

Art and Design Overview

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, artwork with metallic materials has been placed in the same teaching sequence as the science project *Mighty Metals* in year 3. Block printing inspired by the Arctic's indigenous people is explored during the topic of *Frozen Kingdom* in year 6.

Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

EYFS

In Nursery and Reception, children learn to select appropriate tools needed to create their artwork. They explore mark making, choosing colours and making patterns, as well as develop language to describe their representations. In Nursery, children begin to develop vocabulary which describes what they have created and how by naming colours, shapes and identifying objects. In Reception they build on this by beginning to identify techniques such as symmetry painting and mirror painting.

Key Stage 1

The teaching of art projects in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

In years 1 and 2, the art projects allow the children to explore materials and create artwork in a very practical way. Year 1 begins by exploring their surrounding natural world and their local community and create an appreciation of artistic beauty around us. The Mysterious Woodlands allows the children to enjoy hands on activities which teach the children to choose and select various materials for their artwork. In year 2 they move onto creating marble paintings using a bouncy ball in the project Bounce. In Year 1, well known artists are introduced, and in Year 2 the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

The idea of nature used as a starting point for art in KS1 is revisited in KS2 with year 3s creating paintings of water in their project Flow. This is built upon in year 4 in their project Blue Abyss when the children explore seascapes and ocean art.

Upper Key Stage 2

The projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of artistic techniques associated with line, light, shadow, tints and shades.

In Year 6, children are encouraged to work more independently in projects like *Colour & Style* and *Environmental Artists*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects *Inuit* and *Trailblazers, Barrier Breakers*.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. Our art projects are carefully selected to allow depth in sequencing of curriculum aspects and concepts, vocabulary and connectivity of the art and design scheme with other curriculum subjects.