Curriculum Intent

Art

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| **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, printingArtist – Archembaldo AtelierSelf portraits | Andy GoldsworthyRange of techniques and materials | Celtic and Anglo Saxon designs in jewelry and illustrationsWool and thread, plaiting to create rope patterns | SpaceDrawing, painting clay – mastery  |
| **Implementation (first stage)****CYCLE B** | PlaydoughClayDavid Sheppard  | Shadow puppetsLinks 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, printingBonfire night – light and dark, collageMendi patternsSalt dough sculpture  | Northern lightsRange of techniques | Portraits Study of portrait artists – Leonardo Divinci | Observational drawingSketching |
| **Implementation (first stage)****CYCLE b** | Lines and texturesJoan Miro | Artists around the worldPointilism – George SeuratVan 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, printingToysMinterPenguin smallWinter treesChinese writing | Once upon a timeCollage and texture  | Movement art – toys/forcesMoving pictures – flick books | Clay pots Architects/designers in history |
| **Implementation (first stage)****CYCLE B** | Colour mixingPainting techniques | Designing and sculpting Inventions over time | Designing in the style of William Morris * symmetrical
* sculpture
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| **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, printingBears Pencil sketchingMonstersEnchanted forestPortraits Stained glass | CartoonsDisneyRange of artists | LandscapesLocal study linkThe world around usSketchingObservational 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, printingMonet/Van GoghSunflowersObservational drawingMonet – collageAtelier butterflies | Self portraitsUsing mirrorsPainting and sculpture  | British artists – compare and contrastConstableBanksyHockney | Landscape work linked to Indus Valley Indian art techniques Andy  |
| **Implementation (first stage)****CYCLE B** | Finger paintingFeet paintingAppreciation of art | Local artistsUsing multimedia to recreate art studied | Warhol1960 artGreat 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, printingHanda’s surpriseFruit printingDadsSea scenesDioramas  | Drawing, painting and sculptureArtist study | Renaissance artNational Portrait Gallery | Architectural designSculpture – Greek columns  |
| **Implementation (first stage)****CYCLE B** | Using water colours to create seascapes and underwater worlds  | Art in historyEgyptiansDrawing, sculpture, paintingClay 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. |