



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



## Art and Design

### Intent

At Medlar-with-Wesham C of E we are Artists!

Our Art and Design curriculum is created to evoke children's curiosity, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. As pupils progress, they should gain a deeper understanding of how Art and Design reflects and shapes our history, and how it contributes to the culture, creativity and wealth of our world.

We want our children to love Art and Design! We want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers.

Our Art and Design Curriculum will develop their resilience and prepare them for the opportunities, responsibilities and experiences of later life. Our curriculum allows children to study a wide range of unique and diverse artists, craft makers and designers; allowing them to be motivated by their different styles and techniques and use these confidently to inspire their own pieces of art.

*"I found I could say things with colour and shapes that I couldn't say any other way—things I had no words for." Georgia O'Keefe*

*"Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality." Bridget Rile, Painter*

## Curriculum Coverage

	AUTUMN	SPRING	SUMMER
EYFS	<p><b>Expressive Arts and Design EYFSLGs</b> <b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>Share their creations, explaining the process they have used.</li></ul> <p><b>Foundational Knowledge</b> Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Recognise and create different patterns (up to 1 / 2 / 3 patterns) using loose parts and shapes. Describe patterns using correct vocabulary. Name at least two different artists (Mondrian).</p>		
YEAR 1/2 CYCLE A	<ul style="list-style-type: none"><li>Drawing – Mark Making</li><li>Painting – Primary Colours</li></ul>	<ul style="list-style-type: none"><li>Printmaking – Resist and Relief Block Printing</li><li>Textiles – Weaving</li></ul>	<ul style="list-style-type: none"><li>3D – Clay Impressions</li><li>Collage – Layering</li></ul>
YEAR 1/2 CYCLE A	<ul style="list-style-type: none"><li>Drawing – Mood and Movement</li><li>Painting – Primary and Secondary Colours</li></ul>	<ul style="list-style-type: none"><li>Printmaking – Repeated Patterns with Positive and Negative Space</li><li>Textiles and Collage – Dip Dye</li></ul>	<ul style="list-style-type: none"><li>3D – Sculptures</li><li>Creative Response – Drawing and Collage</li></ul>
YEAR 3	<ul style="list-style-type: none"><li>Drawing &amp; Painting – Tonking and Sgraffito</li><li>Printmaking – Monoprints</li></ul>	<ul style="list-style-type: none"><li>Textiles and Collage – Pattern and Colour Combinations</li><li>3D – Relief Sculptures</li></ul>	<ul style="list-style-type: none"><li>Painting – Backgrounds</li><li>Creative Response – Painting and Printmaking</li></ul>
YEAR 4	<ul style="list-style-type: none"><li>Drawing – Still Life and Natural Forms</li><li>Painting – Abstract Art</li></ul>	<ul style="list-style-type: none"><li>Printmaking and Textiles – Monoprint and Press Prints</li><li>3D and Collage – Wire Structures</li></ul>	<ul style="list-style-type: none"><li>Painting – Ombre</li><li>Creative Response – Drawing and Textiles</li></ul>
YEAR 5	<ul style="list-style-type: none"><li>Drawing &amp; Painting – Subtractive Drawing, Landscapes</li><li>Printmaking – Three Colour Prints</li></ul>	<ul style="list-style-type: none"><li>Textiles and Collage – Wall Hangings</li><li>3D – Slab and Coil Pots</li></ul>	<ul style="list-style-type: none"><li>Painting – Watercolour</li><li>Creative Response – Printmaking and Textiles</li></ul>
YEAR 6	<ul style="list-style-type: none"><li>Drawing – Surrealism and Portraiture</li><li>Painting &amp; Collage – Still Life, Cubism</li></ul>	<ul style="list-style-type: none"><li>Printmaking and Textiles – batik technique</li><li>3D – Chihuly-style 'glass'</li></ul>	<ul style="list-style-type: none"><li>Painting – Illusion of Water and Depth</li><li>Creative Response – Drawing and Textiles</li></ul>



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## Expectations

### Learning Model

#### Connected



Our work is built around  
cognitive load theory  
principles of instruction  
evidence informed practice

#### Cumulative



We believe learning isn't an event. It must be knowledge-rich, vocabulary-rich and skilful

#### Coherent



Sequence matters  
systematically planned  
explicit instruction  
supports acquisition of curriculum content

### Books

- Date and Key Questions evident.
- Knowledge organiser at the beginning of each new topic.
- Key vocabulary identified and highlighted in each lesson.
- Sketch books to depict the children's learning from an initial starting point and artist of focus to a final piece of inspired artwork.

### Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Self and Peer critiques.

### Examples of Work



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6