Curriculum Intent

Art

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intent**  The art curriculum at Seagrave provides the children with opportunities to develop their creativity. The areas of study have been carefully considered and linked to the topic to 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. The progression allows pupils to develop critical thinking and an increasingly rigorous understanding of art and design. The focus areas also provide time to consider and learn about how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | | | | |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | To use a range of materials creatively to design and make products | 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] | To create sketch books to record their observations and use them to review and revisit ideas |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Artist – Archembaldo Atelier  Self portraits | Andy Goldsworthy  Range of techniques and materials | Celtic and Anglo Saxon designs in jewelry and illustrations  Wool and thread, plaiting to create rope patterns | Space  Drawing, painting clay – mastery |
| **Implementation (first stage)**  **CYCLE B** | Playdough  Clay  David Sheppard | Shadow puppets  Links to light in science | Monarchy portraits |
| **Autumn 2** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | To use a range of materials creatively to design and make products | To create sketch books to record their observations and use them to review and revisit ideas | To create sketch books to record their observations and use them to review and revisit ideas |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Bonfire night – light and dark, collage  Mendi patterns  Salt dough sculpture | Northern lights  Range of techniques | Portraits  Study of portrait artists – Leonardo Divinci | Observational drawing  Sketching |
| **Implementation (first stage)**  **CYCLE b** | Lines and textures  Joan Miro | Artists around the world  Pointilism – George Seurat  Van Gogh | WWII artist – William Morris |
| **Spring 1** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | 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] | 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] |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Toys  Minter  Penguin small  Winter trees  Chinese writing | Once upon a time  Collage and texture | Movement art – toys/forces  Moving pictures – flick books | Clay pots  Architects/designers in history |
| **Implementation (first stage)**  **CYCLE B** | Colour mixing  Painting techniques | Designing and sculpting Inventions over time | Designing in the style of William Morris   * symmetrical * sculpture |
| **Spring 2** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | To learn 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 | to create sketch books to record their observations and use them to review and revisit ideas | DT Focus |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Bears  Pencil sketching  Monsters  Enchanted forest  Portraits  Stained glass | Cartoons  Disney  Range of artists | Landscapes  Local study link  The world around us  Sketching  Observational drawings | DT focus |
| **Implementation (first stage)**  **CYCLE** **B** | Tutor homes and art work from the period – great fire of London | Design Greek Vases – clay/papier mache | DT focus |
| **Summer 1** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | To learn about great artists, architects and designers in history. | To learn about great artists, architects and designers in history. |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Monet/Van Gogh  Sunflowers  Observational drawing  Monet – collage  Atelier butterflies | Self portraits  Using mirrors  Painting and sculpture | British artists – compare and contrast  Constable  Banksy  Hockney | Landscape work linked to Indus Valley  Indian art techniques Andy |
| **Implementation (first stage)**  **CYCLE B** | Finger painting  Feet painting  Appreciation of art | Local artists  Using multimedia to recreate art studied | Warhol  1960 art  Great artists in history |
| **Summer 2** | Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | to use drawing, painting and sculpture to develop and share their ideas experiences and imagination | To learn about great artists, architects and designers in history. | To learn about great artists, architects and designers in history. |
| **Implementation (first stage)**  **CYCLE A** | Painting, collage, drawing, printing  Handa’s surprise  Fruit printing  Dads  Sea scenes  Dioramas | Drawing, painting and sculpture  Artist study | Renaissance art  National Portrait Gallery | Architectural design  Sculpture – Greek columns |
| **Implementation (first stage)**  **CYCLE B** | Using water colours to create seascapes and underwater worlds | Art in history  Egyptians  Drawing, sculpture, painting  Clay work | Exploring body art from different cultures |
| **Impact**  Progress against the learning intentions will be mapped and monitored through teacher assessment into the statement section of Target Tracker.  The art curriculum leader will monitor the effectiveness of the curriculum through pupil interviews and work scrutiny. | | | | |