

Curriculum Statement for Art and Design at Gresham Village School and Nursery

We base our curriculum statement for Art and Design on the National Curriculum and use Cornerstones Curriculum to sequence and plan the children's learning.

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.

Aims

At Gresham Village we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- develop a positive attitude to their art so that they have the confidence to 'have a go' and take risks
- 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
- understand that art and design are part of our daily lives.

By the end of Key Stage 2, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the Cornerstones curriculum for Art and Design.

Sequencing and Progression

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction. Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Early Years

In Early Years, the Early Learning Goal 'Expressive Arts and Design' covers:

- **Creating with Materials:** children safely explore and use a variety of tools, techniques and materials. They experiment with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.
- **Being Imaginative and Expressive:** children invent, adapt and recount narratives and stories with their peers and teacher.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour project Mix It. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours. Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with the colour project Contrast and Complement. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory. In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with the colour project Tints, Tones and Shades. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts. In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement. In Year 6, children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers.

Curriculum Map for Art and Design

	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Puppets and Pop ups (creative with materials, being imaginative and expressive)	Mix It (painting, printing) Street View (drawing, painting, sculpture)	Mix It (paint, sculpture) Still Life (painting, drawing) Portraits and Poses (paint, drawing)	Contrast & Complement (painting)	Contrast & Complement (drawing, painting) Vista (drawing, painting)	Tints, Tones & Shades (drawing, painting) Taotie (drawing, painting, sculpture) Expression (drawing, painting)	Tints, Tones & Shades (drawing, painting) Trailblazers, Barrier Breakers (drawing, painting) Distortion & Abstraction (drawing, painting)
Sculpture		Street View (drawing, painting, sculpture)	Mix It (paint, sculpture)	Prehistoric Pots (Sculpture, drawing) Ammonite (sculpture, printing, drawing) People & Places (drawing, collage, painting, sculpture)	Animal (drawing, printing, clay sculpture) Statues, Statuettes & Figurines (drawing, sculpture)	Taotie (drawing, painting, sculpture) Nature's Art (drawing, sculpture)	Environmental Artists (drawing, sculpture)
Printing		Mix It (painting, printing) Rain & Sunrays (printing, drawing)	Flower Head (drawing, printing, exploring 3d forms)	Ammonite (sculpture, printing, drawing) Beautiful Botanicals (printing, drawing, textiles)	Animal (drawing, printing, clay sculpture)		Inuit (printing, carving)

Textiles		Funny Faces & Fabulous Features (textiles, collage)		Beautiful Botanicals (printing, drawing, textiles)	Warp & Weft (drawing, textiles) Islamic Art (drawing, textiles, clay)		
Mixed/ other		Funny Faces & Fabulous Features (textiles, collage)		People & Places (drawing, collage, painting, sculpture) Mosaic Masters (drawing, mosaic)		Line, Light & Shadows (drawing, photography) Mixed Media (paper craft, textiles, collage)	Bees, Beetles & Butterflies (drawing, mixed media collage)

Year 7 destinations

Cromer Academy: Still life studies, David Hockney, Mark Making Animals, Lino Printing Animals, Surrealism, Wonderland

Aylsham High School: This Is Me, Organic and Geometric Forms, Architectural Forms, Still Life

Sheringham High School: Formal elements of art, Pattern, Aboriginal art, Pop art, Expressive Portraiture, Sculpture

Inclusion in Art and Design

We have a responsibility to provide a broad and balanced curriculum for all pupils. This means that, in Art and Design, teachers must plan and adapt lessons to meet the needs of all pupils. This includes planning and adapting lessons and activities to:

- respond to pupils' diverse learning needs
- set suitable learning challenges
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Health and Safety

Teachers and subject leads must work in accordance with the Risk Assessment Checklist (Primary Curriculum Activities) Form C643a and associated guidance G643e Primary Curriculum Health and Safety Code of Practice.