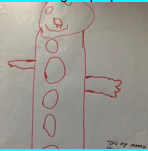
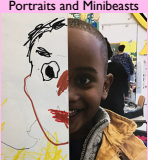


Grafton School Art and Design Curriculum Overview

- Aims:** The national curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Intentions Art and Design delivers both practical and academic elements to the curriculum at Grafton, through the processes of development towards the making of objects and artefacts, which have within them strong aesthetic qualities. There is also a critical, historical and contextual element to the work that should be fully integrated into the practical delivery of the subject, through cross-curricular/topic stimulated approaches. The study of art and design not only offers a technical and aesthetic element to the whole curriculum, but also provides opportunities for pupils to develop visual language and articulatory required express themselves creatively later on. It creates opportunities for expression and imagination in the handling of images, tools and materials. Through the study of images and artefacts from different historical periods and cultures, art and design encourages an awareness beyond a Western dimension. Art and Design at Grafton offers equal opportunities through a range of appropriate two and three-dimensional experiences to all pupils both as individuals and as collaborators. These experiences endeavour to allow success at every level through a wide variety of materials, processes and contexts, enjoyed independently or led by adults (non-specialists, specialist teachers and artists in residence).				Objectives Focus EYFS • Begin to combine movement, materials, media and marks • Begin to be interested in and describe the text of things • Explore colour and begin to differentiate between colours • Differentiate marks and movements on paper • Use their bodies to explore texture and space • Understand that they can use line to enclose a space and then begin to use this shapes to represent objects • Create 3d structures • Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces. • Explore what happens when they mix colours • Choose particular colours to use for a purpose • Understand that different media can be combined to create new effects • Experiment to create different textures • Create constructions, collages, paintings and drawings • Use ideas involving fitting, overlapping, in and out, enclosure, grids and sun-like shapes. • Work creatively on a large or small scale • Explore colour, texture, shape, form and space in two or three dimensions.	Objectives Focus KSI Pupils should be taught: (observation) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Opportunities to reinforce British Values: Creative activities develop visual language used to express ourselves and communicate freely. Emphasise free speech, freedom of expression and an understanding that the freedom to hold other faiths and beliefs is protected in law. (Individual Liberty) (Rule of Law)	(experimentation and making) to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	(critical judgements) 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. An ability to critically analyse, understand & value the contribution of artists, craft-workers and designers, underpins pupils' notions of 'tolerance and respect'. We learn to respond thoughtfully, critically & imaginatively to ideas, images & objects of many kinds & from many cultures, & in the broad context of contemporary society. This supports learning that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour (Mutual Respect and Tolerance)	Objectives Focus KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: (work books) to create work books to record their observations and use them to review and revisit ideas	Collaboration, group work, collective decision making and compromise on large scale three-dimensional pieces help to develop an understanding of how citizens can influence decision-making through the democratic process (Democracy)	(critical judgements) about great artists, architects and designers in history
Materials: Our curriculum offers opportunities to achieve success at every level through a wide variety of material, such as drawing and painting materials (charcoal, watercolour, acrylics), modelling and construction materials (clay, mod-roc, plaster) However, there are five staple materials and techniques, which the children constantly revisit and re-engage with throughout their time at Grafton in order to achieve	Cross-curricular Topics: The Art & Design curriculum at Grafton has many considered forms of continuity & progression; the whole being designed to take place across two Key Stages. It builds upon previously learned skills & experiences. Pupils respond to cross-curricular stimuli through a variety of practical methods, & also through discussion of their own work & that of others. The subject of Art & Design provides children with the skills necessary to creatively	Progression: Progression is not achieved by giving children more difficult tasks, but by regular engagement with the fundamental principles of the subject. These include close analysis of a range of stimuli, practice and experimentation with materials, and the development of technical and critical vocabulary, gradually making more informed decisions about their work with increasing independence and confidence.	Monitoring Observational Drawing Skills: Since drawing skills have been identified as an area for improvement by the Art and Design leader, wherever possible we have begun to facilitate formal summative observational drawing and painting assessments. This work is monitored, tracked across Key Stages and collated in a school drawing portfolio. We are attempting to make this happen at least once per	Continuity and Progression: Material/Method/Technique (Skill) Constant engagement with any material with signal improvement and confidence in handling a range of practical tasks in terms of skill and understanding its properties. The choice of visual element, context and subject is needed to support learning through the visual elements.	Continuity and Progression: Visual and Tactile Elements (Understanding) A systematic process of learning through the elements will support a deeper understanding of how they work and how they are applied to the practical tasks. The appropriate choice of method, subject and context is needed to support learning through the visual elements.	Continuity and Progression: Contextual/Historical Using the work of artists, designers & craftworkers as an initial reference point in the process of making art will encourage a deeper knowledge of what they do, & what contribution they make to society as a whole. Subject, method and visual elements all contribute to increasing knowledge of & about art.	Continuity and Progression: Material/Method/Technique (Skill) Constant engagement with any material with signal improvement and confidence in handling a range of practical tasks in terms of skill and understanding its properties. The choice of visual element, context and subject is needed to support learning through the visual elements.	Continuity and Progression: Contextual/Historical Using the work of artists, designers and craftworkers as an initial reference point in the process of making art will encourage a deeper knowledge of what they do, and what contribution they make to society as a whole. Subject, method and visual elements all contribute to increasing knowledge of & about art.		

progression and become experts. These are zinc wire, willow, newspaper construction and corrugated cardboard architecture, tissue paper, clay.	express feelings, emotions & communicate ideas. At Grafton, Art & Design is often used as a lens through which to explore many other areas of the curriculum, such as but not limited to the following topics:	This curriculum creates the possibility of differentiation in the planned activities for pupils with differing potential.	year group with the following assessment themes:							
EYFS	Festivals BHM Story focus eg. Handa's Surprise Favourite Stories Transport Ourselves Festivals Favourite Stories Toys Mini Beasts		Drawings of people 							
Nursery										
Reception 		Autumn	Portraits and Minibeasts 							
		Spring								
		Summer								
				- finding an interest - having a 'can do' attitude - being willing to take a risk in new experiences - developing the view that failures are opportunities to learn - the importance of persistence even in the face of challenge or difficulties - develop and link concepts - find meaning in sequence, cause and effect • find meaning in the intentions of others						

				- approaching goal-directed activity in organised ways - making choices and decisions about how to approach tasks - planning and monitoring what to do and being able to change strategies						
Year 1 	Homes BHM Bridges & Coleman Take One Picture London Stories: Dick Whittington / Our Local Area Caxton to Berner's Lee Toys Seaside Now and Then Animals including Humans Growing Plants Everyday Materials	Autumn Spring Summer	Portraits (mark making) and Still Life (plants) 		 Pupils respond to ideas. They explore a variety of materials and processes to create their own work.  They describe what they think and feel about the work of others and what they have done in their own work.					
Year 2 	The Great Fire of London BHM Wilma Rudolph Our City, Our Country, Our Queen Historiography Britain vs Brazil Plants Uses of Materials Things that Move Animals including Humans Living Things and their Habitats	Autumn Spring	Landscapes (architecture) and Still Life (detail) 							

Year 5



The Tudors

BHM Muhammad Ali
Waterways of the World
The Maya
Earth and Space
Forces
Properties of materials
Animals including Humans
Living Things and Habitats

Autumn

Spring

Summer

Still Life (composition) shadows and depth. Anatomy – figure drawing



Year 6



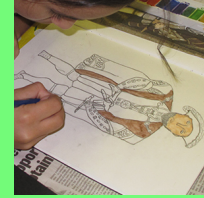
Black History Egyptians

Take One Picture
Britain Since 1930
Living Things & Habitats

Autumn

Spring

Still Life –shoes
Anatomy – figure drawing.

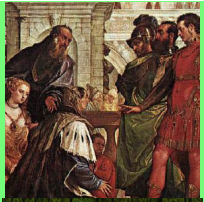


Pupils take some **creative risks** when **exploring**, **experimenting** and **responding** to ideas and selecting information and resources in order to **develop their work**.



The display is a large, colorful structure shaped like a staircase, representing the Maya civilization. At the top of the stairs is a large, stylized sun and moon. The title 'The Maya' is prominently displayed in the center. The stairs are decorated with various artifacts, including pottery, textiles, and tools, and are surrounded by informational cards and decorative elements like flowers and leaves.

When designing and making, they develop and use their **technical knowledge and skills to manipulate the qualities of materials, processes** and the formal elements appropriately.



They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. **They evaluate** their own work and that of others, **reflecting** on their own view of its purpose and meaning. **They are able to adapt and refine their ideas, processes and intentions.**

