

ART AND DESIGN CURRICULUM

'Art is not what you see, but what you make others see.'

Edgar Degas

Art and Design: Intent

At our school we believe that art and design is an integral part of a child's development, and that creativity is an important aspect of learning that develops reflective, mindful and confident individuals.

We are proud of our high quality art curriculum, which is an integral part of the whole school curriculum, and has both historical and practical components. It enables pupils to explore the components of Art and Design, as well as relate it to other core and foundation subjects. Our Art and Design curriculum inspires pupils to develop a creative understanding which informs their thinking, and which they can share with others.

We want every child to leave Nascot Wood Junior School with an appreciation and lifelong love of the Arts.

Our steps to achieve this vision are:



What do we want the children to know and be able to do (Knowledge and skills)?

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

We build on the prior learning of the children Key Stage 1 curriculum:

Key Stage 1 National Curriculum Expectations

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.

Key Stage 2 National Curriculum Expectations

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:

- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

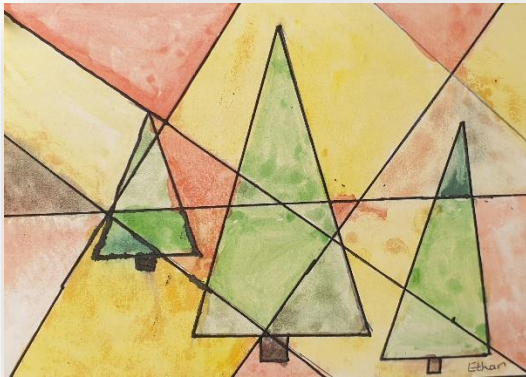
What we teach across the Key Stage

Art is taught in the first half of each term	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
6 lessons per unit of work						
NC objective 3: pupils should be taught about great artists, architects and designers in history	Exploring an artist: Klimt (1862 – 1918)	Exploring Egyptian art (linked to History curriculum)	Exploring an artist: Picasso (1881 –1973)	Exploring an artist: Hokusai (1760 –1849)	Exploring the birth of perspective through the renaissance artists (14th century - 17th century,)	Exploring Roman art: Working with a new medium: Chalk
Key questions:	What is this artist's most famous piece of work? What is this artist's style? What period of art history does this artist belong to?		What media would this artist typically use? How did this artist influence others? What were the influences on this artist?		How does this art make you feel? What are the key features of this work? How does it compare to art that you have studied before?	
NC objective 1 & 2: Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> Developing an understanding of colour Study portraiture and produce a self-portrait 	<ul style="list-style-type: none"> Egyptian inspired claywork 	<ul style="list-style-type: none"> Developing techniques to draw from imagination Developing techniques to draw from memory 	<ul style="list-style-type: none"> Observational drawing Learning to work with mixed media (oil pastels and paint) 	<ul style="list-style-type: none"> Looking at perspective, understanding its importance and how to use it correctly 	<ul style="list-style-type: none"> Mosaics and pottery

What we teach across the Key Stage

Art is taught in the first half of each term	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
6 lessons per unit of work						
NC objective 3: pupils should be taught about great artists, architects and designers in history	Exploring an artist: MC Escher (1898-1972)	Exploring an artist: Lowry (1887 –1976)	Exploring the architecture of Gaudi (1852 –1926)	Exploring the Pop Art movement (mid- to late-1950s)	Exploring an Artist: Chuck Close (1940 –2021)	Exploring an artist: William Morris (1834 –1896)
Key questions:	What is this artist's most famous piece of work? What is this artist's style? What period of art history does this artist belong to?		What media would this artist typically use? How did this artist influence others? What were the influences on this artist?		How does this art make you feel? What are the key features of this work? How does it compare to art that you have studied before?	
NC objective 1 & 2: Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> Exploring tessellation and transformation 	<ul style="list-style-type: none"> Creating art in the style of Lowry 	<ul style="list-style-type: none"> Trecadis mosaic 	<ul style="list-style-type: none"> Create a 'pop art' portrait 	<ul style="list-style-type: none"> Create a piece of imagination art 	<ul style="list-style-type: none"> Creating intricate design in the style of William Morris

Implementation



Art and Design is recognised by the school as an important and beneficial part of the children's learning and development.

The Art and Design curriculum helps children develop their observational skills, their understanding of how Art has developed through History, hone their fine motor skills and express their feelings, thoughts and opinions through Art.

The understanding and development of spatial awareness, form, perspective and technical and observational drawing, is a key part of the children's development and understanding of the world.

Art and Design is taught discreetly in class and differentiated so that all children, including those with SEND, can access and benefit from it.

The school benefits from having a subject specialist in Art and Design.

Christmas art competition 2021



Year 3

Year 4

Year 5

Year 6

School trips/activities linked to the year group curriculum

We have arranged school trips/activities across the key stage which are designed to be relevant to and enhance the children's experience in the classroom.

Year Group	Activity
Year 3	Egyptian day: the children explore/design and create some different Egyptian art
Year 4	Verulamium visit: the children explore the Roman mosaics and draw them.
Years 3-6	All pupils have completed a piece of art work for the school art exhibition.

Impact

- Our children are confident and are curious to explore Art and Design
- Our children are respectful of other people's talent and have highly developed or developing observational skills
- KS2 results are consistently above national and Hertfordshire measures, indicating a broad knowledge base
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are highly valued by secondary colleagues
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

How we achieve this

- We carefully monitor and report on the progress and attainment of individual children and groups of children, and ensure that staff have access to this information to inform their planning
- We identify gaps between disadvantaged children and other children, and find ways to address gaps if they occur
- We regularly consult with children
- We work in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.