

Art and Design Curriculum



Happy Hearts, Open Minds, Bright Futures
Jesus promised: "I came that you may have life and have it to the full."
- John 10:10

Our Vision




Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Art and Design Aims

At Fladbury, all children produce creative work, explore ideas and record their experiences. Through our detailed sequences of learning, they become proficient in drawing, painting, sculpture and other art, craft and design techniques. Through using the language of art, craft and design, children analyse creative works and talk knowledgeably about great artists, craft makers and designers.

Children are also given the opportunity to understand the historical and cultural development of their art forms.



Happy Hearts	Open Minds	Bright Futures
		
<p>Through our Art and Design Curriculum, the lens of our Christian value of ‘joy’ and our vision statement ‘happy hearts’, we will learn about famous artists and create our own artwork using a variety of materials.</p> <p>Being creative allows us to express ourselves and enjoy the act of creating and producing something lovely to look at.</p> <p>Our children will nurture an enjoyment of Art and Design through carefully planned and enthusiastically delivered learning opportunities. For example, through famous, inspiring artists and developing our artistic skills through pencil, paint, collage and sculpture.</p>	<p>Through our Art and Design Curriculum, we will learn to foster an ‘Open Mind’ about discovering the way in which different artists create their artwork and interpret their ideas. We will express our own feelings towards artwork and reflect on our likes and dislikes.</p> <p>Children are encouraged to think carefully about the way artists create artwork. They will be open to different styles of artwork. They will use wisdom to help them understand why artists created what they created. What were they trying to express? How does it make them feel?</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own creations.</p>	<p>Through learning about Art and Design, children are given a sense of hope for their bright future as they can develop their artistic preferences and explore their own ideas on what they feel connected to in art and how to express themselves creatively.</p> <p>Art gives them the tools to help understand their own feelings and is a means of communicating these in a way that does not rely on words. Art can also give us hope in good and in difficult times and allows us to communicate our thoughts.</p>

Spirituality in Art and Design

Fladbury’s definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It’s the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God’s world.

Within Art and Design, there are opportunities to reflect and be spiritual such as; moments of awe and wonder as we observe the natural world around us, enjoy moments of peace and mindfulness as we engage in creating our own art work. By engaging works of art, we can experience a sense of comfort and peace, as well as feelings of unease and being challenged. Art invites us to an encounter, which is a gift—a spiritual gift that might bring us into a deeper relationship with God.

Intent	Implementation	Impact
<p>Our intention at Fladbury for Art and Design is to develop a lifelong interest and understanding of Art in all young people.</p> <p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.</p> <p>The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.</p> <p>Children will become confident and proficient in a variety of techniques including drawing, painting and sculpting, as well as other selected craft skills, collage, printing and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.</p> <p>The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.</p>	<p>Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge.</p> <p>The lessons we have suggested 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>Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>We will ensure children can practise skills and be creative through the use of sketchbooks.</p>	<p>Art and design learning is loved by teachers and pupils across school.</p> <p>Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.</p> <p>Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show knowledge of artists and techniques at age appropriate levels.</p> <p>All children in school can speak confidently about their art and design work and their skills.</p>

National Curriculum

Early Years

Preschool

Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

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 drawing and paintings, like happiness, sadness, fear etc.

Reception

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 and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Early Learning Goals

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.

Key Stage One

Pupils should be taught:

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.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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.

Lower Key Stage Two

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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Learn about great artists, architects and designers in history.

Our Cycles of Learning

Cycle A	Autumn		Spring	Summer
Maple Preschool Reception	<ul style="list-style-type: none"> 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. 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 and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p style="text-align: right;">(See Early Years Curriculum)</p>			
Elm Year 1/2	Harriet Peck Taylor (Painting)		Picasso (Drawing)	Ben Lewis Giles (Textiles and Collage)
Oak Year 3/4	India Flint (Printing)	Georgia O'Keefe (Drawing) Margaret Godfrey (Textiles and Collage)	Henri Rousseau (Painting)	

Cycle B	Autumn		Spring	Summer
Maple Preschool Reception	<ul style="list-style-type: none"> 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. 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 and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p style="text-align: right;">(See Early Years Curriculum)</p>			
Elm Year 1/2	Vincent Van Gogh (Painting)		Andy Goldsworthy (Sculpture)	Andy Warhol (Printing)
Oak Year 3/4	Sonia Boyce (Drawing)		Barbara Hepworth (Sculpture)	Monet (Painting)

Drawing

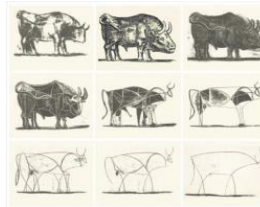
Key Stage One

Lower Key Stage Two

Knowledge

Create **Pablo Picasso (Cycle A)**
 1881-1973 Spain
 Father gave him art lessons
 Co-founded the Cubist movement
 Used angels and geometric shapes

- Learn about Picasso and his influences
- Study his drawings, identify different drawing techniques and experiment with them.
- Create their own portraits in the style of Picasso
- a portrait with accuracy and using colour.



Georgia O'Keefe (Cycle A)

1887-1986 USA
 Landscape, natural forms due to being inspired by the landscape of where she lived.
 Paints what she sees in her own mind.
 Paints big so people will be surprised and busy New Yorkers would have to take time to look.
 American modernism

- Learn about Georgia O'Keefe and his inspirations
- Study her artwork and express disciplined opinions.
- Develop shadow techniques (e.g. shading, tone and contrast create a 3D image)
- Observations of fossils/shells.
- Create a final piece using pencil/ other materials



Sonia Boyce (Cycle B)

March 1962 – present
 British Afro-Caribbean
 Work involves a variety of media
 Become the first black female Royal Academician
 Many of her drawings addressed the subjects of race, identity and growing up in the city

- Learn about Sonia Boyce and what influenced her work, specifically her drawings and portraits.
- Build on techniques to draw facial features and the human body with accuracy (shape, line and form)
- Look at Sonia Boyce use of colour and line work to create tone and shading



Vocabulary	Shade Shape Form Control Smudge Blend Thick Thin Sketch Texture Charcoal		Line Tone Shadow Cross-hatch 3D Grades of pencil Scale Refine Alter Vibrant colours	
Skills	<p>Year One: Experiment with a variety of media, such as pencils, rubbers, crayons, pastels, felt tips Start to record simple media explorations on paper. Begin to control the types of marks made with the range of media. Draw on different surfaces.</p>	<p>Year Two: Begin to control the types of marks made with the range of media. Such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p>	<p>Year Three: Draw for a sustained period of time. Use a sketchbook to collect and develop ideas. Experiment with different drawing techniques to achieve varied tone. Create texture and pattern in drawing with a range of drawing techniques.</p>	<p>Year Four: Work on sustained, independent, detailed drawings. Develop close observational skills and draw things with increased accuracy. Use a sketchbook to revisit, collect and develop ideas. Use different techniques for different purposes i.e. shading, hatching and blending. Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground and back ground.</p>
Outcomes	<p>Year One: I can begin to think about the correct lines and shapes to form an image with accuracy. I can begin to use different drawing mediums such as pencil and charcoal with confidence. I can explore different drawing styles from an artist.</p>	<p>Year Two: I can use shape and line with increased control to form accurate images. I can draw with a pencil with increased control, thickness and use of mark marking. I can use different drawing mediums with increased control and confidence. I can take influence from different artists and links to my own work to theirs.</p>	<p>Year Three: I can improve my mastery of art and design techniques in drawing. I can draw from observation of a fossil/shell. I can use shading to create depth in my fossil drawing. I can use a range of drawing techniques to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.</p>	<p>Year Four: I can draw with increased detail and accuracy from an observational study of fossil/shell. I can use shading to create effective depth in my fossil drawing. I can use a range of drawing techniques effectively to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.</p>

Painting (P) and Printing (Pr)

Key Stage One

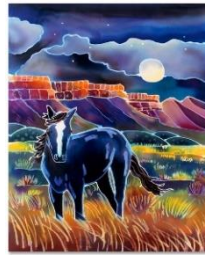
Lower Key Stage Two

P: Harriet Peck Taylor (Cycle A)

1954 – present, United States

Award-winning author, illustrator. Enjoys painting wildlife
Batik- deep colours, rich detail on fabric to create a dramatic image.

- Look at Harriet Peck Taylor work learning about her love of bright colour and wildlife. Learn about her work through reading one her picture books such as 'Coyote Places the Stars'
- Create an animal design.
- Draw their design onto a piece of fabric and trace over it using PVA glue
- Use acrylic paint to colour their fabric.



P: Henry Rousseau (Cycle A)

1844-1910, French

Won prizes for art and music. Painted in his spare time.
Best known for his exotic jungle scenes, oversized flowers and plantations in the background (rainforest topic).
Abstract style, post-impressionist

- Learn about Henry Rousseau, his life and works.
- Colour mixing techniques- light and dark shades of green.
- Make observational copies of his famous painting, 'Tiger in a Tropical Storm (Surprised!)' 1891
- Observational paintings of exotic plants and flowers in sketchbooks.
- Children design their own rainforest/jungle picture.
- Create final piece using paint, knowledge of colour mixing and Rousseau's techniques.



Knowledge

P: Vincent Van Gogh (Cycle B)

1853-1890 Netherlands

He painted portraits and landscapes

Post-Impressionism

Use of clear brush strokes and colours to create expressive artwork

- Learn about Vincent Van Gogh and what inspired him.
- Study his paintings and identify his different techniques.
- Practice the different painting techniques of his work in sketchbooks.
- Create a painting with clear brush strokes and a limited range of colours.






P: Monet (Cycle B)

1840- 1926, French

His art played a key role in the development of the Impressionist movement in the 19th-century

- Learn about Monet, his influences and impact on impressionism.
- Experiment with Monet's use of brush strokes and colours to create texture and reflections in the water.
- Observational study of River Avon and link to Monet's paintings of ponds and rivers colours and acrylic (potential links to the water cycle).



Knowledge	<p>Pr: Andy Warhol (Cycle B) 1928-1987 United States Creator of the genre Pop Art Use of bright, bold and abstract colours in his print making.</p> <ul style="list-style-type: none"> Look at Andy Warhol work and learn about things he enjoyed making prints of (celebrities, everyday products) and why. Explore Toys linked to Warhol's own prints of toys. Create a mono print of their favourite toy using bright colours. Create a repeating pattern with their print. <p>Mono-printing</p> <ul style="list-style-type: none"> Use polystyrene to design a toy print Print repeating patterns Experiment with bold colours that do not necessarily represent the image 		<p>Pr: India Flint (Cycle A) 1958 – present, Australia Eco printing and Eco dyeing</p> <ul style="list-style-type: none"> Learn about India Flint work and her use of natural methods to create eco-friendly prints. Links with Stone Age- Iron Age artwork. Experiment with creating dyes out of natural materials. Using natural materials to print onto fabric with a focus on space and composition. <p>Hammer Printing</p> <ul style="list-style-type: none"> Natural materials such as flowers/leaves to print using a stone/hammer.
			
Vocabulary	<p>Brush size Primary/secondary colours Geometric shapes Bright Fabric Batik</p>	<p>Brush strokes Primary/ secondary colours Landscape and portrait Acrylic / poster / watercolour Mono-printing motif Printing techniques Wash, gouge scrape</p>	<p>Foreground Background Colour mixing Primary/secondary colours, Shades of colour Clear outlines Colour scheme Blocking</p> <p>Hammer printing Hapa zome pattern Shape Dye Effect Space</p>
	Skills	<p>Year One: Painting: Explore with a variety of media, different brush sizes and tools. Experiment with techniques e.g. brush stroke techniques, layering and colour mixing. Name primary and secondary colours.</p> <p>Printing: Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. Take simple prints i.e. mono-printing. Create simple printing blocks for press print. Experiment with overprinting motifs and colours.</p>	<p>Year Two: Painting: Experiment with tools and techniques. Continue to control the types of marks made (dot work, lines, dashing, brushstrokes & brush types). Name and mix a range of secondary colours. Reproduce the colours of different objects with increasing accuracy.</p> <p>Printing: Experiment with tools and techniques, such as layering and mixing media; and using rollers and pads/inks.</p>

Outcomes

Year One:
Painting:
 I can take influence from a famous artist.
 I can mix primary colours to make secondary colours.
 I can reflect on my work and evaluate it.

Printing:
 I can line my design up with my fabric to make sure my design stays away from the edges.
 I can use wax resist sticks to trace my design onto fabric.
 I can use bold lines in my wax drawing.

Year Two:
Painting:
 I can take influence from a famous artist and make links to my own work.
 I can continue to mix paint with increased confidence.
 I experiment and make different marks with a brush.
 I can use painting to develop ideas and imagination.
 I can reflect on my work and evaluate it.

Printing:
 I can take influence from an artist and make links to my own work.
 I can make my own print related to my own interests.
 I can use repetition and varying colours to develop my skills in printing.
 I can reflect and evaluate my work.

Lower Key Stage Two:
Painting:
 I know about the famous artist and can recall information about him and his work.
 I can make observational studies of his work.
 I can mix different shades of green.
 I can design my own rainforest picture and paint using a variety of shades of green.
 I can evaluate my painting and explain what has been successful and what could be improved.

Printing:
 I know about India Flint and what inspires her printing.
 I can create observational studies of her prints.
 I can design my own print using natural objects.
 I can use the hammer-zome printing technique to print a natural object (leaf) onto material.
 I can evaluate my prints and explain what is successful and what could be improved.

3D Design – Sculpture

Key Stage One

Lower Key Stage Two

Knowledge

Andy Goldsworthy (Cycle B)
 1956 – present United Kingdom
 English sculptor, photographer, and environmentalist who produces site-specific sculptures and land art situated in natural and urban settings.

- Learn about Andy Goldsworthy and his land art
- Discuss their likes and dislikes of his work
- Make observational copies of his land art
- Create their own land art sculptures from natural objects.
- Evaluate their sculptures.



Barbara Hepworth (Cycle B)
 1903-1975
 English artist and sculpture

- Learn about Barbara Hepworth, her life, her influences and style (abstract art).
- Make observational copies of her sculptures.
- Design their own abstract forms based on the local area.
- Create 3D art from paper.
- Create 3D art from other materials in the style of Hepworth.
- Evaluate their sculptures.



Vocabulary	Shape Form, Space 2D Sculpture Natural		Sculpture Abstract 3D Carving Surface Transparent Opaque Manipulate Recycled Form Natural world	
Skills	Plan, design and make basic shapes/models from observation and imagination. Explore shape and form in 2D. Experiment with construct and join using both recycled and man-made materials. Understand safety with using tools to sculpt and build confidence with using them. Evaluate their own artwork and that of Andy Goldsworthy.		Plan, design and make models from observation and imagination. Develop skills in joining, extending and modelling clay. Use paper to create simple 2D and 3D sculptures. Experiment with constructing and joining recycled, natural and manmade materials. Create textures and patterns in malleable materials including clay using appropriate tools. Evaluate their own artwork and that of Barbara Hepworth.	
Outcomes	Year One: I know about the sculptor Andy Goldsworthy and can discuss what I like and dislike about his work. I can experiment with a range of 3D objects outside and create my own ephemeral sculpture. I can think about form and space when making my sculpture. I can reflect on my work and evaluate it.	Year Two: I know about the sculptor Andy Goldsworthy and can discuss aspects of his work and what I like and dislike. I can experiment with a range of 3D objects outside and create my own ephemeral sculpture. I can think about form and space when making my sculpture. I can think about what Andy Goldsworthy's work reminds me of and make similar links in my own work. I can reflect on my work and evaluate it.	Year Three: I know about the artist Barbara Hepworth and can explain some aspects of her artwork. I can create my own abstract forms from nature. I can create my own 3D paper sculpture. I can create my own 3D sculpture using man-made/natural materials, using the tools to shape the materials. I can evaluate my 3D sculpture by explaining what has been successful and what could be improved.	Year Four: I know about the artist Barbara Hepworth and can explain aspects of her artwork. I can create my own abstract forms from nature. I can create my own 3D paper sculpture. I can create my own 3D sculpture using man-made/natural materials, using the tools to shape the materials with increasing accuracy. I can evaluate my 3D sculpture by explaining what has been successful and what could be improve, making links with the artist. I can alter my sculpture in light of this.

Textiles and Collage

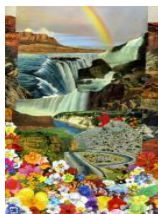
Key Stage One

Lower Key Stage Two

Knowledge

Ben Lewis Giles (Cycle A)

Present day Tree Surgeon to Artist
BA Fine Art @ Kingston Uni Eng
Handmade collages
Antique and vintage materials
Can use other mediums including sculpture, paint and illustrations
Uses colour, nature, repetition and metamorphism



- Learn about Ben Lewis
- Study collages he has made
- Design their own picture
- Learn the technique of collage - cut out media and arrange into a picture
- Arrange materials according to colours
- Tearing, cutting materials and sticking onto surface



Margaret Godfrey (Cycle A)

Present day, USA
Enjoys creating strong patterns.
Cut, tear, paste technique.
Uses paint over the top to enhance her pictures.
Conceptual artist (symbolic).
Self-educated artist with a background in counselling and teaching.
Created volcanic collages (Extreme Earth topic)



- Learn about Margaret Godfrey.
- Study her volcano collages and design their own.
- Revise the technique of collage (cut, tear, paste) and build on this by layering, overlapping and creating texture.
- Children design their own volcano collage.
- Create final piece volcano artwork using tissue paper and PVA glue.
- Use black paint once dried to enhance outlines.

Vocabulary

Collage
Texture
Construct
Join
Natural
Man-made
Form
Recycled

Collage
Layers
Tear
Outline
Rip
Cut
Paste
PVA glue
Tissue paper

Skills

Using magazine cuttings to make a picture.
Choose fabrics/threads based on colour, texture and shape.
Apply shapes with glue or stitching.
Apply decoration using beads, buttons, feathers etc.
Apply colour with printing, dipping, fabric crayons.
Create fabrics by weaving materials, i.e. grass through twigs.
Arrange and glue materials to different backgrounds.
Fold, crumple, tear and overlap papers.

Tearing tissue paper into thin, long strips (no scissors!).
Using PVA glue and glue spreader to stick tissue paper down.
Layering PVA glue to ensure tissue paper is all stuck down.
Layer of PVA glue over the top of the final piece for glossy finish and no tissue paper loose.
Thin paintbrush to paint black outlines once dried.

Outcomes

Year One:

I can explain that Ben Lewis Giles made collages and express an opinion.
I can experiment with collage making using a range of materials.
I can decorate my collage and apply colour with discipline.
I can create fabrics using weaving techniques improving dexterity and fine motor skills.

Year Two:

I can explain that Ben Lewis Giles made collages and express an opinion.
I can experiment with collage making using a range of materials.
I can show control with my use of PVA glue and placement in my collage.
I can decorate my collage and apply colour with discipline to give my collage context.
I can create fabrics using weaving techniques improving dexterity and fine motor skills.

Year Three:

I can explain who Margaret Godfrey is and about her artwork.
I can design my own volcano artwork.
I can tear materials and layer them to create a volcano collage.
I can smooth my collage using PVA glue.
I can outline the collage with black paint for effect.
I can evaluate my collage and explain what went well and what could be improved.

Year Four:

I can explain who Margaret Godfrey is and about her artwork.
I can design my own volcano artwork with increased accuracy.
I can tear materials and layer them with effect to create a volcano collage.
I can manipulate the material to create texture in the collage.
I can smooth my collage using PVA glue with more accuracy.
I can outline the collage with black paint for effect with increased detail and adjust the thickness of paint according to the line.
I can evaluate my collage, making links to the artist's work.