

Our Art Curriculum Overview and National Curriculum Coverage

This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different *concepts in art* and different *types of art*. In this context *concepts in art* means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different *types of art* means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Renaissance architecture and Art from Western Africa).

The overall scheme of the curriculum provides for gradual progression in terms of *skills* (split into painting, drawing, 3D form, collage, textiles and printmaking.), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different *concepts* and *types of art* (for example we explore the thread of line to show this progress. In Year 1, one of the units introduces children to the element of line, in Year 2 line is used again in lesson five to draw a Picasso style portrait and in Year 3 the pupils do drawing exercises to use lines in ways which they may not have encountered before: continuous line drawings to show a piece of fruit and using multiple lines next to each other to show the contours of a hand.) The structure of the planning also provides for progression in terms of *process* in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising *process*. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to

our culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle-ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century.

The table below breaks down the requirements of the National Curriculum for key stage 1 and key stage 2. Each unit of work covers each of the aims of the National Curriculum. The Curriculum Overview explains how this is achieved, summarising for each year group what concepts of art, types of art, skills and processes are covered. The Overview goes on to specify, in more detail, what artists, designers, architects, concepts and skills are covered in each unit. It is expected that evidence of the children's study will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work. These activities are all provided for in lesson to lesson planning. It may also be beneficial to include the knowledge organiser, learning objectives and multiple-choice quizzes in the sketchbook, so that both children and teachers can easily identify progression in knowledge, process and application of skills.

General Aims of the National Curriculum for KS1 and KS2
Produce 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.
KS1 Aims
Use a range of materials creatively to design and make products
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between difference practices and disciplines, and making links to their own work.
KS2 Aims

Develop their techniques, including their control and their use of materials, with creativity and experimentation

Develop an increasing awareness of different kinds of art, craft and design

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range with a range of materials for example, pencil, charcoal, paint, clay.