



Kenmore Park Infant & Nursery School.



Art and Design Curriculum Overview 2022-2023.

Intent	<p>By the time the children leave us, we want them to be able to:</p> <ul style="list-style-type: none"> • Produce creative work, exploring and recording their ideas and experiences. • Be proficient in drawing, painting, sculpture and other art, craft and design techniques. • Demonstrate knowledge and understanding of key art skills such as knowing: What the primary colours are and how to mix them to create secondary colours; how to use different tools (pencils, pens, crayons etc.) to make different marks; how to manipulate paper, clay and other materials to create sculptures; how to use lines, shapes and colours to create patterns; and how to use a variety of materials (paper, paint, natural materials etc.) to create texture and collage. • Evaluate and analyse creative works using subject-specific language such as sculpture, texture, collage, print and pattern. • Know about great artists and the historical and cultural development of their art: <ul style="list-style-type: none"> ○ In year 1, we want our children to be able to talk about the work of Samantha Stephenson, Louise Bourgeois, Jasper Johns, Clarice Cliff, Bridget Riley and Zaria Forman. ○ In year 2, we want our children to be able to talk about the work of Rachel Whiteread, Ranti Bam, Romare Bearden, Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi and Matthew Cusick. • Our curriculum is designed to ensure that it meets the end of key stage expectations outlined in the national curriculum for Art and Design.
Implementation	<p>We have chosen to use the Art and Design scheme of work from Kapow to ensure the curriculum and progression of skills are covered across the school.</p> <p>The lessons within a unit are sequential, thus allowing children to build their skills and knowledge and applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are visited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Creativity and independent outcomes are robustly embedded into the units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.</p>
Impact	<p>Our Art and Design curriculum commences in the early years inspiring our pupils to develop their confidence to experiment and create their own works of art. It gives pupils opportunities to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and throughout history.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Unit/Topic		<p><u>Christmas Craft: Salt Dough Decorations</u></p> <p>Manipulating salt dough and using a range of tools to create a Christmas decoration, such as a star, bauble, Christmas tree.</p>		<p><u>Easter Craft: Egg Threading</u></p> <p>Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>		<p><u>Summer Craft: Salt Painting</u></p> <p>Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.</p>
Knowledge, skills and understanding						
Generating Ideas		Explore and play with a range of media such as salt dough, paint, glitter and sequins to make child-led creations.		Explore and play with a range of media such as card and wool to make child-led creations.		Explore and play with a range of media such as paper, salt, glue and paint to make child-led creations.
Sketch Books		N/A		N/A		N/A
Making Skills		<p>Design something and stick to the plan when making.</p> <p>Applying key skills of: joining and manipulating materials with instruction and support, focusing on process over outcome.</p>		<p>Design something and stick to the plan when making.</p> <p>Applying key skills of: cutting, threading, and manipulating materials with instruction and support, focusing on process over outcome.</p>		<p>Design something and stick to the plan when making.</p> <p>Applying key skills of: manipulating materials with instruction and support, focusing on process over outcome.</p>
Knowledge of Artists		<p>No specific artists to cover.</p> <p>Enjoy looking at and talking about art.</p>		<p>No specific artists to cover.</p> <p>Enjoy looking at and talking about art.</p>		<p>No specific artists to cover.</p> <p>Enjoy looking at and talking about art.</p>
Evaluating and Analysing		Talk about their artwork, stating what they feel they did well.		Talk about their artwork, stating what they feel they did well.		Talk about their artwork, stating what they feel they did well.
Reception						
Unit/Topic	DT Focus	<p><u>Drawing: Marvellous Marks</u></p> <p>Exploring mark making and using the language of</p>	DT Focus	<p><u>Paint and Mixed Media: Paint my World</u></p> <p>Creating child-led paintings using fingers</p>	DT Focus	<p><u>Sculpture and 3D: Creation Station</u></p> <p>Manipulating playdough and clay to make animal</p>

		<p>texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p>		<p>and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p>		<p>sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors</p>
EYFS Links	<p>Physical Development: <u>ELG: Fine Motor:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. <u>ELG: Fine Motor:</u> Begin to show accuracy and care when drawing.</p> <p>Expressive Arts and Design: <u>ELG: Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG: Creating with Materials:</u> Share their creations, explaining the process they have used.</p> <p>Personal, Social and Emotional: <u>ELG: Self-regulation:</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>ELG: Managing self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>					
Knowledge, skills and understanding:						
Generating Ideas		Talk about their ideas and explore different ways to record them.		Explore different ways to use paint and a range of media according to their interests and ideas.		Explore and play with clay and playdough to make child-led creations such as 3D landscape art and animal sculptures
Sketch Books		Experiment with mark making in an exploratory way.		N/A		N/A
Making Skills		<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>		<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p>		<p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>

Knowledge of Artists		No specific artists to cover. Enjoy looking at and talking about art.		No specific artists to cover. Enjoy looking at and talking about art.		No specific artists to cover. Enjoy looking at and talking about art.
Evaluating and Analysing		Talk about their artwork, stating what they feel they did well.		Talk about their artwork, stating what they feel they did well.		Talk about their artwork, stating what they feel they did well.
Year 1						
Unit/Topic	DT Focus	<u>Drawing: Make Your Mark</u> Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman .	DT Focus	<u>Sculpture and 3D: Paper Play</u> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card . They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois .	DT Focus	<u>Painting: Colour Splash</u> Exploring colour mixing through paint play , children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns .
National Curriculum Links	Pupils should be taught: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
Formal Elements (Year 1)						
Colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 					
Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.					
Shape	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.					
Line	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.					
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.					
Texture	Know that texture means 'what something feels like'.					

	Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks					
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.					
Knowledge, skills and understanding:		Drawing: Make Your Mark		Sculpture and 3D: Paper Play		Painting: Colour Splash
Generating Ideas		Explore their own ideas using a range of media.		Explore their own ideas using a range of media.		Explore their own ideas using a range of media.
Sketch Books		Use sketchbooks to explore ideas in an open-ended way.		Use sketchbooks to explore ideas in an open-ended way.		Use sketchbooks to explore ideas in an open-ended way.
Making Skills		Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making . To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through Experimentation, building skills and vocabulary.		Use their hands to manipulate a range of modelling materials , including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.		Experiment with paint , using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces . Begin to explore colour mixing . Play with combinations of materials to create simple collage effects . Select materials based on their properties, e.g. shiny, soft.
Knowledge of Artists		Focus Artists: Bridget Riley , Zaria Forman , Renata Bernal , Wassily Kandinsky and Ilya Bolotowsky . Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.		Focus Artists: Samantha Stephenson and Louise Bourgeois . Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.		Focus Artists: Jasper Johns and Clarice Cliff Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.
Evaluating and Analysing		Describe and compare features of their own and other's art work.		Describe and compare features of their own and other's art work.		Describe and compare features of their own and other's art work.
Year 2						
Unit/Topic	DT Focus	<u>Craft and Design: Map it out</u>	DT Focus	<u>Painting and Mixed Media: Life in Colour</u>	DT Focus	<u>Sculpture and 3D: Clay Houses</u>

		Responding to a design brief , children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques: making felt, printing and collage , and at the end of the project, evaluate their design ideas, choosing the best to meet the brief .		Children will develop their understanding of colour mixing and creating textures with paints and other media. They will use these techniques to compose a collage , choosing and arranging materials for effect. At the end of the project they will evaluate and improve their work.		Developing their ability to work with clay , children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.
National Curriculum Links	Pupils should be taught: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
Formal Elements (Year 2)						
Colour	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside					
Form	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.					
Shape	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.					
Line	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern					
Pattern	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.					
Texture	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.					
	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.					
Knowledge, skills and understanding:		Craft and Design: Map it out		Painting and Mixed Media: Life in Colour		Sculpture and 3D: Clay Houses
Generating Ideas		Begin to generate ideas from a wider range of stimuli, exploring different media and techniques		Begin to generate ideas from a wider range of stimuli, exploring different media and techniques		Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Sketch Books		Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making Skills		<p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>		<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>		<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>
Knowledge of Artists		<p>Focus Artists: Susan Stockwell, Kim Soon Im, Josef Albers, Eduardo Paolozzi and Matthew Cusick.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>		<p>Focus Artist: Romare Bearden.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>		<p>Focus Artists: Ranti Bam and Rachel Whitehead.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>
Evaluating and Analysing		<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>		<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>		<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work</p>

<p>Next steps(Yr 3)</p>		<p><u>Autumn Art</u> Show colours in their drawing or printing. Mix and select appropriate colours. Draw observational details based on the leaf in front of them. Paint an image that resembles details on a vegetable skin. Combine different types of materials to create a collage. Draw patterns based on their own observations.</p>		<p><u>British Art</u> Draw illustrations. Paint part of a famous artwork. Make a portrait. Paint with colour.</p>		<p><u>Plants and Flowers</u> Show colours. Print. Draw details carefully. Arrange patterns using different leaves. Shape and join paper to resemble plants. Use own drawings as ideas for sculptural work. Make a 3D model.</p>
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