



Art and Design

Art and Design

Art and design have a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Intent

Art has a very important place in our school. We follow the EYFS Statutory Framework and the National Curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, and printmaking. We believe that our pupils are given the opportunity to be inspired by great artists throughout history, learning about different techniques and skills and gain an appreciation of cultural heritage. As pupils progress, they start to be able to think critically and develop a more rigorous understanding of Art and Design.









Implementation

At Park, we teach a skills-based art curriculum primarily linked to our topic work. This can be found on our curriculum map. The school uses a variety of teaching and learning styles in the art lessons relating to the abilities and experience of the pupils. Our teaching at all levels includes opportunities for children to work individually, or in larger groups. In Reception each child has their own space in our 'art gallery' and in Key Stage 1 each child has a sketch book to show the journey towards creating their final piece of work for the topic. Their work is celebrated and displayed around the school.

Impact

The impact of this curriculum will lead to each pupil progressing in their knowledge and skills throughout the school. The pupils will therefore leave Raunds Park Infant school with a range of artistic skills and knowledge, having enjoyed a range of individual and collaborative activities and an outlet for creative expression. They should have some awareness of artists and craftspeople, and to be able to discuss the artworks they have come across. We would like our pupils to be confident to explore, experiment and take risks.

Art and Design Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 1	 <p>Mix It</p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p>	 <p>Rain and Sunrays</p> <p>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</p>	 <p>Street View</p> <p>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</p>
	 <p>Funny Faces and Fabulous Features</p> <p>This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</p>		
Year 2	 <p>Mix It</p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork. This project can be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p>	 <p>Flower Head</p> <p>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p>	 <p>Portraits and Poses</p> <p>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</p>
	 <p>Still Life</p> <p>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.</p>		

What the children Experience

- **Foundation Stage**

The children at this stage are given space, materials and encouragement. They explore the textures, movement, feel and look of different media and materials. Each day there is a simple art activity for them to do, which is modelled at the start of the day. Over the course of the year they are exposed to a wide variety of media and taught a broad range of skills and techniques. Our environment is set up to promote independence with many resources freely accessible for the children to use creatively.

- **Key Stage 1**

The children will be taught this subject by the class teacher during one afternoon session per week for three terms, alternating the subject with Design and Technology. Children will be given help to acquire a visual language which contains specific elements, including line, tone, colours, texture and form. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- **SEND**

Lessons are planned in advance and consider points where learners may struggle and include strategies to Scaffold Learning.

Supporting children with poorer fine motor skills: Consider using masking tape to hold down learners' work. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.

Supporting children who struggle to access lessons because of literacy difficulties: Provide visual aids to enable learners to identify artists, their work, as well as to identify equipment and media. Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

Supporting children who struggle to retain vocabulary: Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

