



Curriculum Overview for Art and Design

National Curriculum Aims

The national curriculum for Art and Design aims to ensure that all pupils:

- Produces 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.

Range of Opportunities

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the Bunny School’s Early Years Curriculum are prerequisite skills for Art and Design within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Arts and Design.

The most relevant statements for Arts and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Three and Four-Year-Olds (Nursery)

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Reception

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.

Expressive Arts and Design

- 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
 - Create collaboratively, sharing ideas, resources and skills.
- and developing their ability to represent them.

ELG

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

Creating with Materials

- 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.

Curriculum Map for Art and Design

<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 			
<p style="text-align: center;"><u>Key Stage 1 – Year 1/2</u></p> <p>Pupils at Bunny C of Primary are taught:</p> <ul style="list-style-type: none"> • 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 <i>Y1 - Landscapes using different media, Formal elements, Art and design skills</i> <i>Y2 - Formal elements, Sculpture and mixed media, Art and design skills</i> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>Y1 - Landscapes using different media, Formal elements, Art and design skills</i> <i>Y2 - Formal elements, Sculpture and mixed media, Art and design skills</i> • 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. <i>Y1 - Landscapes using different media, Formal elements, Art and design skills</i> 		<p style="text-align: center;"><u>Key Stage 2 – Year 3/4/5/6</u></p> <p>Pupils at Bunny C of E Primary are 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"> • To create sketch books to record their observations and use them to review and revisit ideas <i>Y3 - Prehistoric art, Formal elements, Craft, Art and design skills</i> <i>Y4 - Every picture tells a story, Formal elements, Art and design skills</i> <i>Y5 - Every picture tells a story, Formal elements: architecture, Design for a purpose</i> <i>Y6 - Make My Voice Heard, Photography, Still life</i> • 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] <i>Y3 - Prehistoric art, Formal elements, Craft, Art and design skills</i> <i>Y4 - Every picture tells a story, Formal elements, Art and design skills</i> 	

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<p><i>Y2 - Formal elements, Sculpture and mixed media, Art and design skills</i></p>	<p><i>Y5 - Every picture tells a story, Formal elements: architecture, Design for a purpose</i> <i>Y6 - Make My Voice Heard, Photography, Still life</i></p> <ul style="list-style-type: none"> About great artists, architects and designers in history <i>Y3 - Prehistoric art, Formal elements, Craft, Art and design skills</i> <i>Y4 - Every picture tells a story, Formal elements, Art and design skills</i> <i>Y5 - Every picture tells a story, Formal elements: architecture, Design for a purpose</i> <i>Y6 - Make My Voice Heard, Photography, Still life</i>
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Due to the curriculum organisation at Bunny C of E Primary School a 2 year rolling cycle is in place

<u>Cycle A</u>	<u>Cycle B</u>
<p>Year 1 / 2 FOCUS –</p> <ul style="list-style-type: none"> Y2 Sculpture and mixed media Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein. Y1 Landscapes using different media Learning about composition and working with different art materials to create texture. The unit is based on the theme of ‘the seaside’ however there is guidance to adapt the unit to then alternative theme of ‘castles’. Y2 Formal elements of art Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. 	<p>Year 1 / 2 FOCUS –</p> <ul style="list-style-type: none"> Y1 Formal elements of art Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water. Y1 Art and design skills Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain. Y2 Art and design skills Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.

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Cycle A	Cycle B
<p>Year 3 / 4 FOCUS –</p> <ul style="list-style-type: none">• Y3 Formal elements of art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.• Y3 Prehistoric art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.• Y3 Craft (1-4) Creating a mood board to work as a visual mind map and source of inspiration. Tie-dying, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills.• Y3 Art and design skills (2-3) Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.	<p>Year 3 / 4 FOCUS –</p> <ul style="list-style-type: none">• Y4 Sculpture Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages• Y4 Formal elements of art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.• Y4 Every picture tells a story Analysing works of art and creating photo collages and abstract art inspired by the works explored.

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Cycle A	Cycle B
<p>Year 5 / 6 FOCUS –</p> <ul style="list-style-type: none">• Y5 Every picture tells a story Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.• Y6 Photography Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.• Y6 Still life Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.	<p>Year 5 / 6 FOCUS –</p> <ul style="list-style-type: none">• Y6 Make my voice heard Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.• Y5 Formal elements of art: Architecture Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.• Y5 Design for a purpose Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.