



Our Art & Design Curriculum



Progression and Skills Overview

ART

Aims and Intent:

At Holy Cross and All Saints, our Art and design scheme of work aims to inspire all pupils and develop their confidence to experiment and invent their own works of art. Our scheme is designed to give our children every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world as well as learning about the rich heritage and culture of the British Isles and beyond. Our scheme of work supports our EYFS pupils to meet their Early Learning Goal and lay the foundation for them to meet the National curriculum end of key stage attainment targets.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key Stage 2 National Curriculum Expectations



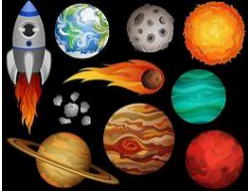
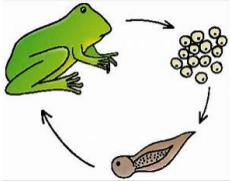

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.











Pupils should be taught:









- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.









Implementation in The Early Years Foundation Stage









In the Early Years Foundation Stage, educational programmes involve activities and experiences for children. The development of children’s artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Creativity plays a significant role in thinking and understanding across all seven areas of learning. Children’s thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners. The [characteristics of effective teaching and learning](#) underpin our support of learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. We encourage our children to explore and experience a broad, rich range of materials, media, music, stories and technology both in their indoor and outdoor learning environment.

EYFS (Nursery & Reception)	<p>Unit 1</p> <p>What is magical about me and my family?</p> 	<p>Unit 2</p> <p>What makes a house a home? Are all homes the same as mine?</p> 	<p>Unit 3</p> <p>What would I see if I travelled from Earth into Space?</p> 	<p>Unit 4</p> <p>How do plants and animals change and grow?</p> 	<p>Unit 5</p> <p>What amazing animals will I see in different places around the world?</p> 
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	<p>Unit 6 What might I see swimming under the sea?</p> 	<p>Unit 7 How can I travel and explore my world?</p> 	<p>Unit 8 How do heroes and superheroes make the world a better place?</p> 	<p>Unit 9 (ongoing) How does the weather and my environment change through the Seasons?</p> 	<p>Unit 10 (ongoing) How do people celebrate through our world?</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EYFS (Nursery & Reception)</p>	<p>Marvelous Marks</p>  <p>Paint My World</p>  <p>Creation Station</p> 	<p>Let's Get Crafty</p>  <p>Seasonal Crafts</p> 	<p>Development Matter Statements linked to Art and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups <p>Early Learning Goals</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		

	<p>Implementation in Key Stage 1 Art is taught on a two-year cycle in Key Stage One. Over the two-year cycle, units of lessons are sequential, allowing children to build their skills and knowledge. The formal elements are woven throughout units which are organised into 4 core areas:</p> <ul style="list-style-type: none"> • Drawing • Painting & mixed media • Sculpture & 3D • Craft & Design 	<p>Drawing</p>	<p>Painting & Mixed Media</p>	<p>Sculpture & 3D</p>	<p>Craft & Design</p>	
<p>Year 1 & Year 2 (Cycle A & Cycle B)</p>	<p><u>Make your mark</u></p>  <p><u>Colour Splash</u></p>  <p><u>Paper Play</u></p>  <p><u>Embellishments</u></p> 	<p><u>Tell a Story</u></p>  <p><u>Beside the Sea</u></p>  <p><u>Clay Houses</u></p>  <p><u>Map it out</u></p> 	<p>Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> <p>Tell a story Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form. Experimenting with creating patterned surfaces to add texture and detail to drawings, they create an illustration for a familiar story.</p>	<p>Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Beside the seaside Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.</p>	<p>Paper Play Create simple 3-D shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>Clay Houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Embellishments Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures</p> <p>Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>

	Implementation in Lower Key Stage 2 Art and design is taught on a two-year cycle in Lower Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding focusing on the explicit development of art, craft and design skills and on the formal elements of art: colour, form, line, shape, texture, tone and pattern. These skills are applied and developed further in the remaining topics.	Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	
Year 3 & Year 4 (Cycle A & Cycle B)	<p style="text-align: center;"><u>Growing Artists</u></p>  <p style="text-align: center;"><u>Prehistoric Painting</u></p>  <p style="text-align: center;"><u>Abstract Shape & Space</u></p>  <p style="text-align: center;"><u>Ancient Egyptian Scrolls</u></p> 	<p style="text-align: center;"><u>Power Prints</u></p>  <p style="text-align: center;"><u>Light & Dark.</u></p>  <p style="text-align: center;"><u>Mega Materials</u></p>  <p style="text-align: center;"><u>Fabric of Nature</u></p> 	<p>Growing artists Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> <p>Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> <p>Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p>Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p> <p>Mega materials Learning about the work of inspirational sculptors such as Sokari Douglas and Bonita Ely, children create personal responses and make choices about techniques and materials such as recycled materials and clay. Children develop their understanding of the making process to refine a finished piece.</p>	<p>Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p> <p>Fabric of nature Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>

	Implementation in Upper Key Stage 2 Art and design is taught on a two-year cycle in Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding Each year group features a topic focusing on the explicit development of art, craft and design skills and on the formal elements of art: colour, form, line, shape, texture, tone and pattern. These skills are applied and developed further in the remaining topics	Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design	
Year 5 & Year 6 (Cycle A & Cycle B)	<p style="text-align: center;"><u>I Need Space</u></p>  <p style="text-align: center;"><u>Portraits</u></p>  <p style="text-align: center;"><u>Interactive Installation</u></p>  <p style="text-align: center;"><u>Architecture</u></p> 	<p style="text-align: center;"><u>Make my Voice Heard</u></p>  <p style="text-align: center;"><u>Artist Study</u></p>  <p style="text-align: center;"><u>Making Memories</u></p>  <p style="text-align: center;"><u>Photo Opportunity</u></p> 	<p>I need space! Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style</p> <p>Make my voice heard Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p>	<p>Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Artist study Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	<p>Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p> <p>Making memories Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>	<p>Architecture Investigating the built environment, drawing from observation and evaluating design features of buildings. Children explore famous architecture, developing ideas to create their own individual vision for a unique space.</p> <p>Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>