

Art and Design Curriculum Overview at Eyam Primary School

"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art".

Quotation from the National Curriculum, 2013

Curriculum Intent

At Eyam Primary School, we value Art and Design as a key part of our children's entitlement to a broad and balanced curriculum. By teaching a progressive programme of age-appropriate skills in drawing, painting, printmaking, sculpture, weaving and sewing, we aim to equip our pupils with the tools and knowledge needed to express their individual interests, opinions, thoughts and ideas in a creative and innovative way, using a variety of mediums and materials- for example clay, oil pastel and fabric. Furthermore, by linking these skills in a cross-curricular manner to our Topics and to real-life artists and artistic movements, we aim to help our children to understand how Art and Design contributes to our nation's history and culture.

Curriculum Aims

The Early Learning Goals for Expressive Arts and Design are as follows:

Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Whilst the National Curriculum for art and design aims to ensure that all pupils:

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Implementation

The teaching and implementation of Art and Design at Eyam Primary School is based on the Early Learning Goals and the National Curriculum, whilst our **Skills Progression List** ensures a well-structured and systematic approach to our planning. We ensure that our children have the opportunity to experience a rich and varied range of artistic mediums and resources throughout their time at Eyam.

The children are taught Art and Design as part of their termly cross-curricular Topic work. Areas covered include historical Topics like "Viking Invasion", in which children may learn about Viking clothing and jewellery; science based Topics such as "Journey Into Space", where children could paint artworks inspired by the photographs of the Hubble telescope; and geographical Topics like "Water" which could provide opportunities for seascape study. The work of famous local, national and international artists are explored in connection to each Topic and to each skill on our list to enhance the children's learning and to place it in a meaningful artistic context.

Art and Design Skills Progression List

	Drawing	Painting	Printmaking	Sculpture	Weaving	Sewing
EYFS	<ul style="list-style-type: none"> -Enjoy using different mark-making materials; crayons, sticks in sand, chalk on the playground. -Hold a pencil with an effective pincer grip. -Make marks which have a meaning, including lines, enclosed circles, and marks which represent people, objects etc. 	<ul style="list-style-type: none"> -Hold a paint brush with an effective pincer grip. -Explore colour and colour mixing, choosing a colour for a particular purpose. -Make marks which have a meaning. 	<ul style="list-style-type: none"> -Make prints and rubbings using hands in paint, crayon on leaves, bark, coins, brick etc. -Use stencils to create pictures. 	<ul style="list-style-type: none"> -Explore malleable materials including play dough, plasticine, salt dough and clay, squashing, rolling, pinching, flattening and modelling into shapes. -Make a thumb pot. -Explore junk modelling, cutting materials with scissors and joining surfaces with glue or tape. 	<ul style="list-style-type: none"> -Use simple tools safely, eg. scissors, hole punch, to shape and cut materials like paper, leaves and fabric. -Choose and use strips of different materials to make a simple weaving. 	<ul style="list-style-type: none"> -Choose fabrics based on colour, texture and shape to cut and stick, making collage pictures. -Explore plastic needles and thread them with thicker thread eg. wool. -Learn to sew with a running stitch using Binka.
KS1	<ul style="list-style-type: none"> -Draw imaginatively, choosing a subject and composition. -Begin looking closely at still life scenes and people, making careful observational drawings from life. -Explore different marks; make patterns and textures by using a pencil in different ways, eg. drawing dots. 	<ul style="list-style-type: none"> -Begin choosing different brushes for different purposes, eg thick and thin brushes. -Explore colour mixing and learn to wash the brush between colours. -Paint imaginative scenes and scenes from life. 	<ul style="list-style-type: none"> -Explore impressed printing using hard and soft materials- potatoes, corks, cotton reels, sponges. -Explore printing in relief using stamps or rollers and ink. -Make a repeated pattern using printing. 	<ul style="list-style-type: none"> -Begin designing products to be made from salt dough, clay and paper mache. -Use modelling techniques to create these products; decorate them using pressing and printing or with paints. -Make a coil pot. -Choose and use 3D materials to make a simple mosaic. 	<ul style="list-style-type: none"> -Gain confidence when weaving in both 2 and 3D- grass through twigs; carrier bags through the spokes of a bicycle wheel; fabric strips through wool or paper. -Design and make a picture by choosing and weaving different materials. 	<ul style="list-style-type: none"> -Explore metal needles and thread them using thinner materials eg. embroidery thread. -Use running stitch to decorate an object eg a bookmark or to sew two surfaces together. -Sew buttons, beads or sequins onto fabric. -Choose, cut, and use fabrics and found materials to make more complex collage pictures, thinking about colour/texture.
Lower KS2	<ul style="list-style-type: none"> -Begin exploring a wider range of drawing materials, including oil pastels and chalks. -Develop an understanding of proportion, learning to draw a human face using the correct proportions. -Begin keeping a sketchbook, exploring composition when making observational drawings from life. 	<ul style="list-style-type: none"> -Begin exploring a range of different painting materials- poster paints, watercolours, acrylic on canvas, using appropriate brushes. -Explore colour theory. -Respond to music and art by painting own pictures. 	<ul style="list-style-type: none"> -Gain more confidence when using impressed printing and printing in relief. Make own print blocks from cardboard, string, wood etc; use them to print a picture on paper or fabric. -Begin to understand screen printing and make a stencil for a simple screen-printed picture. -Design and make decorated fabric using repeated printing. 	<ul style="list-style-type: none"> -Design, make, decorate and evaluate clay models. -Make a slab pot, making and using slip to join edges. -Model over a simple armature; eg use mod roc and water over a newspaper skeleton. -Explore simple origami. -Explore carving as a form of sculpture. -Gain confidence in making 3D mosaic pictures. 	<ul style="list-style-type: none"> -Explore different techniques for weaving and making new fabrics- felting wool; using woollen yard to make a friendship bracelet; finger knitting. -Design and make a more complex woven picture, thinking carefully about colours, textures and embellishment eg. beading. 	<ul style="list-style-type: none"> -Thread a needle with cotton and use running stitch, blanket stitch and cross stitch to decorate an object or sew two surfaces together. -Tie a knot to finish work. -Begin designing products to be made and sewn from fabric, eg. a felt keyring. -Tie-dye own fabric. -Choose and make decorative embellishments eg. pom poms, appliqué, beading.
Upper KS2	<ul style="list-style-type: none"> -Improve sketchbook skills, sketching people, still life scenes and landscapes using pencil, pastel, charcoal and chalk. 	<ul style="list-style-type: none"> -Choose an appropriate paint, surface and brush for a given painting. -Use appropriate techniques for a chosen paint; for example, colour 	<ul style="list-style-type: none"> -Develop mastery of printing in relief; use carving in balsa wood to create own print block and make printed pictures on paper or fabric. 	<ul style="list-style-type: none"> -Begin making 3D maquettes as well as sketches when planning and designing sculptures. -Design, make, decorate and evaluate clay models using techniques such as 	<ul style="list-style-type: none"> -Begin weaving small pieces of new fabric with a simple loom. -Explore knitting further, using needles and wool. 	<ul style="list-style-type: none"> -Explore knotting, fraying, pleating, smocking and twisting fabrics to create different finishes. -Design, make, decorate and evaluate sewn products (collage pictures, small items like drawstring pouches and

<ul style="list-style-type: none"> -Annotate work in sketchbook. -Develop mastery of proportion, drawing human faces and bodies using the correct proportions. -Look closely and use measuring techniques. Develop simple perspective in work using a single focal point and horizon. -Use varying pressure to choose and create differently weighted lines. -Explore different ways to shade, including using the side of the pencil nib and a cross-hatch pattern. -Review and revisit past works. 	<ul style="list-style-type: none"> washing a background with watercolours. -Understand colour theory and select, mix and use colours with confidence and care. -Create imaginative paintings as well as paintings of people, still life scenes and landscapes. Work in a sustained and independent way to develop own style of painting. 	<ul style="list-style-type: none"> -Gain more confidence in screen-printing; design and make a stencil to be used for a screen-printed picture or design on a fabric garment containing more than one colour; evaluate work. 	<ul style="list-style-type: none"> coils and slabs joined with slip, for example a clay house or figure. -Gain more confidence in carving. -Design, make and model a sculpture using a more complex armature as a base. -Develop mastery in creating more complicated 3D mosaics. 		<ul style="list-style-type: none"> simple garments) choosing and using appropriate fabrics, threads and stitches. Think carefully about colour, texture and function.
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Curriculum Impact

Children in Reception are assessed within the Expressive Arts and Design ELG and their progress is tracked termly in their Foundation Stage File and using our online forum, Tapestry. Age-related achievement levels are reported to parents at the end of the academic year.

In Key Stages 1 and 2, teachers use formative assessment to track pupils' progress in Art and Design, taking photocopies and photographs of work, marking sketchbooks with supportive comments and giving regular verbal feedback. These assessment techniques are used to inform teachers' future planning and to measure the impact of our Art and Design curriculum.

Additionally, displaying children's work and inviting parents in to see it helps to showcase artistic achievement in school, raising the profile of Art and Design, encouraging children to take pride in their work, and helping them to understand some of the purposes of the visual arts- for example, to spark viewers' imagination, to challenge their opinions or to inspire their own creativity.

Ultimately, we hope that our pupils leave Eyam School having achieved mastery of a wide range of artistic skills and with a genuine love for Art and Design, well-equipped and thus keen to embark on the next phase of their artistic education.