

Art & Design

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.

Aim

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.

Attainment target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Schools are not required by law to teach the example content.

Useful Links

- BBC Bitesize
- NSEAD
- Textiles
- V&A Resources for Teachers
- The British Museum
- The National Gallery
- The Tate
- The 10 Best Christmas Story Paintings
- Bloomsbury Curriculum Basics: Teaching Primary Art and Design by Emily Gopaul 2017
- The Primary Art Class
- The Arts in Primary Education

Scheme of work

		Kapow Primary
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- Art & Design will be taught in blocks half-termly alongside Design Technology.

Intent

- The Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art.
- Our scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.
- The Art and design scheme of work supports pupils to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.
- This is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across your school, taking the intent of the learning, and translating it into a progressive and effective curriculum.

- The Art scheme of work is designed with four strands that run throughout. These are:
 - Generating ideas
 - Using sketchbooks
 - Makings skills, including formal elements (line, shape, tone, texture, pattern, colour)
 - Knowledge of artists
 - Evaluating and analysing
- Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:
 - Drawing
 - Painting and mixed-media
 - Sculpture and 3D
 - Craft and design
- Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.
- Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.
- Our units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.
- Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.
- We support teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. This has been created with

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the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

- We have a “gallery corridor” that celebrates every child in the school’s creative work at their level of competency. This aids the development of self-esteem and self-worth.
- The curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.
- The impact of the scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.
- After the implementation of the Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.
- The expected impact of following the Art and design scheme of work is that children will:
 - Produce creative work, exploring and recording their ideas and experiences.
 - Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
 - Evaluate and analyse creative works using subject-specific language.
 - Know about great artists and the historical and cultural development of their art.
 - Meet the end of key stage expectations outlined in the national curriculum for Art and design.

Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
Reception	Drawing: Marvellous marks (6 lessons)		Painting and mixed media: Paint my world (6 lessons)		Sculpture and 3D: Creation station (6 lessons)	
Years 1 / 2	Drawing: Make your mark (5 lessons)		Sculpture and 3D: Paper play (5 lessons)		Sculpture and 3D: Clay houses (5 lessons)	
Years 3 / 4	Sculpture and 3D: Abstract shape and space (5 Lessons)		Drawing: Growing artists (5 lessons)		Drawing: Power prints (5 lessons)	
Years 5 / 6	Drawing: I need space (5 lessons)		Painting and mixed media: Portraits (5 lessons)		Drawing: Make my voice heard (5 lessons)	

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology
Reception	Drawing: Marvellous marks (6 lessons)		Painting and mixed media: Paint my world (6 lessons) needed.		Sculpture and 3D: Creation station (6 lessons)	
Years 1 / 2	Craft and design: Map it out (5 lessons)		Painting and mixed media: Colour splash (5 lessons)		Painting and mixed media: Life in colour (5 lessons)	
Years 3 / 4	Painting and mixed media: Light and dark (5 lessons)		Craft and design: Ancient Egyptian scrolls (5 lessons)		Craft and design: Fabric of nature (5 lessons)	
Years 5 / 6	Sculpture and 3D: Interactive installation (5 lessons)		Craft and design: Photo opportunity (5 lessons)		Sculpture and 3D: Making memories - (5 lessons)	

Stand alone lessons

	CYCLE A	CYCLE B
Reception	Seasonal Crafts as and when relevant throughout the year.	Seasonal Crafts as and when relevant throughout the year.
Years 1 / 2	Unit: Drawing: Tell a story (Lesson 2, 4 and /or 5)	Unit: Craft: Woven wonders (Lesson 1, 2 and/or 3)
Years 3 / 4	Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)	Unit: Painting and mixed media: Prehistoric painting (Lesson 1, 3 and /or 4)
Years 5 / 6	Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)	Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)

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