



## Subject: Art and Design

### *What is this curriculum trying to achieve, and how does this relate to our overall aims and ethos?*

At Lyminster Primary School we believe our art, craft and design curriculum will engage, inspire and challenge all pupils. Through interesting and varied projects, we aim to develop in them the skills and knowledge needed to experiment, invent and create their own works of art. Children are introduced to a range of techniques and materials to extend their creative potential, exploring their own styles and ideas. Our art curriculum will make links to our local community and the wider world, broadening their horizons, as is integral in our whole school ethos. The children will learn about the potential power of art- for change, for good. It will inspire children to be themselves and see that difference is to be celebrated. The chance to work creatively and express themselves provides a valuable outlet for stress and anxiety. Through art, the children can learn that success is subjective and that different types of art are down to the taste of the individual. This will also allow them to evaluate their own work and that of their peers with increasing confidence and also to receive constructive criticism without the feeling of failure.

### *How is the curriculum actually implemented – how do we ensure progression, retention, and what does teaching and learning in this subject actually ‘look’ like?*

Based upon the National Curriculum, we have developed our own individualised school art curriculum. This is linked to class topics where appropriate. The curriculum has been designed to introduce children to a variety of skills and techniques but also about a wide range of artists, art movements and art history. Children are given opportunities to discuss and justify their thoughts, and debate is encouraged, for example, in Year 5 when discussing expressionist art, the children are encouraged to talk about how they think the artist is feeling but also what impact pieces have on them as the viewer.

The curriculum is carefully sequenced as you will see below. This takes the form of: exploring and developing ideas, evaluating and developing work then the different strands of drawing, painting, printing, textiles/collage and 3D form. The youngest children begin with more exploration through continuous provision where they will experience all of the strands through carefully designed activities. As they move up through the school, the children will be given time to practise different techniques and skills after modelling by the teacher or other visuals. By the time they reach upper school, they are expected to be able draw upon a wider range of knowledge and techniques. This will enable them to create their own pieces with more freedom of choice over the medium and techniques. The children will be encouraged to develop their own style. This will include lots of experimentation, that should be evident in sketchbooks.

Retention of the curriculum is promoted through discussion and recapping where the teacher can prompt the children on prior learning and make links explicit. The children will have opportunities to re-visit artists such as Mondrian- in Year 1 they look at the use of Primary colours but in Year 5, they study him again with a view to exploring his intentions behind his artworks. Artworks are displayed and celebrated across the school to also support retaining knowledge, Culture Vulture Assemblies are also a way of supporting this learning.

### *How is this curriculum adapted to meet the needs of different children and groups of children, particularly those with SEND?*

Art is a subject that is accessible to everyone allowing SEND children, EAL and gifted and talented to access the curriculum at their own level. Art is a skill that children can continue through-out their lives, taking it as an option at Secondary School, and either on a professional or personal level in adulthood.

However, some children may benefit from further group/one to one discussion before starting a task, particularly where the teacher or an adult can model certain ways of thinking by ‘wondering aloud’; they may also benefit from ‘bouncing around’ ideas with peers for longer. Sentence stems, oral rehearsal and scaffolding may be needed for analytical, written art tasks. Some children may need an adult to scribe their ideas about artworks, artists or art movements. Where particular support is identified on ILPs or EHCPs that are applicable across the curriculum, these will also be in place during art lessons, if necessary.

Some children will be encouraged to explain their ideas in more depth, including through making links with prior knowledge and experiences e.g. ‘This work reminds me of Picasso’s cubist pieces because...’ Over time, children should have built up a bank of knowledge and experiences of a range of artists, art movements and artworks that they can refer back to, make comparisons with and continue to be inspired by.

Children who are identified as gifted and talented in this area or who have a particular interest, are included in further workshops with specific teachers where skills are taught and practised. They will have further experiences with artists creating in various mediums and for a purpose, usually linking with the community. For example, groups have been able to work with an artist on a community project where the final pieces were displayed in the locality. The aim is to encourage their talent, their interest and their passion and that it is clear: we value this as a school.

### *How is progress against, and retention of, this curriculum assessed? How are any gaps in learning then addressed?*

Art units are identified in the long term planning below which offer opportunities to assess the children’s skills, understanding and knowledge. Where gaps in learning are identified, these are then followed up with the whole class, or with groups or individuals, ideally in the moment through teacher intervention or plenary, or alternatively in subsequent lessons. In the Spring Term, the teachers make a summative judgement of each child’s level of mastery of the National Curriculum content, which is shared with their parents/carers.

Teachers’ professional judgement is based on the progression of knowledge, understanding and skills given below, which then give learning intentions for each lesson based on which teachers can make a series of ‘can they/can’t they’ judgements formatively, by comparing the objectives with the children’s responses to the tasks. Exemplification/example pieces for each unit are stored to support teachers’ judgements.

Year Group	<u>National Curriculum</u>	<u>Term &amp; Topic Key Art Units</u>	<u>Knowledge, Understanding &amp; Skills by Strand</u>	<u>Recommended Adaptations &amp; Assessment Opportunities Vocabulary</u>	<u>Expert Curriculum Plus: Club/Visit/ etc</u>
YR	EYFS Framework: <b>Creating with materials</b>	<u>Autumn 1:</u> Come and Explore! <u>Autumn 2:</u> To infinity and Beyond' Toy Story <u>Spring 1:</u> Class Country topic- Australia <u>Spring 2:</u> Author topic <u>Summer 1:</u> Pirates, Mermaids and underwater mysteries <u>Summer 2:</u> How to be a knight? Let's go outside?	<b>EYFS Framework: Creating with materials</b> <ul style="list-style-type: none"> <li>- Safely use and explore materials, tools and techniques, experimenting with form, colour, texture and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories</li> </ul> <i>Examples of work: colour mixing, using foam, Brusho, painting of animals, 'Write Dance', Mask making, puppets, sewing, threading and weaving, collage, wrapping gifts, ink in foam or salt, etching</i>	Continuous provision Names of colours Pattern Mould Colour mixing Brush stroke Sew Weave Thread Draw paint	All year groups: Community art link with Becci East at Artworks. Easter, Christmas and other projects
Y1	<b>Key stage 1</b> Pupils should be taught: <ul style="list-style-type: none"> <li>▪ to use a range of materials creatively to design and make products</li> <li>▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>▪ 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.</li> </ul>	<u>Autumn 1:</u> Super heroes and super powers <u>Puppet making- Textiles</u> <u>Autumn 2:</u> Let us entertain you! <u>Modelling in variety of materials, collage, draw, paint</u> <u>Spring 1:</u> Class Country topic- Kenya <u>making jewellery, clay beads</u> <u>Spring 2:</u> 'Into the book' <u>Colours and mixing, Mondrian primary colours, Picasso -blue and pink, Monet</u> <u>Summer 1:</u> Knights and castles <u>Building shelters- 3D</u> <u>Summer 2:</u> The world in our hands: <u>Sea Creatures- bubbles and ink, simple printing</u>  <u>Artists/movements:</u> Kenyan art, <u>Mondrian, Picasso, 'The Snail' Matisse</u>	<u>Exploring and developing ideas</u> Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work and develop their ideas. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook <u>Evaluating and developing work</u> Identify what they might change in their current work or develop in their future work <u>Drawing</u> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour <u>Painting</u> Use a variety of tools and techniques including the use of different brush sizes and types. Work on different scales. <u>Printing</u> Make marks in print with a variety of objects, including natural and made objects. Carry out some printing using a variety of tools to make marks Make rubbings. Build a repeating pattern and recognise pattern in the environment. <u>Textiles/Collage</u> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing, threading Thread through a larger hole/eye with support, cut, glue material. Create images from imagination, experience or observation. Use a variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. <u>3D Form</u> Manipulate mouldable materials in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form	Colour mixing Primary colours Pattern Printing Sculpture Pastel Photography Fabric Straight Wavy Shadow Sketch Outline Shade Line shape	Jewellery maker – parent. Georgina Zupnik

Y2		<p><u>Autumn 1:</u> We are Lyminster Dragons <a href="#">Dragon eye- sketching, pattern, colour, texture, clay work</a></p> <p><u>Autumn 2:</u> Fire, Fire! (Great Fire of London)</p> <p><u>Spring 1:</u> Class Country topic- India ‘Silks and spices’</p> <p><u>Spring 2:</u> Author topic- Anthony Browne ‘Great Imaginations’ <a href="#">Illustrating- drawing skills, use of colour for emotion (warm and cold)</a></p> <p><u>Summer 1:</u> We can be heroes</p> <p><u>Summer 2:</u> Into the deep, dark woods <a href="#">weaving, collage</a></p> <p>Artists/movements: <a href="#">Illustration- Anthony Browne, Clair Rossiter, Dragons book artwork</a></p>	<p><b>Exploring and developing ideas</b> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p><b>Evaluating and developing work</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketches. Identify what they might change in their current work or develop in their future work.</p> <p><b>Drawing</b> Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Painting</b> Mix a range of secondary colours and shades Work on a range of scales</p> <p><b>Printing</b> Design patterns of increasing complexity and repetition. Print using block printing technique, take rubbings</p> <p><b>Textiles/Collage</b> Use a variety of techniques, inc. weaving Create textured collages from a variety of media. Stitch, knot and use other manipulative skills.</p> <p><b>3D Form</b> Manipulate modelling material for a variety of purposes Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p>As above plus Secondary colours Wheel Hot/warm and cold colours Print Blend shade</p>	<p>Weaving outside in the school grounds Possible parent contact – weaver Floor Shevlin</p> <p>Rajshri Shah- Mendhi hands Indian dance workshop</p> <p>Clair Rossiter- illustrator (link through Claire Woods)</p>
Y3	<p><b>Key stage 2</b></p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>	<p><u>Autumn 1:</u> Long, long ago <a href="#">cave art</a></p> <p><u>Autumn 2:</u> Rainforest Rangers <a href="#">Rousseau - painting, colour, line</a></p> <p><u>Spring 1:</u> Class Country topic- The Good ole US of A</p> <p><u>Spring 2:</u> Author topic – Roald Dahl ‘The Fabulous World of Chocolate’ <a href="#">Surrealism, printing</a></p> <p><u>Summer 1:</u> Ancient Egypt ‘Tombraders’ <a href="#">Ancient Egyptian art, make papyrus (paper)</a></p> <p><u>Summer 2:</u> We are all different</p> <p>Artists/movements: <a href="#">Surrealism, Dali</a> <a href="#">Ancient Egyptian tomb art</a> <a href="#">Cave art and mark making</a> <a href="#">Rainforest art inspired by Henri Rousseau</a></p>	<p><b>Exploring and developing ideas</b> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p><b>Drawing</b> Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>Painting</b> Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Printing</b> Carry out mono printing, seeing how different pressures create different effects Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.</p> <p><b>Textiles/Collage</b> Use a variety of techniques inc. sewing using a machine, stitching, dying Name the tools and materials they have used. Develop skills in stitching, cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.</p> <p><b>3D Form</b> Join clay and other material adequately and work reasonably independently. Construct a simple base for extending and modelling other shapes. Cut and join wood safely and effectively.</p>	<p>Surrealism Modern art Imagery Printing Ink Repeated pattern Texture Shape Pattern tone</p>	

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Y4	<ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul>	<p><u>Autumn 1:</u> Game on!  <u>Autumn 2:</u> Make a Change. <a href="#">Pop Art, art to make change</a>  <u>Spring 1:</u> Class Country topic- Italy 'What have the Romans done for us?' <a href="#">mosaics, collage</a>  <u>Spring 2:</u> Author topic- C.S Lewis 'To Narnia!' (Ancient Rome continued)  <a href="#">Perspective, drawing</a>  <u>Summer 1:</u> Victorians <a href="#">Printing pattern</a>  <u>Summer 2:</u> Haven't we changed?</p> <p>Artists/movements:  Pop Art – Lichtenstein, Warhol, Hockney  Female pop artists-  <a href="https://www.artsy.net/article/artsy-editorial-11-female-artists-who-left-their-mark-on-pop-art">https://www.artsy.net/article/artsy-editorial-11-female-artists-who-left-their-mark-on-pop-art</a>  Roman mosaics  Wide range of artwork for Perspective unit including Filippo Brunelleschi, Italian Renaissance  William Morris, Laura Ashley- printing pattern</p>	<p><b>Exploring and developing ideas</b>  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint, water colours  Work confidently on a range of scales e.g. thin brush on small picture etc.  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.</p> <p><b>Drawing</b>  Alter and refine drawings and describe changes using art vocabulary.  Collect images and information in a sketchbook with some annotation where appropriate  Be able to draw using techniques to create perspective</p> <p><b>Painting</b>  Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.  Show increasing independence and creativity with the painting process.</p> <p><b>Printing</b>  Print on paper and fabric  Print using mono printing technique with lino  Use tools for printing with increasing accuracy and independence</p> <p><b>Textiles/Collage</b>  Match the tool to the material.  Experiment with using a variety of materials to create an effect for collage  Refine and alter ideas and explain choices using an art vocabulary.  Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p><b>3D Form</b>  Make informed choices about the 3D technique chosen.  Plan, design, make and adapt models.  Talk about their work understanding that it has been sculpted, modelled or constructed.  Use a variety of materials and tools</p>	<p>Perspective  Vanishing point  Background  foreground  Linear  Mosaic  Water colour  Washes  Texture</p>	<p>Fishbourne Roman Palace- studying mosaics and making them</p>
Y5	<p><b>Key stage 2</b>  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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>	<p><u>Autumn 1:</u> Anglo Saxons <a href="#">Saxon art-pattern, drawing focus</a>  <u>Autumn 2:</u> Vikings  <u>Spring 1:</u> Class Country topic- 'Greece – Ancient to Modern' <a href="#">Clay coil Greek pots/urns</a>  <u>Spring 2:</u> Author topic: Michael Morpurgo <a href="#">Impressionism/Pointillism - painting techniques</a>  <u>Summer 1:</u> Rivers Are rivers still important?  <u>Summer 2:</u> Can anyone be an artist? <a href="#">Expressionism, colour, cubism- portraits</a>  <a href="#">Frida Kahlo, symbolism, portraits</a></p> <p>Artists/Movements:  Symbolism  Frida Kahlo  Saxon art  Impressionism  Pointillism  Expressionism  Mondrian  Monet  Seurat  Munch  Bridget Riley</p>	<p><b>Exploring and developing ideas</b>  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint, dots of paint to build up an image  Work confidently on a range of scales e.g. thin brush on small picture etc.  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.</p> <p><b>Drawing</b>  Use a variety of source material for their work.  Work in a sustained and independent way from observation, experience and imagination.  Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p> <p><b>Painting</b>  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources.</p> <p><b>Printing- not done in Year 5</b></p> <p><b>Textiles/Collage</b>  Use a range of media to create collage.</p> <p><b>3D Form</b>  Describe the different qualities involved in modelling, sculpture and construction.  Use recycled, natural and man-made materials to create sculpture.  Plan a sculpture through drawing and other preparatory work.  Use clay modelling techniques with increasing accuracy and care such as slip and join, coil pot technique</p>	<p>Can introduce tertiary colours  Colour wheel  Complimentary colours  Contrasting colours  Line  Tone  Tint  shade  Colour blocking  Expressionism  Cubism  Impressionism  Pointillism</p>	<p>Butser Ancient Farm- Making clay pots, creating fencing by weaving with wood</p> <p>The Littlehampton Academy – linked text then art workshop at TLA linked to text</p> <p>Local Art galleries – Littlehampton, Worthing, Brighton</p>

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Y6		<p><u>Autumn 1</u>: Gunpowder Plot <a href="#">Ammonite inspired art- drawing, painting, pastels, clay</a></p> <p><u>Autumn 2</u>: Democracy</p> <p><u>Spring 1</u>: Class Country topic- Japan 'Land of the Rising Sun'</p> <p><u>Spring 2</u>: Author topic- Louis Sachar 'Welcome to Camp Green Lake' <a href="#">Barbara Hepworth</a></p> <p><u>Summer 1</u>: Time to Shine 1 <a href="#">History of theatre set design</a></p> <p><u>Summer 2</u>: Time to Shine 2: Production focus/Transition to high school <a href="#">Creating own set and props design</a></p> <p><u>Artists/movements</u>:  <a href="#">Charles Darwin</a>  <a href="#">Barbara Hepworth</a>  Contemporary art/post-modernism  Theatre design from Ancient Greek theatre to Shakespeare's Globe to modern theatre and symbolism  Japanese art- <a href="#">Hokusai (The Wave)</a></p>	<p><b>Exploring and developing ideas</b></p> <p>Mix a variety of colours and know which primary colours make secondary colours and how to make shades, tones and tints.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.</p> <p><b>Drawing</b></p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.  Develop ideas using different or mixed media, using a sketchbook.  Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p><b>Painting</b></p> <p>Create shades and tints using black and white.  Show an awareness of how paintings are created (composition)</p> <p><b>Printing (not done in Y6)</b></p> <p>Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify work.  Work relatively independently.</p> <p><b>Textiles/Collage</b></p> <p>Awareness of the potential of the uses of material.  Use different techniques, colours and textures etc when designing and making pieces of work.  To be expressive and analytical to adapt, extend and justify their work.  Sew, stitch, join, cut and applique with increasing accuracy and independently, know how to strengthen products through techniques</p> <p><b>3D Form</b></p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.  Use plaster/mod-roc safely  Create sculpture and constructions with increasing independence a with a variety of media e.g. Clay, mod-roc, wire, soap carving  Learn about and start to understand form, space and context of sculptures and where they are positioned</p>	<p>Form  Space  Still life  Absence  Carve</p>	<p>Links with TLA or Angmering School for Art workshops/transition</p> <p>Possible artist link with Isobel Smith (Sculpture/performance artist)</p>

KS3

**Key stage 3**

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

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