

Art and Design Curriculum

Art and Design vision statement

At Sunnybrow Primary we want our Art and Design lessons to stimulate creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. The children are able to use their artwork as a form of visual communication and personal expression in a variety of media and techniques. We have carefully created our long-term map so that it gives children knowledge of the wider world beyond Sunnybrow, we have carefully selected artists to show the different areas of art and how different artists use their art to deliver a message. We believe giving children different artists to look at throughout their time at Sunnybrow gives them an understanding of how other cultures show their social aspects compared to our artists from our culture, giving children the opportunity of making sense of their world and the wider world around them. We also believe that children should go out into the wider world and visit different art museums to get another look at artists from around the world.

At Sunnybrow Primary we believe that Art and Design is a very important subject. We believe it gives pupils time to develop their personal thinking and understanding that their personal judgement doesn't have to be the same as others, which gives the children opportunities to develop their spoken language when discussing their personal thinking on different art work. At Sunnybrow, Art and Design gives the children time throughout the years to build upon their confidence and self-esteem as they find that making mistakes is not always a negative as it can lead them to new possibilities within their artistic development and skill.

As we have seen an increase in the number of pupils presenting with social, emotional and mental health issues over the past few years we believe our carefully created Art and Design curriculum will help our children become more self-confident and proud of who they are and what they can achieve with their skills and knowledge developed from our curriculum. We believe that our Art and Design curriculum can help children process their feelings, reduce their stress and anxiety and increase self-esteem.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

Class 1:

Children will have shown that they have explored a range of materials, tools and techniques to show different textures. Through their exploration children should start to experiment how different techniques and materials work together and can be combined. They will have had time to explore and experiment with colours as well as designing their own artwork. They will be able to represent their own ideas and thoughts through their artwork and talk about the features of what they have made.

Class 2:

Children should be able to use their imagination to form simple images from a starting point that

they have been given whether it be a picture or description. They should be able to work with a range of different materials such as paint, chalk, clay, coloured pencils and wax crayons and also begin to work out what materials may best suit their task. Children should be able to recognise and name the primary colours as well as being able to mix paints together to make secondary colours. Within their work they should be able to experiment with shade of colours and start to think whether they are warm or cold colours and shades. In drawing and mark making children should be able to make marks with a variety of tools, colour within the lines, to develop their drawing skills on smaller and larger scales as well as starting to add in detail. Children should be able to print in a variety of ways such as finger printing, sponge and block prints of paint applied and develop their control of force. Children will have developed an understanding of 2D and 3D artwork, they will investigate and experiment with a range of materials looking at how they can be connected to form basic structures, this will be mostly clay where they will investigate pinching, rolling, twisting and scratching with different tools to add detail and texture. When looking at textile and collage children can collect natural materials to make a collage, weave with different materials including wool, and dyeing fabric using different materials. Children will have knowledge of artists, to get this, children will be describing artist's artwork, use art work as a starting point for their own artwork and look at artists from other cultures.

Class 3:

Children should have developed a sketch book that shows a variety of how they have recorded their ideas and developed their vocabulary to discuss work of art as well as showing some suggestions of how to improve their work. We will also see that they have experimented with a wide range of materials and presented work in different ways. Children will have used their sketch book to record drawings and mark making using different tones with pencils and increased their detail within their work. They will have also experimented with a variety of tools and materials. They will have started to experiment with colours and experimented with water colours exploring the shades. Within printing they will have used roller and ink printing using simple block shapes to using prints from other objects to develop their knowledge of how to create texture. They will have developed their confidence in using clay, looking at making better detail and texture with it, they will investigate the ways of joining clay together and use other materials such as Modroc, pipe cleaners and wire. Pupils will also have researched and create own designs based on sewing, tie dyeing and using fabric as the base of collage. Children will use the work of artists to replicate ideas and to inspire their own work by looking at artists who formed geometric abstract paintings, artists whose work was in the High Italian Renaissance period, look at artists who use optical illusions/patterns, artists work that are abstract paintings and work by contemporary textile artists.

Class 4:

Children will have been able to select and develop their ideas confidently and improved their quality of work in their sketch book by using their exploration and in using and combining different styles and techniques and using annotations on their work. They will have introduced a perspective to their artwork and looked at how to keep the correct proportions in their work. They will have developed a more abstract way of working in some of their artwork pieces as well as using different techniques. The children will have built on their previous knowledge of colour and will have explored acrylic paint, developed their water colour technique and investigated working on a canvas developing their fine brush strokes. The sketchbooks will show that they have explored with monoprinting, screen printing and exploring techniques of paper printing to fabric printing. Within their sculpture development they will have designed and created small and large sculptures, made masks from different cultures and used wire to create forms. They will be able to use two colours while tie-dyeing, investigated ways of changing the form of fabrics and they will have created detailed designs which can be developed.

Implementation

Throughout the school Art and Design is taught every two weeks for a 2-hour block (whole afternoon), this is so children can take their time on understanding the task that has been given to them, experimenting with the different skills/techniques we have tried and discussed, making their art piece and then evaluating what they have made as their final product.

Our Art and Design lessons are taught throughout the year and where possible are linked to our changing topics, however, some art areas may not so these will be a standalone topic of Art using an artist as inspiration. Art is taught throughout the school and each topic at the same time in each class from reception to year 6. The children are taught a range of different medias, techniques and they look at famous artists and craftsmen to help inspire ideas and creativity.

We also have off timetable days/afternoons based on Art and Design. We do get visitors who will use art and design as a feature of their work with the children. We also go on visits to art museums and will be looking to go on more throughout the years.

We have looked carefully at how to teach art and design by looking at the national curriculum and the progression of skills document. We decided that we would teach in the topics of drawing, painting, printing, textiles/collage, sculptures and self-portraits. In each area, we look at an artist, which is different for each class. At the end of the year is when we have our self-portrait topic where children can use all their knowledge, ideas and skills to create their own self-portrait.

Impact

Throughout lessons, children will develop their skills and knowledge of the Art and design curriculum. Children will have their own scrapbooks to keep their designs, experiments of their technical skills they have learnt, photographs of final pieces and their evaluations.

We measure the impact of our curriculum through the following methods:

- Learning walks
- Lesson observations
- Scrutiny of work
- Pupils discussion and questionnaire
- Staff questionnaire
- Teacher assessment

Teachers assess children's knowledge, understanding and skills in art and design by making observations throughout lessons, through conversations with children in lessons and looking at the work and what they have said in their annotations and evaluations in their scrapbooks. This helps teachers make a judgement and the data collected will be added on to our tracking system. This will then be looked at by subject leaders to see if there are any gaps to plug

