



East Midlands Academy Trust

Art and Design Curriculum – Overview



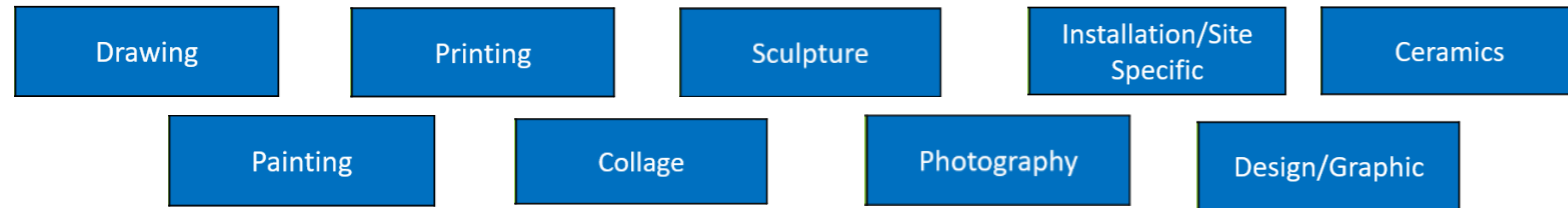
Why Teach Art and Design?

Art, craft and design embody some of the highest forms of human creativity. Art supports students' personal development through creativity and self-expression, alongside developing resilience, confidence and critical thinking skills. We aim to engage learners in the creative process, encouraging them to express their individuality, whilst building skills in problem solving, decision making about their own work and that of others - learning to reflect and evaluate as work progresses. We promote the enjoyment of Art for itself, the development of skills with increasing mastery as they progress and in their engagement in Art Craft and design. Art Craft and design in their many forms can then be taken forward either into exams, or for itself and have a lifelong impact with a love of art and artwork.

Our Curriculum will

- Produce creative work exploring their ideas and recording their experiences
- Enable learners to become proficient in drawing painting and other art craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design- and the Formal Elements.
- Enable learners to know about great artists from history and to current contemporary artists, craft makers and designers and understand the historical and cultural development of their art forms.

Practical Knowledge - Media and Materials



Practical Knowledge - Formal Elements of Art

Line
The path left by a moving point e.g. a pencil or brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved.

Colour
A reflection of light, seen by the eyes.

Mood
Art can evoke certain feelings in the viewer or create a particular atmosphere.

Shape
A shape is an area enclosed by a line/edge (shaded in or just an outline).

Form
Form is a 3 dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.

Space
The distance and area around, above, between or below objects.

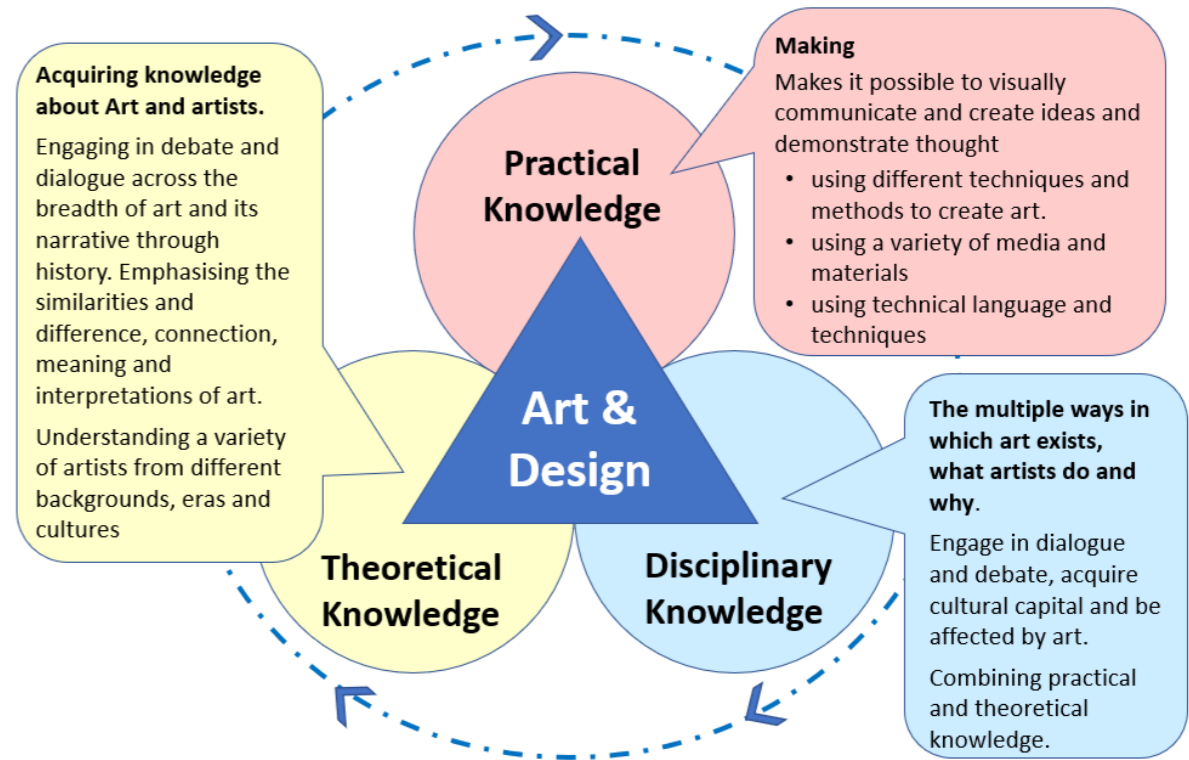
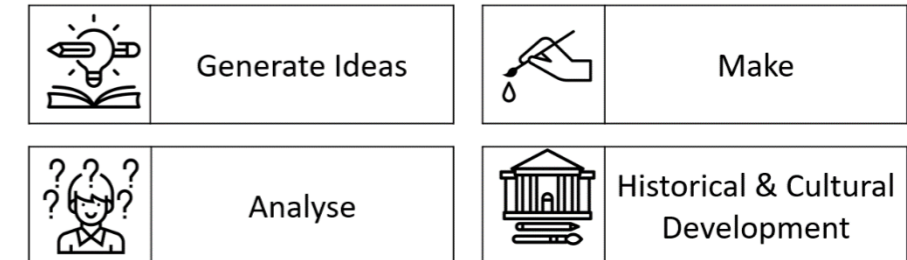
Composition
The placement or arrangements of visual elements or ingredients in a work of art.

Tonal Value
Degrees of lightness or darkness. The difference between values is called value contrast.

Pattern
A design that is created by repeating lines, shapes, tones or colours. Can be manmade, like a design on a fabric, or natural, such as the markings on animal fur.

Texture
The surface quality of something, the way it feels or looks like it feels. Actual Texture – really exists and can be felt or touched. Visual Texture – created using different marks to represent actual texture.

Substantive		Disciplinary
Practical Knowledge	Theoretical Knowledge	Discipline based knowledge



Art and Design Teaching Approaches

We use the following approaches to teaching topics.

- Primary Research**
 - Drawing in a variety of ways
 - Looking at images from a variety of sources
 - Looking at real objects
- Contextual Research**
 - Studying a variety of art, craft and designers work to inspire and inform practical work.
 - Learners are encouraged to form their own opinions and listen to other's viewpoints
- Learn and Experiment with new materials**
 - Learner's practice and learn how to use a range of different media and art techniques. They are encouraged to experiment
- Final Outcome**
 - Pupils will use prior learning, knowledge, and practice to help design and generate a final outcome that showcases their learning and understanding.



EYFS Curriculum Map



Expressive Arts and Design

Being Imaginative and Expressive

Creating with Materials

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



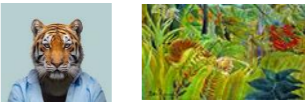

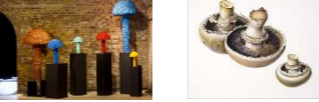









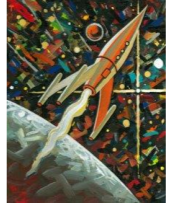


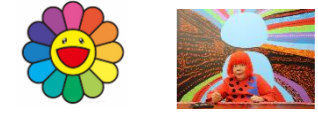
		Autumn 1	Spring 1	Summer 1
Key Vocabulary				
Key Knowledge and Skills	Being Imaginative and Expressive	<ul style="list-style-type: none"> - Make use of props and materials to role play characters in narratives and stories - Sing a range of well-known nursery rhymes and songs - Model and encourage singing to self and making up simple songs - Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. - Watch and talk about dance and performance art, expressing their feelings and responses. - Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. 	<ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others - Play pitch-matching games, humming or singing short phrases for children to copy. - Sing call-and-response songs, so that children can echo phrases of songs you sing. - Tap out simple repeated rhythms - Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example - Experience moving in time with music 	<ul style="list-style-type: none"> - Invent, adapt and recount narrative and stories with peers and their teacher - Experience different kinds of music from across the globe, including traditional and folk music from Britain. - Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. - Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.
	Creating with Materials	<ul style="list-style-type: none"> - Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. - Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. - Use various construction materials, e.g. joining pieces, staking vertically and horizontally, balancing, making enclosures and creating spaces - Use tools for a purpose - Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” 	<ul style="list-style-type: none"> - Share creations, explaining the process they have used - Continue to explore colour and how colours can be changed - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience - Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. 	<ul style="list-style-type: none"> - Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Develop colour-mixing techniques to be able to match the colours they see and want to represent, with step-by-step guidance when appropriate. - Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the childrens, for example in details, colour, movement or line.



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	Autumn		Spring		Summer	
	Artist/Style Focus	Knowledge and Skills	Artist/Style Focus	Knowledge and Skills	Artist/Style Focus	Knowledge and Skills
Year 1	People/ Portraits: Looking at me 	<ul style="list-style-type: none"> Observation – mirror – look at self Mix a skin tone/matching colours to my hair/skin/eyes. Line drawing 	Spider Story 	<ul style="list-style-type: none"> Line drawing Mark making Shapes Repeated patterns Oil pastel resist Collage 	Animal – Big Cats 	<ul style="list-style-type: none"> Shapes Oil pastel Pattern making Mixing green Mark making
	Artists link – Greats and modern Picasso, Kahlo, Da Vinci, Van Gogh, Klimt, Ofeli, Warhol	Line Shape Composition Colour Mood	Art Links: African pattern/Anansi	Line Shape Pattern Mood	Artist link: Yago Partel, Rousseau	Line Shape Pattern Texture Colour
Year 2	Roald Dahl Stories Georges marvellous medicine/James and the Giant Peach 	<ul style="list-style-type: none"> Water colour painting Oil pastel resist Colouring pencils Creative drawing and mark making 	Mushrooms 	<ul style="list-style-type: none"> Drawing from observation Colour mixing and matching Block painting Brush handling and control Using templates Drawing from observation Printing, polyprint, single colour 	Seaside 	<ul style="list-style-type: none"> Watercolour painting Brush handling and control Making 3D – cardboard/mixed media
	Artist link: Quentin Blake, Tony Ross	Line Colour Composition Shape Mood	Artists Link: Christiaan Nagel/Susannah Blaxhill	Line Shape Tonal value Texture Form	Artist Link: Edward Hopper/ Wayne Theibault	Shape Pattern Colour Texture Mood Composition
Year 3	Drawing on Walls 	<ul style="list-style-type: none"> Charcoal drawing Mark making Line drawing 	Volcanoes 	<ul style="list-style-type: none"> Colour mixing and matching to colour wheel Mixing block paint Brush handling and control Graphite drawing and mark making 	Egypt 	Pencil colour blending <ul style="list-style-type: none"> Clay- slab and impressed marks
	Artists links: Stone Age art/Graffiti, Keith Haring. Mr Doodle	Line Texture Shape Composition Space	Artist Link: Andy Warhol Turner	Colour Line Shape Texture Mood	Artists link: Traditional ancient Egyptian art	Line Tonal Value Form Texture
Year 4	Portrait 	<ul style="list-style-type: none"> Pencil drawing Tonal qualities/grey scale 3D Cardboard slotted head 	Rainforest Frogs 	<ul style="list-style-type: none"> Colour theory and mixing secondary's Pattern and design Using paint 	Romans 	<ul style="list-style-type: none"> Design Pattern and shape
	Artists links: Naum Gabo Picasso	Composition Texture Form	Artists links: Henri Rousseau	Colour Pattern Shape Space Line	Artists links: ancient art inspired (Mosaic, Coins, Shields, Sculpture)	Form Shape Pattern Composition
Year 5	Houses/Buildings 	<ul style="list-style-type: none"> Working in relief Designing and creative drawing Clay slab made house- Flat/3D slabs 	Aztecs 	<ul style="list-style-type: none"> Design Make a printing block Print process 	Earth and space 	<ul style="list-style-type: none"> Mixed media- watercolour painting Quality of line – pen work
	Artist link – Hundertwasser/Gaudi	Shape Colour Line Pattern Texture	Art links: Ancient and modern Aztec Design	Line Pattern Shape	Artists links: Peter Thorpe. Kandinsky	Line Pattern Shape
Year 6	WW2 	<ul style="list-style-type: none"> Expressive Oil pastel drawing Wax resist Responding to artist and mood 	Africa 	<ul style="list-style-type: none"> Cardboard manipulation 3d/Relief construction 	All about me – portrait and personality 	<ul style="list-style-type: none"> Create mind mapping Colour and design Portrait recap Creating personal work about themselves- becoming an artist
	Artists links: Henry Moore – War Art/Paul Nash	Line Space Composition Mood	Art links: Traditional African art and Craft	Pattern Line Form Texture	Artists links: Takashi Murakami & Yayoi Kusama	Composition Pattern Shape Colour

Every child deserves to be the best they can be