



Curriculum Synopsis: Art and Design



EYFS

- Art and design in the EYFS develops skills in two areas: Physical development (ELG 6 - Gross motor skills. and ELG 7 - Fine motor skills) whereby children develop the physical strength and coordination to be able to manipulate tools and materials for a task. And Expressive arts and design (ELG 16 - Creating with materials, and ELG 17 - Being imaginative and expressive) which encompasses creative skills in the sense of making using art resources but also in construction tasks as well as performance and expressive skills.

-Throughout carefully planned continuous provision, children develop independence and confidence in choosing the resources they need to be creative and explorative when making and creating. Children explore resources and materials, textures and processes and explore different ways to change, connect and manipulate the resources they are using. Children explore a range of techniques and are supported to consider, evaluate, revisit and refine the things they make and create.

-In the outdoor environment and through PE sessions, children are continually developing their core strength to be able to hold themselves correctly in order to have the correct posture for sitting and standing when completing tasks. Children's coordination and agility development supports their body awareness and proprioception, helping children to make links between their movements when using resources and the marks they make. They develop shoulder, arm, wrist and hand strength, which helps children to refine their movements and to manipulate tools, such as scissors, to support with creative tasks.

-Children represent their ideas, thoughts and feelings through their creations and pictures. Children have continuous access to mark making resources, including paint, and can choose the way they wish to express themselves. Children develop confidence with creative processes and explore until they find resources that they enjoy and which they can use well.

-Children work independently and collaboratively and share the things they make and create.

Yr 1

-Within the topic '**Would you rather be a Victorian school child?**' topic during Autumn 2, pupils will show Victorians use salt dough to create Christmas decorations and then create their own for a class Christmas tree display. Children will begin to develop painting skills as they learn about the primary colours and how they are mixed to make secondary colours. The colours mixed will be used to paint their decorations.

-Within the topic '**Did Dinosaurs live in Derby**' topic during Spring 1, pupils will look at the artist, Henry Rousseau and his paintings and focus on their features to identify the techniques used. The focus will be drawing skills. They will use these techniques to inform their own piece, based on a landscape scene that Dinosaurs could live in. This piece of art work will look at using a range of media such as paint, pastels and sketching..

-Within the topic '**How do you know you are at the seaside?**' topic during Summer 2, pupils will study the work of Andy Goldsworthy who is known for his sculptures and photographs. The children will use his influences to create their own sculpture out of natural materials.



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Yr 2

Within the topic **'Was the Great Fire of London a good thing?'** in Autumn 2, pupils will be learning about portraits. Children will build on their drawing skills from year 1 and will be creating a pencil portrait of Samuel Pepys which will then be scored into clay and painted. They will also evaluate their artwork.

-Within the topic **'What is beyond England?'** in Spring 1, pupils will be looking at a range of African artwork. Children will be introduced to printing. They will use this to inspire their own designs which they will print onto fabric to create an African style scarf.

-Within the topic **'Could a Polar bear survive in the Jungle?'** in Spring 2, pupils will be creating their own hot and cold paintings. Building on the painting skills from year 1, they will learn how to mix paint to create hot and cold effects and they will also evaluate the artwork of a range of artists.

-Within the topic **'Who inspires us?'** In Summer 1, pupils will be revisiting portraits and the drawing skills introduced at the start of the year. They will learn different sketching techniques and use these to plan, sketch and display a portrait based on an inspirational person.

Yr 3

-In the Spring term children will expand on their drawing skills. Within the topic **'What did The Flintstone's do in their Yabba-Dabba-Do time?'** they will be looking at some examples of cave art. Pupils will create their own cave painting through various mediums such as chalk, pastels and crayons.

-Within the topic **'What makes the Earth Angry?'** pupils will be learning about the world famous artist *Jackson Pollack*. Children will take inspiration from his abstract line paintings and produce their own continuous line piece of artwork that depicts a volcano eruption.

-Within the topic **'Where would you build a city in the UK?'** in Summer 2, our focus is going to be on the artists Charlotte Farhan and Andy Burgess. We will be looking at their artwork and using it to inspire our own mix media cityscape art! The children will practise combining various media like collage, paint and pastels and use this knowledge to design and create a final piece!

Yr 4

-Within the topic **'What was life like for the Ancient Maya and what have we learnt from them?'** in Autumn 2, pupils will create paper mache Maya masks and building on the sculpting skills from KS1 to build up facial features. They will begin their sessions by researching why the mask was a significant part of the Maya society. Then they will use this knowledge to design, make and evaluate their own Maya masks. They will be focusing on painting control as they decorate their mask.

-Within the topic **'Why do people visit Italy?'** in Spring 2, pupils will research, sketch and create a Roman coil pot. This will involve looking at current designs from the different artists who make them and developing an understanding of the creative medium and the techniques needed for sculpting.

-Within the topic **'How terrible were the Tudors?'** in Summer 2, pupils will be introduced to textiles looking at the medium of Cross Stitch pupils will design a template including the number of stitches required and the technique for stitching needed to make their design.



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Yr 5

-Within the topic *'What makes a good leader?'* in Autumn 1, pupils will firstly look at famous print artists and their work. They will annotate them with the valuations and say which they like best and why. Then they will experiment with stamping, stenciling (intaglio) and string (relief). Pupils will create their own logo using their favourite print technique.

-Within the topic *'What is out there?'* in Spring 1, pupils will develop their drawing skills by inventing their own 3-D planet. They will be practicing observational sketching skills and looking at different artists who create an illusion of 3-D in their artwork, such as Joseph Wright. They will practice sketching in a 3-D style, using hatching and crosshatching is, as well as using pastels to show depth. Using all the skills they have practiced they will then sketch their own planet which they will then evaluate together.

-Within the topic *'Were the Vikings vicious?'* in Summer 1, pupils will be asked to design a sail for Viking longship. using the materials that would have been commonplace in Viking Britain. This means no paint, plastic, or die, but natural resources such as berries, plants and flowers. Children will be designing, and painting the sail with the stains they have created using the natural fruits and grasses. Textile skills will be used to hem the sail with a running stitch.

Yr 6

-Within the topic *'Was It Only Soldiers Who Helped Their Country in the Great War?'* in Autumn 2, pupils will create their own silhouette war scenes. Pupils will be looking at how during the war, London was in darkness and what the sky looks like because of the blackouts. Pupils will further develop their painting skills using watercolours. Learning how to blend colours, use watercolour wash to build layers of colour. Collage skills will then be called on to use black paper to create the shapes of buildings, aircraft and objects as a contrast as a contrast to the sunset sky, creating a silhouette war scene.

-Within the topic *'Is it too late to save the planet?'* in Spring 1, pupils will continue will collage with a personal project based on ocean creatures. Pupils will look at the work of Henry Matisse. They will sketch, plan and decide on colours and medium choices as well as layout, before making their project

-Within the topic *'Why are Rivers so important to settlements?'* in Spring 2, pupils will, learn about graffiti art. Pupils will learn about its history about the famous graffiti artist Banksy, and then have the opportunity to do some of their own graffiti artwork further developing their paint skills. This artwork will be put together to make a class display.