

Netherfield Art and Design Curriculum

At Netherfield we want children to activate their creative curiosity and be empowered by the possibilities within art and design as a form as well as for wellbeing. We understand that creativity is a fragile process and that confidence is nurtured by allowing children to explore, understand, imitate and innovate with the visual, tactile and sensory qualities of materials, tools and processes. Children will learn about movements of art in history, great artists from the past and present and will develop lifelong visual literacy skills to be able to talk about their visual and sensory world, their own art and that of others.

Drawing on the national curriculum, the expertise of Access Art and other arts education bodies, a rigorous spiral curriculum has been developed to ensure progression across the mediums whilst continually embedding the elements art (colour, form, line, shape, space, texture and value).

Within Key Stage One, art is covered within a topic approach to the wider curriculum and embraces the need to enable greater manipulative skills. Whilst in Key Stage Two, children are taught 4 projects over the year on a weekly basis that secure artistic methods, techniques, media and materials to allow for depth and mastery of skills.

Each year group's curriculum, has been designed to support and enhance its specific broader curriculum; creating an interwoven, hinterland approach to knowledge and understanding.

The mediums of drawing and painting are taught each year, whilst print, sculpture, textiles, mixed-media, photography, graphics, fashion and architecture has a spiral progression route. Year groups work to produce outcomes in set mediums however teachers can design their own projects, allowing a flexible and reflective curriculum that has creativity at its core. Teachers can select from suggested artists who represent a variety of classes, races, gender and sexuality.

Children are given lots of opportunity to practise through observation and expression within curriculum time, alongside opportunities to independently work within their sketchbooks to generate ownership and personality in their work and because of this sketchbooks are not marked to maintain their integrity.

Sketchbooks provide a portfolio of ongoing practise to enable on-going formative assessment and assessment must have an individualised approach to build and preserve confidence in the subject. By looking in children's sketchbooks quality of input and deliberate practise will be immediately evident. Children's annotations as well as their pupil voice will demonstrate understanding, knowledge and pride

The subject leader provides policies and a monitoring cycle that supports teams to plan effective and progressive projects, supports the CPD of class teachers, reflects on pupil voice and enhances children's learning with whole school and extra-curricular opportunities. Enhances the real school environment and virtual gallery with the breath of our children's artworks.

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	Generate Ideas	Develop the following skills alongside drawing to work towards an outcome.					Evaluating	Movements coverage & suggested artists	Expected outcomes
		Draw	Paint	Print	Sculpture	Other mediums			
Y6	<ul style="list-style-type: none"> Source detailed information on notable artists craftspeople, architects and designers Make personal investigations of interest and record observations in sketchbooks Record experiments and investigation towards an outcome in evermore personalised sketchbooks Explore themes from history and literature to produce sophisticated original art pieces Use growing knowledge of how materials and mediums act to develop ideas Source ideas and inspiration through art movements and other curriculum themes 	<ul style="list-style-type: none"> Continue key drawing exercises and explore continuous line drawing to develop control and conceptual thinking Attempt sketching key shapes of still life from different angles Use a variety of techniques to add effects e.g. halo, chiaroscuro, shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings Use a variety of tools/mediums for a desired outcome 	<ul style="list-style-type: none"> To explore portraiture using all previously learned skills 		<ul style="list-style-type: none"> Use clay in detail to express an idea, opinion or emotion Explore 3D portraiture at different scales 	<u>Photography and graphics</u> <ul style="list-style-type: none"> Use photography skills to create abstract and self-portrait pieces Create photo montages for a purpose Use graphics, text and images combined for a purpose Reproduce a cherished object through other mediums <u>Textiles</u> <ul style="list-style-type: none"> Experiment with different material and media by overlapping and layering to create texture, effect and colour Add decoration to textiles e.g. buttons, beads, badges, dismantled jewellery# 	<ul style="list-style-type: none"> Document, record and reflect on challenges and adaptations in work Be able to share their work and experience in a presentation Provide detailed observations about notable artists craftspeople, architects and designers as well as their own work and that of peers Use technical language with a greater sophistication to discuss processes and outcomes 	<ul style="list-style-type: none"> Graffiti, activist, propaganda and graphic art Modern British Artists Graphics <p>and relevant artists linked to these movements</p>	Portrait Clay outcome Textile outcome
Y5	<ul style="list-style-type: none"> Enhance the sense of ownership and personality within sketchbook use Allow the sketchbooks to become a process tool where questions, answers and exploration can be challenged within and beyond it Source ideas and inspiration through art movements and other curriculum themes 	<ul style="list-style-type: none"> Explore and know how ideas translate through into different mediums via drawing Explore the interconnectedness of line, form and colour Use a variety of techniques to add effects e.g. shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings Develop 3D drawing skills Build communal drawings i.e. contribute to a shared outcome Use a variety of tools/mediums for a desired outcome 	<ul style="list-style-type: none"> To explore painting on new surfaces such as stone, walls, floors, sandpaper, canvas Explore alternative ways to produce textured outcomes Use colour to depict mood, feelings and intentions in work 	<ul style="list-style-type: none"> Develop further techniques in relief printing with polystyrene and monoprinting Manipulate colour and pattern to create effective prints Use repeating and symmetrical pattern in work Produce a designed outcome 	<ul style="list-style-type: none"> Reproduce famous landmarks for a purpose (crazy golf) Select and use materials suitable for an outcome Use reused or recycled materials wherever possible Explore balance and movement in sculpture Carving a design into a surface e.g. wood or breezeblock 	<u>Architecture</u> <ul style="list-style-type: none"> Explore and research modern and historic architecture To reproduce features of architecture Work independently and as part of a group to explore ideas for meeting a brief Use the work of others to inform ideas Design new architectural forms with specific intentions Plan and design a collage Add collage to a printed or painted background using a range of media Know the names of tools, techniques and formal elements 	<ul style="list-style-type: none"> Document, record and reflect on challenges and adaptations in work Use photography as an alternative way to record Use digital media to identify and research artists, craftspeople, architects and designers Recognise and describe key features of own work and that of others' using technical vocabulary Describe the work of, express an opinion about, take inspiration from and compare the life and work of notable artists 	<ul style="list-style-type: none"> Cubism The digital age Architecture / Landmarks <p>and relevant artists linked to these movements</p>	Drawing Print Architecture
Y4	<ul style="list-style-type: none"> Use sketchbooks to discover, to observe, to experiment, to plan, to refine, explore colour, explore paint, test ideas, collect, stick, write notes, reflect and make links Look at art forms and relate to other art forms (music, literature, live art, film) Find ways to communicate emotion through art Source ideas and inspiration through art movements and other curriculum themes 	<ul style="list-style-type: none"> Revisit and explore further drawing exercises and starting points regularly e.g. pattern, speed drawing, blind drawing Experiment with different grade of pencils to create line, tone and texture Use line and shading to represent space in drawings Apply shading to show light and shade/shadows Create geometric and mathematical drawings Produce still life drawings with tone 	<ul style="list-style-type: none"> Develop proficiency in technical painting skills Use a range of brushes, strokes and shades to produce depth, stillness and movement Create different textures and effects with paint 	<ul style="list-style-type: none"> Replicate patterns from observations with precision Make and use printing blocks Produce collograph printings with multiple layers and colours 	<ul style="list-style-type: none"> To produce an armature using wire to produce a frame Make use of reused and recyclable materials Use papier mache and modroc to experiment with model making Cut, make and combine shapes to create recognisable forms Practise varied joining skills with different materials Add materials to a sculpture to create detail 	<u>Textile and fashion focus</u> <ul style="list-style-type: none"> Fabric, constructing and deconstructing fabric for fashion. Develop skills in cutting, stitching, joining, printing, dying, weaving Sew to make an image, puppet or costume Manipulate and produce mixed-media outcomes by combining art forms 	<ul style="list-style-type: none"> Document, record and reflect on work using photography. Use digital media to identify and research artists, craftspeople, architects and designers Recognise and describe key features of own work and that of others' using specific vocabulary Describe the work of, express an opinion about, take inspiration from and compare the life and work of notable artists 	<ul style="list-style-type: none"> Rococo and Renaissance Surrealism Fashion <p>and relevant artists linked to these movements</p>	Still Life Sculpture Fashion outcome

Y3	<ul style="list-style-type: none"> Develop skills and use of sketchbooks by using first-hand observation. Record learning and adapt and refine ideas as a process Look at other art forms and relate to the visual art form (film, theatre, dance, photography) Manipulate and produce mixed-media outcomes by combining art forms 	<ul style="list-style-type: none"> Revisit and explore further drawing exercises and starting points regularly e.g. pattern, speed drawing, blind drawing Use a range of materials- pastels, chalk, felt tips, pens Explore and produce an outcome with charcoal Identify and represent meaningful topic based subject matter Practice observational drawing on a greater scale Understand typography and design own Use geometry and apply tonal shading 	<ul style="list-style-type: none"> Apply and build upon colour blending and mark making skills and use the correct language of tint, shade, primary and secondary colour Explore painting at different scales and on different and relevant surfaces – tiles To make own paint from natural pigments Revisit and make use of tints and shades Practise and apply tonal qualities when painting. 	<ul style="list-style-type: none"> To experiment with gelli printing and produce a designed outcome 	<ul style="list-style-type: none"> Explore how different materials and combinations can be transformed into sculpture by manipulating and fastening to shape e.g. cardboard mosaics Cut, make and combine shapes to make recognisable forms e.g. set designs Explore simple clay techniques to produce slab/tile pieces Use clay to produce a detailed still life observation 	<u>Collage focus</u> <ul style="list-style-type: none"> Develop a desired effect by selecting colours and materials for collage work Explore the use of overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> Use digital media to identify and research artists, craftspeople, architects and designers Recognise and describe key features of own work and that of others' attempting to use specific vocabulary Describe the work of, express an opinion about, take inspiration from and compare the life and work of notable artists 	<ul style="list-style-type: none"> Stone Age/Iron Age Art Ancient Egyptian Art Impressionism and relevant artists linked to these movements 	Typography Sculpture Multi-media
Y2	<ul style="list-style-type: none"> Embed a sense of ownership in the use of sketchbooks to record taught skills, refine skills and form individual responses Represent self and interests through art Create work on themes of personal interest Create portraits using line to develop expression Explore use of scale 	<ul style="list-style-type: none"> Experiment with drawing techniques and alternative drawing tools and surfaces Explore tone to create form Develop skill and control with materials to draw, mix and refine colour use and colour blending Explore a variety of starting points and subject matter using primary and secondary source material, memory and imagination. Use drawing as a fundamental skill for all mediums 	<ul style="list-style-type: none"> To revisit primary and secondary colour mixing and apply to a project To continue to experiment when mixing to refine and apply Create, explore, describe and name shades of one colour. Apply white to produce tints and black to produce shades Develop skills and control with different brush thickness, brush strokes and other painting tools. Explore painting at different scales and on different surfaces - fabric Describe use of colour for a desired outcome 	<ul style="list-style-type: none"> Identify and relate to man-made and natural repeating patterns Learn a range of printing techniques to include- monoprinting with carbon paper and platercine imprints 	<ul style="list-style-type: none"> Work instinctively with clay to create unique designs Use a range of materials to design and make products Develop geometric patterns Explore how something 2D can be transformed into 3D e.g. folding and reshaping or cutting and reconstructing Cut shapes to construct into architectural form Use digital media to record some processes and outcomes 	<u>Textile focus</u> <ul style="list-style-type: none"> To show pattern in weaving Use a dying technique to alter a textile's colour and pattern Decorate textiles using glue or stitching to add colour and detail Manipulate and produce mixed-media outcomes 	<ul style="list-style-type: none"> Recognise and describe key features of own work and that of others' attempting to use specific vocabulary Describe the work of others and your own Express an opinion about the work of others and your own Take inspiration from art movements and the art of others Compare the life and work of notable artists Develop subjective expression 	<ul style="list-style-type: none"> Fauvism Abstract Expressionism Symbolism 	Painting and print Architecture Textile
Y1	<ul style="list-style-type: none"> Develop a sketchbook habit with direction from the teacher Research, discover and invent Generate original ideas by using other's work as inspiration To produce work inspired by nature, animals, art movements and curriculum themes To work alone and with others Create original compositions using shape, pattern and varied scale 	<ul style="list-style-type: none"> Explore exercise-based and outcome-based mark making and use of line Develop observational drawing. Experiment with line thickness/length, pattern and dots Use templates and stencils to draw shape outlines Introduce and explore a variety of drawing materials- pencil, pen, chalk, pastel, wax etc. 	<ul style="list-style-type: none"> Name the primary and secondary colours Take an experimental approach to mixing secondary colours Apply drawing skills to working with paint. Experiment with different brush thickness, brush strokes and other painting tools. 	<ul style="list-style-type: none"> Explore simple printmaking using found, recyclable or natural materials as impression tools e.g. sponge, fruit, leaves etc Explore, design and create line, pattern, shape and texture in 2D printing Explore rolling, pressing, rubbing, stamping 	<ul style="list-style-type: none"> Use basic tools like scissors to deconstruct shape and form Use modelling materials like dough, platercine, wire, paper in an open-ended way exploring rolling, twisting, carving, pinching, folding, cutting, etching 	<u>Collage focus</u> <ul style="list-style-type: none"> Explore a combination of materials which are cut, torn and glued Sort and arrange materials Mix materials to add texture Make use of reusable and recyclable materials 	<ul style="list-style-type: none"> Recognise and describe key features of own work and that of others' attempting to use specific vocabulary Describe the work of others and your own Express an opinion about the work of others and your own Take inspiration from art movements and the art of others Compare the life and work of notable artists 	<ul style="list-style-type: none"> Post-Impressionism Magic Realism 	Print 3D piece Collage

EYFS	<ul style="list-style-type: none">• Follow direction to learn and apply skills• Explore skills and techniques within a directed project theme• Are given space and time to develop own thoughts, ideas and feelings before and during the making process	<ul style="list-style-type: none">• Produce a self-portrait informed by an artist or movement of art• Explore a variety of tools, techniques and materials	<ul style="list-style-type: none">• Explore a variety of tools, techniques and materials• Explore what happens when colours are mixed• Represent own ideas, thoughts and feelings by painting people, places, objects and events• Choose colour for a purpose• Learn about an art movement and/or artist and produce a piece of art using the key style (not mimicking art pieces)• Experiment to create different textures	<ul style="list-style-type: none">• Painting and printing with plastercine to explore different outcomes	<ul style="list-style-type: none">• Explore a variety of tools, techniques and materials• Constructs and manipulates materials with a planned purpose, effect or outcome in mind• Selects tools and techniques to shape, assemble and join materials• Design and handle different materials to construct a moving vehicle	<p><u>Media and photography</u></p> <ul style="list-style-type: none">• Explore a variety of tools, techniques and materials• Use props and people within a physical frame and a digital frame• Construct a scene• Photograph a scene <p><u>Mixed media</u></p> <ul style="list-style-type: none">• Explore a variety of tools, techniques and materials• Experiment with mixing materials for an effect• Experiment to create different textures <p><u>Textiles</u></p> <ul style="list-style-type: none">• Weaving for a purpose	<ul style="list-style-type: none">• Talk about what they have done and used to make their art• Talk about what they have represented in their art• Express what they like about their work and that of others.	<ul style="list-style-type: none">• Pointillism• Pop Art• De Stijl	Self – portrait Sculpture Photograph Collage
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