: apply drawing and painting techniques in their own thematic design</p>
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