

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum. For more detail about linked subject progression please refer to the EYFS Framework.

<b>Expressive Arts and Design (Exploring and Using Media and Materials)</b>  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<b>Expressive Arts and Design (Being Imaginative)</b>  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>to use a range of materials creatively to design and make products;</li><li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li><li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li><li>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.</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>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;</li><li>to create sketch books to record their observations and use them to review and revisit ideas;</li><li>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];</li><li>about great artists, architects and designers in history.</li></ul>

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.

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ELM</b> <b>Focus</b>	self-portraits Exploring different materials Repeating patterns Poppies	Kadinsky – Elmers Christmas cards – different media Colour mixing primary colours Winter/Arctic art Leaf Man	Henri Rousseau – jungle painting Exploring textures and colours of the jungle. Create an animal	Using senses to explore different materials (chick pictures) Painting a caterpillar (using fingers)	Designing a castle Making a castle Designing a shield Creating a character (materials)	Making a stick puppet Designing a vehicle
<b>PINE</b> <b>Focus</b>	Self-portrait drawing Austin’s butterfly style piece (pumpkins) Andy Goldsworthy – modern environmental sculpture	Printing, textured paint. Picture of pig’s house using computer software. Colour mixing (primary to secondary) Printing wrapping paper (repeating pattern)	Clay footprint/dinosaur eye	Hot and cold colours Observational drawing - daffodils Aboriginal art	Weaving (basket link) Collage Lighthouse images on paint	Collage, leaf printing, bark rubbing Mondrian – abstract, 1930s (ICT),
<b>OAK</b> <b>Focus</b>	Self-portrait African Art - patterns, jewellery, sunsets, masks, huts Colour mixing – tints, tones, hues	Georges Seurat (pointillism – late 19 <sup>th</sup> Century)	Arcimboldo		Collages - London skyline	Super Sculptures - London
<b>BEECH</b> <b>FOCUS</b>	Self-portrait Mixing colours (primary and secondary) Picasso’s Blue Period: recreate self-portrait in varying degrees/intensities of blue	Greek pottery – different types of clay pots (coil, slab, vase)  Holman Hunt “Light of the world”	Drawing – sustained drawing, still life, single and group objects, planning and refining (link to science light/shadow)	Cave paintings – charcoal and pastels  Gradient, shading, line, texture	Vincent Van Gogh – artist study Explore the work of artists, craftspeople and designers from different times and cultures. Create textured collages from a variety of media.	Mosaics
<b>ASH</b> <b>Focus</b>	Self-portrait Sketching and shading – core skills Human form, proportion, landscape (palm tree), 3D shading cubes Hieroglyphs – symbolic/language and early mark making.	Shape in art – Paul Klee (cubism/surrealism/expressionism, early 20 <sup>th</sup> century) Tiffany (decorative artist , art nouveau early 20 <sup>th</sup> century)– Christmas glass- using different styles and mediums Cutting with scissors	Watercolours – Impressionists (19 <sup>th</sup> century) Textiles -Silk painting based upon Bayeux Tapestry	Pottery Drawing human form (Normans in pose) Soap sculptures – Henry Moore (semi-abstract sculptor mid 20 <sup>th</sup> century)	Textiles – printing Fimo – Tudor rose sculpture Printing Hans Holbein younger (Northern Renaissance movement early 16 <sup>th</sup> century) – fine detail fabrics and jewellery	Textiles – printing Printing – block printing, Tudor Shapes Hans Holbein younger – fine detail fabrics and jewellery
<b>Maple</b> <b>Focus</b>	Self portrait Lowry (naïve art – mid 20 <sup>th</sup> century)	(WWII) (shading techniques for sketching) Rousseau (late 19 <sup>th</sup> century- post impressionist) (Rainforest)	Leonardo da Vinci ( Italian polymath Italian renaissance) (bac/mid/foreground & cross hatching)	Wassily Kandinsky (Modern abstract- 19 <sup>th</sup> century) (abstract art & digital media)	A sense of place (viewfinders/landscape, Constable (English landscape painter early 19 <sup>th</sup> century) Turner ( English romantic- early 19 <sup>th</sup> century)	Art illusions (Perspective, foreshortening, trompe l’oeil, optical art) Artist Escher (graphic artist- mid 19 <sup>th</sup> century)
<b>WILLOW</b> <b>Focus</b>	Portrait Cityscapes	Andy Warhol	William Morris	Pablo Picasso	Banksy	People in Action – Nolde Wild Children Dancing

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.