



“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation”. DfE September 2013

ART & DESIGN SUBJECT OVERVIEW

By Helen Tetlow



Our Vision – *Love, Respect, Shine*

Art and Design is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the child's personal development. (Love)

Art & Design reflect the different cultures and the society we live in and so the teaching and learning of art & design enables children to better understand the world they live in. (Respect)

At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of Art & Design as they engage in a variety of activities: speaking, listening, exploring, experimenting, designing, and evaluating. (Shine)

Intent & Implementation

- At Cheadle Catholic Infant School our comprehensive and bespoke Art & Design curriculum has been designed in line with the EYFS framework and the National Curriculum.
- We ensure all of our Art & Design lessons are inclusive, well planned and sequential. This ensures that all children are given the best chance to succeed and develop the skills and knowledge they will need to achieve at the end of Key Stage 1 and beyond.

How is Art & Design Sequenced Throughout the School?



Art & Design Subject Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Topic: All About Me Book: The Colour Monster</p> <p>Colours to represent feelings/mood</p> <p>Drawing/Line/Colour/Shape</p> <p><u>Artist: Mondrian</u></p>	<p>Topic/Book: The Gruffalo & The Gruffalo's Child</p> <p>Sculpture</p> <p>Junk Modelling</p> <p>Den Building</p>	<p>Topic/Book: Nursery Rhymes</p> <p>Drawing & Painting Nursery Rhyme Characters</p> <p>Collage</p> <p>Digital Media</p>	<p>Topic: Traditional Tales</p> <p>Book: The Three Little Pigs</p> <p>Collage, Painting</p> <p>3D sculptures –The Three Little Pigs' Houses</p>	<p>Topic: Growing</p> <p>Book: Jasper's Beanstalk</p> <p>Observational drawings, printing, patterns, weaving.</p> <p>Natural Objects—Collages/Sculptures</p> <p><u>Artist: Richard Long</u></p>	<p>Topic: Minibeasts</p> <p>Book: What the Ladybird Heard</p> <p>Observational drawing, painting, textiles, colour, pattern, collage</p> <p><u>Artist: Henri Matisse</u></p> <p>- 'The Snail'</p>
Reception	<p>Topic/Book: All About Me</p> <p>Mark Making using a variety of media</p> <p>Drawing from observation/Line/Colour/Shape</p> <p>Learn how to draw a face & body</p> <p><u>Artist: Frida Kahlo</u></p>	<p>Topic/Book: Seasons & Celebrations</p> <p>Experiment with different media</p> <p>Painting, collage</p> <p>Using artistic tools e.g. scissors, rolling pin</p> <p>Sculpture, textiles, Digital media</p>	<p>Topic: Superheroes</p> <p>Drawing from imagination</p> <p>Making Supertato</p> <p>Design drawings of their own superhero costume, eye mask, vehicle</p> <p>Making models 3D</p> <p><u>Artist: Faith Ringgold</u></p>	<p>Topic: Space</p> <p>Drawing to represent objects in space</p> <p>Observational drawings</p> <p>Using different media—Chalk/Pastels/Paint</p> <p>Marbling</p>	<p>Topic: Mini-Beasts & Growing</p> <p>Painting</p> <p>Observational drawings</p> <p>Sculpture using modelling dough and tin foil</p> <p><u>Artist: Edouard Martinet</u></p>	<p>Topic: India</p> <p>Drawing/Sketching</p> <p>Building</p> <p>Indian patterns using shape & colour</p>

Art & Design Subject Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Topic: Ourselves</p> <p>Drawing & painting</p> <p>Portraits/self-portraits</p> <p>Colours: Primary & Secondary</p> <p>Mixing tints and shades</p> <p>Exploring Cubism</p> <p>Digital Media-Make a face</p> <p><u>Artist - Pablo Picasso</u></p>	D&T Focus	D&T Focus	<p>Topic: Flowers & Plants</p> <p>Nature Sculptures</p> <p>3D modelling</p> <p>Block Printing</p> <p>Sculpture</p> <p>Decorative design</p> <p><u>Artist: Barbara Hepworth</u></p>	D&T Focus	<p>Topic: Holidays by the Sea</p> <p>Painting, collage, composition</p> <p>Landscapes/ Seascapes</p> <p>Mixed media & creating texture</p> <p>Collaborative Art</p> <p>Caring for the environment</p> <p><u>Artists: Van Gogh & Elizabeth Lennie</u></p>
Year 2	<p>Topic: Painting the Weather</p> <p>Wax resist/ Watercolours</p> <p>Mixing colours</p> <p>Tints & Shades</p> <p>Warm & cool colours</p> <p>Adding texture to paint</p> <p><u>Artist: Claude Monet</u></p>	D&T Focus	<p>Topic: Journey's & Food</p> <p>Drawing, portraits & still life</p> <p>Sketching</p> <p>Creating tones</p> <p>Composition</p> <p><u>Artist: Arcimboldo</u></p>	D&T Focus	D&T Focus	<p>Topic: Japan</p> <p>Colour, Shape & Pattern</p> <p><u>Artist: Yayoi Kusama</u></p>

Curriculum Plans

-What are the plans for the progression of key skills?

Art Skills: Expected by the end of Nursery

Develop Ideas	Artists	
To look at the work they have produced, describe simple techniques and media used.	Mondrian- Colours and Shapes Richard Long: Artist/Sculptor Henri Matisse- 'The Snail'	
Drawing	Painting	Textiles
<ul style="list-style-type: none"> To begin to use a variety of drawing tools, e.g. pencils, pens, crayons, felt pens, chalk To begin to draw a variety of lines (straight, wavy, zig-zag) To begin to draw shapes To realise that tools can be used for a purpose To experiment with use of colour To begin to draw from observation To begin to draw using ICT To draw on different surfaces e.g. playground, a variety of paper, card, fabric To experiment with making colours darker and lighter using varying pressure 	<ul style="list-style-type: none"> Experiment by mark marking with colour To name the primary colours and begin to name the secondary colours To understand that tools can be used create to colour and experiment using a variety of tools e.g. brushes, sponges, hands, fingers, twigs. To experiment using paint on different surfaces 	<ul style="list-style-type: none"> To handle and play with a variety of textiles, fabrics and materials To use words to describe textiles To begin to use glue to overlay materials and shapes onto paper (collage) To make rubbings on different surfaces To experiment with simple weaving e.g. paper, ribbons, twigs To experience fabric collage: layering fabric using glue
Sculpture	Printing	Digital Media
<ul style="list-style-type: none"> Uses various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces together to build and balance To use their hand to mould and manipulate malleable materials e.g. modelling dough, papier Mache, salt dough To impress and apply simple decoration To make a sculpture using a variety of recycled, natural or manmade objects To cut shapes using scissors Realises that tools can be used for a purpose when making models from malleable materials 	<ul style="list-style-type: none"> To begin to make rubbings on various objects e.g. leaves, bricks, coins To begin to print with a variety of objects e.g. fruit/veg, wood blocks, wheeled cars, string, bubbles, sponges, rollers, corks, hands and feet To enjoy using stencils to create a picture 	<ul style="list-style-type: none"> To select and use technology for a purpose To use the computer program 'Splosh' or 2 Paint to create own pictures

Art Skills: Expected by the end of Reception

Develop Ideas		Artists
To look at and talk about what they have produced, describing simple techniques and media used		Artist-Frida Kahlo, Artist-Faith Ringgold, Artist- Edouard Martinet
Drawing	Painting	Textiles
<ul style="list-style-type: none"> To continue to experiment with a variety of drawing tools including pencils, pens, crayons, felt pens, chalk, pastels and charcoal To draw simple representations of events, people and objects To choose particular colours for a purpose To draw from memory, observation and imagination To continue to experiment drawing on different surfaces e.g. various types of paper, card, fabric, chalk boards, whiteboards, the playground. To investigate tone by experimenting with light and dark colours 	<ul style="list-style-type: none"> Explores what happens when they mix colours To be able to recognise the primary and secondary colours. To begin to paint people and objects To use a variety of tools to apply colour including different sized brushes, sponges, cotton buds, hands, fingers, twigs, or other objects To explore working with paint on different surfaces, e.g. paper, card, textiles, modelling materials. 	<ul style="list-style-type: none"> To handle and manipulate a variety of textiles and malleable materials To be aware that materials have different uses and purposes To use words to describe textiles To experiment to create collages using a variety of materials To experiment with simple weaving To experiment with collage To apply decoration using collage materials Understands that media can be combined to create new effects
Sculpture	Printing	Digital Media
<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect Understands that media can be combined to create new effects Constructs with a purpose in mind, using a variety of resources Selects tools and techniques needed to shape, assemble and join materials they are using To use their hands to mould and manipulate malleable materials e.g. modelling dough, papier Mache, salt dough To impress and apply simple decoration To make a sculpture using a variety of recycled, natural or man-made objects 	<ul style="list-style-type: none"> Experiment printing with different objects and colours Prints with objects to create patterns To create a symmetrical print by folding paper in half, painting on one side and pressing down To make rubbings on different surfaces, e.g. playground, leaves, bricks, coins To continue to use stencils to create their own pictures 	<ul style="list-style-type: none"> To select and use technology for a purpose To use the computer program 'Splosh' or '2Paint' to create own pictures

Art Skills: Expected by the end of Year 1

Develop Ideas	Artists	
<ul style="list-style-type: none"> Explore and record ideas from first-hand observations. Ask and answer questions about the starting point for their ideas. Develop their ideas- try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or change in future work. 	Artist-Pablo Picasso Cubist Portraits Artist-Barbara Hepworth Artist-Elizabeth Lennie	
Drawing	Painting	Textiles
<ul style="list-style-type: none"> Extend the variety of drawing tools and different surfaces Explore shades of colour Explore different textures Observe and draw landscapes Observe and copy patterns Awareness of natural and manmade patterns To create their own symmetrical patterns Observe and copy anatomy Can I communicate something about myself in my drawings? To draw from memory, observation and imagination To use shapes as a template for creative tasks 	<ul style="list-style-type: none"> Can I create a painting that tells something about myself? Can I create mood in my paintings? Can I use thick and thin brushes as appropriate? Can I name the primary and secondary colours? Can I use a variety of tools to create texture? 	<ul style="list-style-type: none"> To be able to cut and shape fabrics using scissors Sort materials according to their texture To know that things can be created from textiles and malleable materials Thread a needle and stitch two pieces of fabric together To apply decoration using e.g. beads, feathers, sequins Create fabrics by weaving materials. To use collage to create pictures
Sculpture	Printing	Digital Media
<ul style="list-style-type: none"> To begin to understand the differences between natural and man-made forms To make simple joins To explore decorative techniques To be aware of famous sculptors and their work To replicate patterns and textures in 3D form To experiment constructing with recycled, natural and manmade objects. To manipulate malleable materials in variety of ways including rolling and kneading 	<ul style="list-style-type: none"> To explore printing using a printing pad To explore printing on different surfaces Experiment with printing to create different textures e.g. corrugated card, fabric, tin foil, bubble wrap, string Print with a range of hard and soft materials e.g. corks, sponge, sticks, stencils or string 	<ul style="list-style-type: none"> Explores using digital sources e.g. internet, CD Roms. Record visual information using I Pads To use a simple graphics package to create images and different effects.

Art Skills: Expected by the end of Year 2

Develop Ideas	Artists	
<ul style="list-style-type: none"> Record and explore from first-hand observations Ask and answer questions about the starting points for their work. Develop their ideas- try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures 	Artist-Monet Artist-Arcimbaldo Artist-Yayoi Kusama	
Drawing	Painting	Textiles
<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Experiment with different tones, use of light and dark Experiment with colour and tone Sketch to make quick records To draw from memory, observation and imagination To add fine details to drawings 	<ul style="list-style-type: none"> Can I mix paint to create all the secondary colours? Can I make tints by adding white? Can I make tones by adding black? To begin to mix media To choose the correct sized brush to create large/small marks To talk about warm and cold colours 	<ul style="list-style-type: none"> To begin to identify different forms of textiles e.g. wool, silk, cotton Match and sort fabrics according to their colour, texture, size and shape To be able to thread a needle and be confident to stitch two pieces of fabric together To continue to experience weaving using 3D or flat objects To observe patterns in textiles and identify whether a pattern is regular or irregular, natural or man-made.
Sculpture	Printing	Digital Media
<ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form malleable and rigid materials To design own decorative ideas To experiment with patterns and textures in 3D form To be aware of famous sculptors and their work 	<ul style="list-style-type: none"> Create a Mono-Print using paint on paper and a cotton bud to draw an image. Lay another piece of paper over the top to create the print To create own printing block e.g. using foam sheeting, bubble wrap, card and string, sponge, screwed- up paper, clay slab 	<ul style="list-style-type: none"> Explores using digital sources e.g. Internet & I-Pads To use a simple graphics package to create images and different effects. To use basic selection and cropping tools

Curriculum Plans

-What are the plans for the progression of art vocabulary?

EYFS: Art Vocabulary

Artist	Secondary Colour	Textiles
Designer	Draw	Materials
Craft-maker	Sketch	Wool
Paint	Line	Sewing
Collage	Pencil	Shape
Sculpture	Crayon	Space
Model	Pen/felt tip	2D
Form	Chalk	3D
Construction	Charcoal	Rubbing
Function	Pastel	Imagination
Colour	Ink	Explore
Colour Wheel	Marbling	Experiment
Primary Colour	Weave	Tools



Key Stage 1: Art Vocabulary

All Vocabulary for EYFS plus:

Background

Wash

Sketchbook

Shade

Tone

Tint

Light

Dark

Warm Colours

Cold Colours

Mood

Feelings

Observations

Detail

Palette

Roller

Watercolour

Media

Wax Resist

Digital Image

Cubism

Shadows

Surfaces

Technique

Regular Pattern

Irregular Pattern

Natural

Man-made

Landscape

Seascape

Develop

Improve

Evaluate



Key Concepts: What are the main themes throughout?

The Key Concepts of Art & Design

Key Concept	Explanation
Line	<p>Pupils should know that line is the path left by a moving point. For example, a pencil or a brush dipped in paint.</p> <p>A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal.</p>
Shape	<p>Pupils should know that shape is an area enclosed by a line. It could be just an outline, or it could be shaded in.</p> <p>Shapes can be either geometric, like a circle, square or triangle, or irregular.</p> <p>When drawing shapes, pupils must consider the size and position as well as the shape of the area around it.</p>
Form	<p>Pupils should understand that form is a three-dimensional shape, such as a cube, sphere or cone.</p> <p>Sculpture and 3D design are about creating forms.</p> <p>In 2D artworks, pupils can use tone and perspective to create an illusion of form.</p>
Colour	<p>Pupils must learn that red, yellow and blue are primary colours, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.</p> <p>Two primary colours mixed together make a secondary colour.</p> <p>Tertiary colours are created by mixing a primary colour and the secondary colour next to it on the colour wheel.</p>
Tone	<p>Pupils will understand that tone is the lightness or darkness of something. This could be a shade or how dark or light a colour appears.</p> <p>Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows.</p>

The Key Concepts of Art & Design Cont...

Key Concept	Explanation
Texture	<p>Pupils will understand that texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. Actual texture really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different fabrics onto a canvas. Combining different material techniques can create interesting textures.</p> <p>Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture.</p>
Pattern	<p>Pupils will know that a pattern is a design created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.</p> <p>Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.</p>
Space	<p>Pupils will develop an awareness that shape is a basic art element that refers to the distance between the area around and within shapes, forms, colours, and lines. Space can be positive or negative. It includes the background, foreground, and middle ground. Both positive and negative space can play essential roles in the overall success of a work of art.</p>

Curriculum plans – what are the plans for retention of knowledge and skills? Linking learning and remembering learning.

- **Class Discussions** As a class we discuss our new topic but we often start by saying - Can you still remember...? We recap our previous learning.
- **Our Memory Display** We have a memory wall in our classrooms to help us to remember the topics and activities we have done in class.
- **Our Memory Box** We collect images of things we have learnt about to put in our memory box. We look at the memory box with our class teachers once per term and this helps to promote discussion about our previous learning.
- **Knowledge organisers for staff & children** We have knowledge organisers for the staff and the children to remember what the artist looks like, facts about the artist and the key vocabulary for the topic.

An Example of a Pupil Knowledge Organiser

Our artist this half term is ...Frida Kahlo

Autumn Term 1-Year Reception



Facts about Frida Kahlo

- She was born in Mexico in 1907.
- She was famous for her paintings which were very bright and colourful.
- After she died her home became a very popular museum where her paintings were displayed for people to see.

Key Vocabulary:

Artist, painter, paint, paintbrush, colour, colourful, bright, colour wheel, primary colours, secondary colours, portrait, self-portrait, draw, sketch, pencil, line, straight, curved, crayons, pastels, felt pen.

Our artist this half term is Yayoi Kusama -

Summer 2 - Year 2



Facts about Yayoi Kusama:

- Yayoi was born in .
- As a child she was talented at arts and craft so her parents sent her to art school when she older.
- As an adult she got married and had a child named Ina.
- During the 2nd World War Helene and Ina had to flee their country due to the Nazi invasion.
- Helene moved to America where she knew she would be able to find work.
- She got a job as a designer for car interiors. In fact, she became the first female interior car designer in 1943.

Key Vocabulary:

Design brief, design criteria, user, purpose, product, function, idea, materials, tools, cut, join, fix, glue, staple, mock-up, investigate, problem-solve, discuss, change, adapt, make, decorate, evaluate.

Pedagogy – How are lessons structured?

1. Enquiry Triangle
2. Recall previous learning -Quizzes, Can you still? Discussion, Talk Partner Work, collaborative work.
3. Introduce new learning including new vocabulary-'my turn, your turn.'
4. Recording of new learning in a variety of ways
5. Mini plenaries

Assessment – Measuring progress, knowledge, skills and challenge

- Can you still..?
- Teacher Questioning – Open and closed questions
- Assessment by outcomes
- Assessment against the key skills for that particular year group. Class teacher to highlight areas on key skill grid within assessment file.
- End of year assessments for each child showing whether the child has achieved expected, below or above aged related expectations within the subject area.

Assessment – Measuring children's progress, key findings

In each year group class teachers track a child's progress by highlighting the key skills progression grid at the end of each half term.

This data enables changes to be applied where patterns emerge in specific learning areas or with specific learning objectives.

In early years a child's progress can be assessed by the outcome of the work they have produced in their learning journey/display work and in Key stage 1 the evidence will be recorded in the child's art sketch book/display work.

During pupil voice discussions, children have been asked to talk me through their learning journey or sketch book at the work they have produced during their time in school.

Inclusion – How does your school provide an inclusive classroom for all pupils?

- By treating each of our pupils as equals.
- By valuing diversity and celebrating differences whether it be differences in a child's culture, language, socioeconomic status, gender, religion, disabilities or needs.
- By promoting a "Can do" attitude to learning.
- By promoting a sense of community which requires the development of positive relationships between all people, teachers, pupils and their families.
- By accepting all learners abilities, interests, skills and talents.
- By creating a pupil-centred approach where a child can be actively involved in the learning process.
- By collaborating with appropriate professional personnel to share knowledge, skills, best practice, specialist equipment, or resources wherever possible to enhance a child's learning environment.

Pupil voice -what the children say about Art & Design?

- Nursery-Annie "I like drawing and colouring."
- Reception-Isabella "We learnt about Frida Kahlo. She painted herself. She had a bad accident."
- Aspell- "I love doing painting at school."
- Mateus- " I made my Supertato. I liked sticking on the eyes."

- Year 1-Araya- "I know that red and yellow make orange. You could make the colour lighter by adding white. You can make it darker by adding a little bit of black."
- Rose-"We have been learning about Picasso and we made pictures like his."
- Year 2-Stanley-"We have learnt about composition in art."
- Lucille-"We arranged pieces of fruit in different ways to make art like Arcimboldo."

Subject evaluation - How do I find out about what's going well and what needs to improve?

- Subject leader days
- Regular book looks
- Learning Walks
- Classroom observations
- Pupil Voice
- Teacher Voice



Strengths

- I have created a unique, bespoke scheme of work.
- Children at our school enjoy art and many have said it is their favourite subject.
- The key skills are clearly mapped out for each year group.
- I have collected evidence of the children's work and it shows progression from Nursery through to Year 2.
- Key vocabulary has been identified to ensure children have a good knowledge of artistic terms and concepts.

Next steps

- To develop children's understanding of how to describe what art means?
- To continue to develop art skills through experimentation so that children find out for themselves. This way the children will learn from their mistakes and develop their own preferences in terms of using different tools, techniques and mediums.
- To support the children in their knowledge of the key concepts.
- To ensure each classroom has its own art display where artists work and children's work can be recognized and celebrated.
- To make links with the junior school to look at progression of skills throughout the school.
- To continue to attend the subject leader network meetings to extend my knowledge of art teaching and gain expert advice.