

Curriculum Growth Journey

Art & Design



How is Art & Design taught at Trinity?

Curriculum Intent:

What do we want to achieve in our Art & Design curriculum?

At Trinity All Saints Primary School, we believe that high-quality Art lessons should inspire and broaden the horizons of our learners and allow them to achieve their full creative potential. Our learners will be encouraged to develop both creatively and spiritually, supporting their positive mental health and wellbeing. We want our children to love art, craft, and design.

Our Art and Design curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. As pupils progress, they should gain a deeper understanding of how Art and Design reflect and shape our history, and how it contributes to the culture, creativity, and wealth of our world.

We have carefully selected a wide range of unique and diverse artists, craft makers, and designers for children to study. We want to equip our learners with not only the minimum statutory requirements of the Art and Design National Curriculum but to prepare them for the opportunities, responsibilities, and experiences of later life. We encourage our learners to use the local area as inspiration, to learn from other cultures, and to respect diversity. We want the children to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish to become the very best version of themselves by presenting opportunities for hope, peace, joy and possibility. We teach the National

Curriculum, supported by a clear skills progression throughout the school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classroom and corridor displays. We aim to develop our future artists and their appreciation of the art around them. In Art and Design, pupils will develop the skills of drawing, painting, printing, sculpture, creating art with nature and digital art. It is important that the children develop the progressive skills of an artist throughout their time at Trinity, as well as being introduced to a range of famous artists throughout their topics. To do this successfully our learners are given the opportunity to explore and evaluate different creative ideas, given the opportunity to evaluate their work and then at the end point of the unit, create pieces in their own style which are influenced by the artist. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen.

Opportunities for Spiritual development:

We aim to:

- Provide opportunities for experiential techniques such as listening, being still and quiet, perceiving the senses, being aware of the recent moment, imaginary journeys, guided imagery, attention to an object, exploring stories and self-awareness.
- Develop creativity by expressing innermost thoughts, imagination and feelings through art, appropriate music, literature and crafts

Impact:

What will outcomes for learners be?

By the time the children at Trinity leave our school they should have developed:

- their creativity, independence, judgement and self-reflection.
- an ability to be able to talk confidently about their work, sharing their work through sketchbooks and displays.

- an understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- ways to improve their work within a specified technique.
- their ability to use a range of tools and materials creatively to design and make products.

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

Art and Design EYFS

Through Expressive Arts children are encouraged to:

- Explore different media
- Explore how media can be combined to create different effects.
- They will develop a range of skills and techniques whilst experimenting with colour, design, texture, form and function.
- Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas
- Children are encouraged to create on both small and large scales.
- Children are encouraged to develop their communication and language skills by talking about their creations and sharing these with others to build confidence and self-esteem.

Expressive Art and Design

Creating with Materials

Children will *Safely* use a variety of materials, tools and techniques, and experiment with colour, design, texture, form and function. They will *share* their creations, explaining the process they have used. They will *make* use of the props and materials when role playing characters in narratives and stories.

Through the year the children will look at the following artists;

Andy Goldsworthy- Sculpting with natural materials.

Kumi Yamashita- exploring shadow paintings.

Kandinsky- Creating 'Heart' artwork inspired by the works.

Adrienne Segur- Fairy Tale illustrations- colour mixing.

Being Imaginative and Expressive

Children will *invent*, adapt and recount narratives and stories with peers and their teacher.

They will *sing* a range of well-known nursery rhymes and songs and *perform* songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Art & Design: Key Stage 1

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.

<p>Yr. 1</p>	<p><i>Use</i> a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p><i>Manipulate</i> clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p><i>Explore</i> sculpture with a range of malleable media, especially clay.</p> <p><i>Thread</i> a needle, cut, glue and trim material.</p> <p><i>Experiment</i> with, construct and join recycled, natural and man-made materials.</p> <p><i>Explore</i> shape and form.</p>	<p><i>Create</i> images from imagination, experience or observation.</p> <p><i>Use</i> a variety of tools and techniques including the use of different brush sizes and types.</p> <p><i>Use</i> a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints,</p> <p><i>Mix</i> secondary colours and shades using different types of paint.</p> <p><i>Create</i> different textures e.g. use of sawdust, chalk and other dry media</p> <p><i>Review</i> what they and others have done and say what they think and feel about it.</p> <p><i>Identify</i> what they might change in their current work or develop in their future work.</p>	<p><i>Explore</i> the use of line, shape and colour</p> <p><i>Use</i> different types of paint.</p> <p><i>Build</i> a repeating pattern and recognise pattern in the environment.</p> <p><i>Mix</i> and match colours to artefacts and objects.</p> <p><i>Explore</i> shape and form.</p> <p><i>Use</i> a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p><i>Make</i> marks in print with a variety of objects, including natural and made objects.</p> <p><i>Carry out</i> different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p><i>Make</i> rubbings.</p>	<p><i>Record</i> and explore ideas from first hand observation, experience and imagination.</p> <p><i>Explore</i> the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <ul style="list-style-type: none"> • Frida Kahlo • David Hockney • Aboriginal art & Ken Dome • Paul Klee Cattles <p>Trip to Salts Mill.</p>
<p>Yr. 2</p>	<p><i>Use</i> a variety of techniques, Inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p><i>Create</i> textured collages from a variety of media.</p>	<p><i>Mix</i> a range of secondary colours, shades and tones.</p> <p><i>Name</i> different types of paint and their properties.</p> <p><i>Work</i> on a range of scales e.g. large brush on large paper etc.</p>	<p><i>Experiment</i> with the visual elements; line, shape, pattern and colour.</p> <p><i>Layer</i> different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p>	<p><i>Explore</i> the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p><i>Record</i> and explore ideas from first hand observation, experience and imagination.</p> <p>Kandinsky, Van Gogh, Ruh Al Alam, and Nadia Janjua</p>

<p><i>Make</i> a simple mosaic.</p> <p><i>Stitch</i>, knot and use other manipulative skills.</p> <p><i>Experiment</i> with tools and techniques, incl. layering, mixing media, scraping through etc.</p> <p><i>Manipulate</i> clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p><i>Build</i> a textured relief tile.</p> <p><i>Understand</i> the safety and basic care of materials and tools.</p> <p><i>Experiment</i> with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Making tiles out of clay, making and designing felt pouches</p>	<p><i>Mix and match</i> colours using artefacts and objects.</p> <p><i>Experiment</i> with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p><i>Mix</i> and match colours using artefacts and objects.</p> <p><i>Review</i> what they and others have done and say what they think and feel about it.</p> <p><i>Identify</i> what they might change in their current work or develop in their future work.</p> <p>Kandinsky - mixing colours Portraits of people studied e.g. Nelson Mandela</p>	<p><i>Use</i> a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p><i>Print</i> using a variety of materials, objects and techniques.</p> <p><i>Create</i> textured collages from a variety of media.</p> <p><i>Design</i> patterns of increasing complexity and repetition.</p>	
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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 [for example, pencil, charcoal, paint, clay]	about great artists, architects and designers in Art & Design. (Year 3 studying Hieroglyphics and Henri Rousseau, Year 5 - Andy Warhol, Hokusai, Year 6 - William Morris)
Yr.3	<p><i>Annotate</i> work in sketchbook.</p> <p><i>Use</i> their sketchbook to collect and record visual information from different sources.</p> <p><i>Select and record</i> from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p><i>Experiment</i> with different grades of pencil and other implements.</p> <p><i>Plan,</i> refine and alter their drawings as necessary.</p> <p><i>Question</i> and make thoughtful observations about starting points and select ideas to use in their work</p> <p><i>Compare</i> ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><i>Adapt</i> their work according to their views and describe how they might develop it further.</p>	<p><i>Draw</i> for a sustained period of time at their own level.</p> <p><i>Use</i> different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><i>Use</i> different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><i>Join</i> clay adequately and work reasonably independently.</p> <p><i>Construct</i> a simple clay base for extending and modelling other shapes.</p> <p><i>Cut</i> and join wood safely and effectively.</p> <p><i>Make</i> a simple papier mache object.</p> <p><i>Plan,</i> design and make models</p> <p><i>Use</i> a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p><i>Name</i> the tools and materials they have used.</p> <p><i>Develop</i> skills in stitching, Cutting and joining.</p> <p><i>Experiment</i> with a range of media e.g. overlapping, layering etc.</p> <p>Learn about texture, tone and shading before drawing a Hedgehog when reading Hodgeheg by Dick</p>	<p><i>Explore</i> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><i>Select</i> and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><i>Question</i> and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>To accompany work on the Rainforest children will study the work of Henri Rousseau before creating their own work of art.</p> <p>Study the art work of Egyptians and create their own Canopic jar with messages in Hieroglyphics using Modroc.</p>

	<p>Children will evaluate famous artists and the approach they use to make observations and evaluations about works of art. They will learn how to recreate the styles.</p>	<p>King-Smith. They will transfer 2D ideas into a 3D model of a Hedgehog in clay.</p> <p>Follow a tutorial to draw an Egyptian Pharaoh.</p>	
<p>Yr. 4</p>	<p><i>Collect</i> images and information independently in a sketchbook.</p> <p><i>Select and record</i> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><i>Question</i> and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><i>Compare</i> ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><i>Adapt</i> their work according to their views and describe how they might develop it further.</p> <p><i>Alter</i> and refine drawings and describe changes using art vocabulary.</p>	<p><i>Make</i> informed choices in drawing inc. paper and media.</p> <p><i>Use</i> research to inspire drawings from memory and imagination.</p> <p><i>Explore</i> relationships between line and tone, pattern and shape, line and texture.</p> <p><i>Make</i> and match colours with increasing accuracy.</p> <p><i>Use</i> more specific colour language e.g. tint, tone, shade, hue.</p> <p><i>Research</i>, create and refine a print using a variety of techniques.</p> <p><i>Select</i> broadly the kinds of material to print with in order to get the effect they want</p> <p><i>Resist</i> printing including marbling, silkscreen and coldwater paste.</p> <p><i>Match</i> the tool to the material.</p> <p><i>Combine</i> skills more readily.</p> <p><i>Choose</i> collage or textiles as a means of extending work already achieved.</p> <p><i>Refine</i> and alter ideas and explain choices using art vocabulary.</p> <p><i>Experiments</i> with paste resist.</p>	<p><i>Explore</i> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><i>Collect</i> visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p><i>Talk</i> about their work understanding that it has been sculpted, modelled or constructed.</p>

		<p><i>Make</i> informed choices about the 3D technique chosen. an understanding of shape, space and form. <i>Plan,</i> design, make and adapt models.</p>	
Yr. 5	<p><i>Use</i> a sketchbook to develop ideas. <i>Adapt</i> their work according to their views and describe how they might develop it further. <i>Work</i> in a sustained and independent way from observation, experience and imagination. <i>Compare</i> ideas, methods and approaches in their own and others' work and say what they think and feel about them. <i>Adapt</i> their work according to their views and describe how they might develop it further</p>	<p><i>Join</i> fabrics in different ways, including stitching. <i>Extend</i> their work within a specified technique <i>Create</i> imaginative work from a variety of sources. <i>Demonstrate</i> a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. <i>Work on</i> preliminary studies to test media and materials. <i>Create</i> imaginative work from a variety of sources. <i>Explain</i> a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. <i>Choose</i> the printing method appropriate to task. <i>Build up</i> layers and colours/textures. <i>Organise</i> their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Year 5 - create a survival bag</p>	<p><i>Explore</i> the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Islamic Art Year 5 - creating our own Andy Warhol artwork, create our own art based on Hokusai, design our own versions of 'dig for victory' posters.</p>
Yr. 6	<p><i>Develop</i> ideas using different or mixed media, using a sketchbook. <i>Manipulate</i> and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape <i>Be expressive</i> and analytical to adapt, extend and justify their work.</p>	<p><i>Use</i> different techniques, colours and textures etc when designing and making pieces of work <i>Create</i> shades and tints using black and white. <i>Choose</i> appropriate paint, paper and implements to adapt and extend their work. <i>Carry out</i> preliminary studies, test media and materials and mix appropriate colours.</p>	<p><i>Explore</i> the roles and purposes of artists, craftspeople and designers working in different times and cultures <i>Identify</i> artists who have worked in a similar way to their own work. <i>Work</i> from a variety of sources, inc. those researched independently.</p>

	<p><i>Compare</i> ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><i>Adapt</i> their work according to their views and describe how they might develop it further.</p>	<p><i>Be familiar</i> with layering prints.</p> <p><i>Be confident</i> with printing on paper and fabric.</p> <p><i>Alter</i> and modify work.</p> <p><i>Develop</i> skills in using clay inc. slabs, coils, slips, etc.</p> <p><i>Make</i> a mould and use plaster safely.</p> <p><i>Create</i> sculpture and constructions with increasing independence.</p> <p><i>Demonstrate</i> a wide variety of ways to make different marks with dry and wet media.</p> <p>Painting icebergs</p> <p>Pop art - hearts</p> <p>Repeating patterns</p> <p>Hanging installations</p> <p>3D models using clay OR papier-mâché (river courses)</p>	<p><i>Show</i> an awareness of how paintings are created (composition).</p> <p><i>Describe</i> varied techniques.</p> <p><i>Investigate</i> art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Designers/builders of Titanic</p> <p>Zaria Forman</p> <p>William Morris</p> <p>Andy Warhol</p> <p>Janet Eckelman</p> <p>Yung Jake</p>
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