



Art and Design

Nuturing and Inspiring Success in Every Child

Intent

Our philosophy of learning; to develop a love of learning, to ensure all children achieve their potential, to develop a curiosity for the world, to respect each other's views, to be good citizens, to prepare for life, & to make learning FUN.

Art and Design Curriculum - IMPLEMENTATION

The class teachers teach all children art and design each week. All children experience a variety of materials and processes in two and three dimensions, including drawing, painting and other media (e.g. collage, print making, digital media, textiles, sculpture). The three main starting points for work are first-hand observation, experience (memory) and imagination. Children are encouraged to evaluate and talk about their own work during and after they have made it. Children develop their knowledge and understanding of colour, pattern, texture, line, tone, shape, form and space through the making of images and objects and through talking about and studying the work of other artists, craftspeople and designers. Children are encouraged to work in collaboration when making large-scale work. Curriculum coverage entails: -

Year R (EYFS)	<p>A range of opportunities are offered daily during child initiated activities in EYFS, using a variety of mediums such as paint, pencils, felt-tips, chalk, play-dough, air-dry clay and junk modelling materials. Specific skills, such as mixing colours, choice of colour for purpose, printing, joining, shaping are developed throughout the year and children are encouraged to participate freely and talk about their creations to self evaluate.</p> <p>Art projects linked to topic work include: Chalk firework pictures, Chinese lanterns, leaf pictures, symmetrical printing, Hedgehog craft, Mothers Day paintings etc</p>
Year 1	<p>Weekly opportunities to practise drawing and painting using a variety of mediums such as; poster/acrylic paint, felt tip pens, wax crayons, coloured pencils, pastels, charcoal and chalk, during activities linked to all areas of the curriculum. Specific skills such as shading, using tonal differences, different brushstrokes, pattern, printing and colour awareness are key learning features in Year 1 and continued in Year 2.</p> <p>Model making and sculpture to support Humanities projects, using boxes to create castles for the project on 'Houses and Homes', designing rockets for the 'Space' project and designing a train for the project on 'Inventors'</p> <p>Opportunities to plan, share ideas and evaluate their work as well as appreciate the work of famous artists.</p>

Year 2	<p>Weekly opportunities to continue building on and developing skills in drawing and painting. Regular use of a variety of mediums such as; poster/acrylic paint, felt tip pens, wax crayons; coloured pencils, pastels, charcoal and chalk, during activities linked to all areas of the curriculum. Specific skills such as shading, using tonal differences, different brushstrokes, pattern, printing and colour awareness are key learning features that are improved in Year 2.</p> <p>Model making and sculpture to support Humanities projects; Use of card and modrock to create Tudor houses for the project on 'The Great Fire of London', designing replicas of the Sydney Opera House for the project on Australia, Use of paper plates to design and sculpt Rafflesia plants for the project on the 'Rainforests' and the making of felt poppies for Remembrance day.</p> <p>Children learn about a range of artists in Year 2 and practise looking for, and describing, similarities and differences.</p>
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Inclusion

Teachers ensure activities and resources are differentiated and reflect the schools' multicultural composition to ensure all children can access and enjoy our art and design provision.

IMPACT

Our Art & Design curriculum ensures that all pupils have opportunities to experience a wide range of creative activities and are encouraged to express themselves in a variety of different mediums. The skills and knowledge they encounter will help pupils make sense, understand and appreciate their local environment and the world around them. Pupils will be eager and curious to expand their skills in their next stage of schooling.