

Art Curriculum Intent

Sileby Redlands Community Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and discover how it can enrich their personal lives. Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially, and cognitively. We believe that every child at Sileby Redlands has the potential to be an artist. Across their primary years, children explore and learn that art and design plays in their own and others' lives, in contemporary life and in different times and cultures. They are taught confident and strong skills within the core elements of Fine Art: painting and drawing. During their phases, the children are also introduced to, and taught elements of, other areas of art such as: printing, textiles, 3-D sculpture, and mixed media. This provides all children with the opportunity to express themselves imaginatively, creatively and respond to the world around them artistically whilst developing their knowledge and understanding of various Art and Design elements

Art Curriculum Implementation

Our Artists and Designers start their journey in the Early Years Foundation Stage which is a hive of stimulation. They have a Artist/Designer for each half term in which they study, they also have a creative table which is utilised daily. We also have a transient art table in which the children can explore natural materials daily and celebrate their own creativity. Songs are sung all of the time using nursery rhymes and topic songs to help bring the foundations of many curriculum aspects. Sileby Redlands is part of the Discovery Trust where we have two expert Art and Design teachers who teach this subject to every child across our trust. This provides consistency of quality first teaching and these sessions are recorded to provide essential training to other staff and support staff. These sessions are energetic, inspiring and packed with exposure to many visual, tactile, and sensory experiences. It is taught across a series of progressive lessons, as part of the children's topic learning journey, with a focus on a particular area (drawing, painting or one other, following the Art Curriculum map). Where these sessions do not fit with our topic during that half term, children also have Art and Design opportunities to help bring this topic to life too. At Sileby Redlands Community Primary School, we also have our own designated Art and Design Subject Leader. We also use other subjects to build upon the creativity within our school such as teaching dance in PE, drama in literacy and having stand-alone music lessons.

Art Curriculum Impact

Children in EYFS and Key Stage 1 record their artwork in a sketchbook, allowing children and teachers to acknowledge their progress across the phase. These sketch books are built upon over their years at Sileby Redlands so each child and teacher can clearly see their progression of skills and knowledge. Artwork is displayed in classrooms throughout the whole year and is celebrated by all. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Art & Design across the school.

National Curriculum Programmes of Study	
Pupils should:	Pupils should:
EYFS	<p>ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Pupils should be taught:</p> <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] • about great artists, architects and designers in history.

Art & Design Overview of Units

Units of work

EYFS	Drawing	Craft and design	Sculpture	
Year 1	Drawing/ Making a mark	Sculpture. 3D Paper Play	Painting and Mixed Media: Colour Splash	
Year 2	Life in colour	Sculpture and 3D: Clay Castles	Tell a story	Craft and Design: Map it out
Year 3	Paint & mixed media. Prehistoric	Drawing. Growing artists	Sculpture and abstract 3d shape	
Year 4	Fabric of nature.	Painting & mixed media	Mega materials	
Year 5	Drawing. I need Space	Painting & Mixed media portraits	Sculpture. 3D interactive installation	
Year 6	Drawing. Make my voice heard	Craft & Design. Photo op	Sculpture & 3D. Making memories	

Artists

EYFS	Giuseppe Arcimboldo, Andy Goldsworthy, Yayoi Kusama, Paul Klee, Jackson Pollock, Eric Carle
Yr 1	Cecilia Vicuña, Clarice Cliff & Jasper Johns
Yr 2	Quentin Blake & Romare Bearden
Yr 3	Georgia O'Keeffe, Anthony Caro & Maud Purdy
Yr 4	El Anatsui, Sokari Douglas Camp, Barabara Hepworth, Magdelene Odundo & Clara Peters
Yr 5	Cai Guo-Qiang, Zaha Hadid, Friedensreich Hundertwasser, Teis Albers & Karen Rose
Yr 6	Joseph Cornell, Derek O Boateng , Chuck Close, Hannah Hoch, Chris Plowman, Dan Fenelon, Frank Bowling, Richard Brackenburg & David Hockney

Substantive concepts in Art and Design

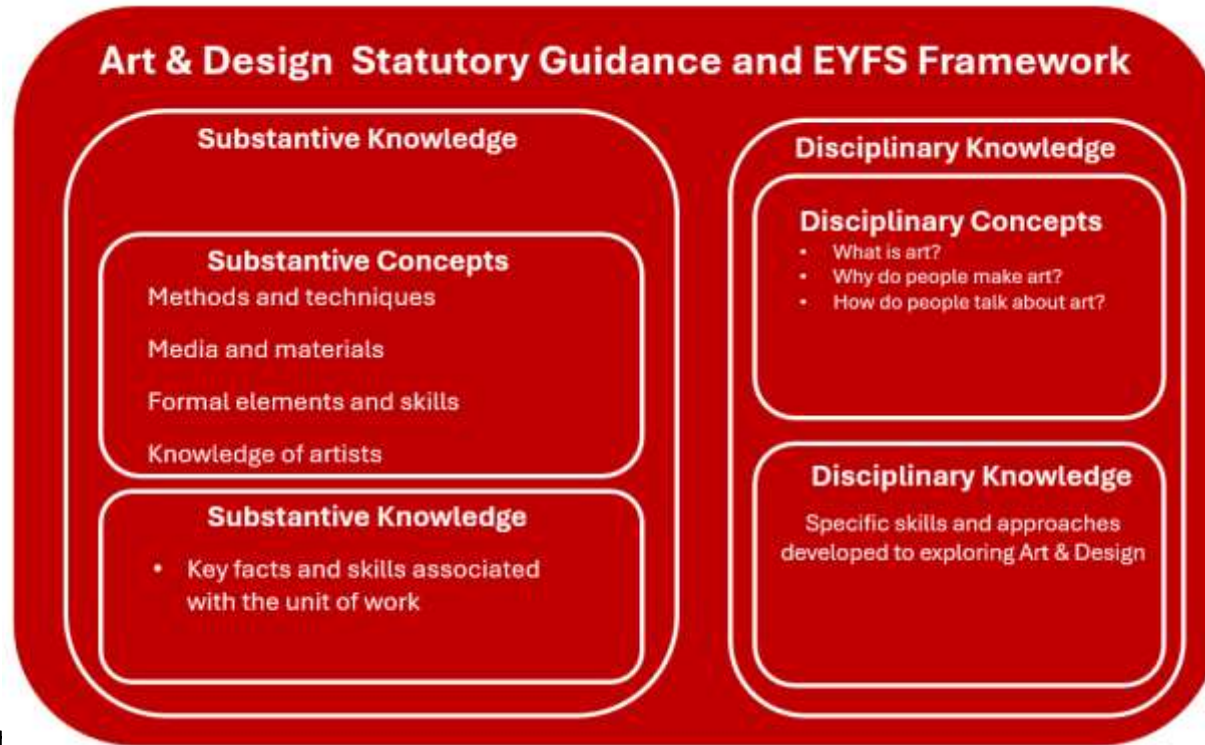
- Methods and techniques
- Media and materials
- Formal elements and skills
- Knowledge of artists

Substantive knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the Art & Design Curriculum units. This is the fingertip (specific) knowledge that children will learn and retain from each unit of work.

Disciplinary concepts in Art and Design

- What is art?
- Why do people make art?
- How do people talk about art?



Disciplinary knowledge

Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective artist.

Art & Design Disciplinary Progression

How do people talk about art?

Stage	Description	Examples of Language Used
Early Years	Children begin to describe what they see and feel in simple terms.	"This is a red circle." "I used a crayon to draw this."
Key Stage 1	Children start to use more specific art vocabulary and talk about their work and others' work.	"I used a thick brush to make these lines." "Her painting looks happy because of the bright colours."
Lower Key Stage 2	Children describe techniques and materials used, and begin to express opinions about art.	"I blended the colours with my fingers to make it smooth." "I think this sculpture looks strong because it's made of metal."
Upper Key Stage 2	Children discuss the purpose and meaning of art, and how different elements are used.	"The artist used dark colours to show sadness." "I used cross-hatching to create texture in my drawing."

Why do people make art?

Stage	Description	Examples of language used
Early Years	Children begin to understand that art is a way to express feelings and ideas.	"I drew this because I was happy." "She painted a rainbow because she likes colours."
Key Stage 1	Children start to recognize that art can tell stories and convey messages.	"This picture shows my family at the park." "He made this sculpture to show how tall the trees are."
Lower Key Stage 2	Children discuss how art can represent personal experiences and emotions.	"I painted this to remember my holiday." "She drew this to show how she feels when she's excited."
Upper Key Stage 2	Children explore how art can reflect cultural and historical contexts.	"This mural shows what life was like in ancient times." "He created this piece to celebrate our festival."

Substantive Knowledge Progression

At Sileby Redlands Primary School we recognise that in art and design, primary school children are introduced to several key concepts. These concepts help them understand and create meaningful artworks.

The essential ideas which we focus on are:

- Shape : How are shapes used or combined? How does the combination of shapes make things look 3D?
- Form: How has the artist made flat parts of an image appear 3D, e.g. through shading?
- Space: How has the empty area around shapes been used?
- Colour: How has colour been combined and varied to create mood and reaction in the viewer?
- Pattern: How are motifs combined and what is the effect on the viewer?
- Texture: How is the feel of a piece related to the materials it is made from?
- Methods and techniques
- Media and materials

Through providing knowledge and skills the children will develop the ability to approach challenging, artistically-valid questions



Art & Design Curriculum Overview- EYFS

Unit Title	Drawing: Marvellous Marks	Craft and Design: Let's Get Crafty	Sculpture and 3D: Creation Station
Substantive Concepts	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> • I can explore making marks with wax crayons. • I can investigate the marks and patterns made by different textures. • I can explore making marks with felt tips. • I can use a felt tip to make patterns. • I can explore making marks with chalk. • I can make controlled large and small movements. • I can compare different ways of making marks and drawing. • I can explore mark making using pencils. • I can create a simple observational drawing. • I can use a variety of colours and materials to create a self-portrait. • I can express my own self-image through art. 	<ul style="list-style-type: none"> • I can develop scissor skills. • I can develop threading skills. • I can learn about the different ways in which we can join materials together and to practise these techniques. • I can learn how to fold, curl and cut paper to achieve a desired effect. • I can create a design for a tissue paper flower. • I can refine small motor skills through the use of drawing, cutting and manipulating paper. <p style="text-align: center; font-size: small;"> Methods and techniques Formal elements and skills Media and materials Knowledge of artists </p>	<ul style="list-style-type: none"> • I can explore clay and its properties. • I can explore playdough and its properties. • I can use tools safely and with confidence. • I can create natural 3D landscape pictures using found objects. • I can generate inspiration and conversation about sculpture art and artists. • I can create a design for a 3D animal sculpture. • I can begin making a 3D clay sculpture using the designs created last lesson. • I can share my creation, explaining the processes they have used.

Art & Design Curriculum Overview - Year 1

Unit Title	Drawing: Making a Mark	Sculpture & 3D: Paper Play	Painting and Mixed Media: Colour Splash
Substantive Concepts	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>	<p>Methods and techniques Formal elements and skills</p> <p>Media and materials Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> • Can show control in using string and chalk lines. • Experimenting with various mark-making techniques. • Drawing overlapping shapes in interesting compositions. • Experimenting with different media and colours. • Applying a range of marks to a drawing with considered choices. • Producing drawings that display observational skills and varied lines and marks. 	<ul style="list-style-type: none"> • Rolling and attaching paper tubes securely. • Making choices about sculpture design (colour and arrangement). • Shaping and arranging paper strips for 3D drawings. • Applying learned paper-shaping skills to sculptures. • Collaborating effectively with others. • Sustaining effort over time. • Painting with good technique and coverage. 	<ul style="list-style-type: none"> • Naming primary colours. • Mixing primary colours to create secondary colours. • Using a range of colours for printing. • Applying paint consistently for prints. • Mixing multiple shades of secondary colours. • Decorating with various patterns. • Confidently mixing and comparing secondary colours.

Art & Design Curriculum Overview Year 2

Unit Title	Painting and mixed media: Life in colour	Sculpture and 3D: Clay Castles
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<p>Naming colours: Identifying primary and secondary colours. Predicting changes: Anticipating colour changes when mixing. Describing textures: Talking about colours and textures seen. Experimenting tools: Trying different tools to recreate textures. Identifying textures: Recognizing textures in collaged artwork. Choosing tools: Selecting paper and tools for specific textures. Matching colours: Mixing colours to match effectively. Selecting materials: Picking collage materials based on colour and texture. Discussing ideas: Sharing thoughts on collage concepts. Arranging materials: Experimenting with material arrangements. Sharing opinions: Expressing likes and dislikes about artwork. Developing ideas: Planning and choosing materials after testing.</p>	<p>Rolling: Rolling the clay into a consistent 3D shape. Mark making: Create a variety of marks and textures. Pinch pot: Molding clay with fingers. Joining: Smoothing clay using fingers. Rolling: Roll a smooth tile surface. Pattern design: Make marks to create a pattern on the surface. Drawing: Drawing a design to plan the key features of a castle. Texture creation: Creating a clay castle with recognizable features.</p>
Unit Title	Craft and Design: Map it out	Tell a story
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<p>Analytical thinking: Grouping images based on similarities and explaining choices. Creative map representation: Draw a map, including key landmarks. Felt making: Creating felt that holds together. Decision making: Make decisions for an abstract composition. Print making: Create and print from a polystyrene tile. Critical thinking: Justifying preferences for their favourite artwork.</p>	<p>Tool Experimentation: Experimenting with different tools, with guidance and encouragement. Shape Description and Drawing: Describing and drawing shapes that make up the object. Varied Mark-Making: Using an interesting range of marks to show an understanding of different textures. Basic Sketching: Making basic sketches, such as stick figures, with implied shapes. Character Development: Developing sketches into characters with support or guidance. Imaginative Scenes: Creating scenes from imagination, with some support and guidance.</p>

Art & Design Curriculum Overview- Year 3

Unit Title	Painting and Mixed Media: Prehistoric Painting	Drawing: Growing artists	Sculpture & 3D: Abstract shape
Substantive Concepts	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists
Substantive Knowledge	<p>Creating Animal Drawings in Prehistoric Style</p> <ul style="list-style-type: none"> Recognising the processes involved in creating prehistoric art, by creating their own animal drawing in this style. Being able to use simple shapes to build initial sketches. Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists. Demonstrating a good understanding of colour mixing when using the natural pigments. Being able to discuss the differences between prehistoric paint and modern paint. Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Making choices about equipment or paint that enable them to recreate features like bold lines. Successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task <p>Scaling Up Sketches</p> <ul style="list-style-type: none"> Use a grid method to enlarge small sketch onto a larger surface. 	<p>Knowledge of Shapes</p> <ul style="list-style-type: none"> Demonstrating a good knowledge of different shapes, able to recognise them in objects and draw them accurately. Knowing the difference between organic and geometric shapes, able to understand how this is reflected in objects. Being able to apply using simple shapes as a basis to drawing. <p>Shading Techniques</p> <ul style="list-style-type: none"> Demonstrating light and dark shading. Blending tones smoothly from light to dark. <p>Texture Collection</p> <ul style="list-style-type: none"> Identifying suitable surfaces for texture. Using tools competently to collect textures. Experimenting with different textures. <p>Frottage Composition</p> <ul style="list-style-type: none"> Generating ideas independently. Making decisions to create interesting frottage pictures Making considered cuts and tears. <p>Detailed Drawing</p> <ul style="list-style-type: none"> Using simple shapes as a basis for detailed drawings. Adding details from observation and applying tone. <p>Composition and Scaling</p> <ul style="list-style-type: none"> Selecting interesting compositions using a viewfinder. Drawing framed selections on a large scale. Working to the edges of the paper. Experimentation with materials and a range of drawing materials. Experimenting with tools to make gestural marks. 	<p>Creating 3D Shapes</p> <ul style="list-style-type: none"> Being able to try out different ways to make card shapes three dimensional Trying out more than one way to create joins between shapes. <p>Sculpture Techniques</p> <ul style="list-style-type: none"> Combining shapes to make free-standing sculptures. Trying different methods to create joins between shapes. <p>Identifying Shapes</p> <ul style="list-style-type: none"> Recognizing 2D shapes in photographs. Identifying shapes in positive and negative space. Drawing models from different angles. <p>Abstract Sculpture Planning</p> <ul style="list-style-type: none"> Planning abstract sculptures based on objects like play equipment. <p>Material Shaping</p> <ul style="list-style-type: none"> Shaping materials by folding, rolling, etc. Choosing appropriate methods for joining elements. <p>Improving Sculptures</p> <ul style="list-style-type: none"> Showing that they have thought about how to improve their sculptures and made choices about what to add. Working cooperatively to add details to their artwork.

Art & Design Curriculum Overview- Year 4

Unit Title	Fabric of Nature	Painting and mixed media	Megamaterials
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> • Describe objects, images, and sounds using relevant subject vocabulary. • Create drawings that replicate selected images with informed material choices. • Select imagery and colours linked to initial concepts • Discuss the work and inspiration of artists using appropriate subject language. • Understand and describe the work of William Morris • Create a pattern focusing on repetition and design enhancement. • Generate product illustrations based on original designs. 	<ul style="list-style-type: none"> • Collaborate to create a joint artwork, demonstrating active listening and compromise. • Experiment with new techniques and materials, such as abstract forms rather than figurative. • Incorporate detail in prints, focusing on contrast and pattern. • Discuss and differentiate between tints and shades; mix these by adding black or white paint. • Apply mixed tints and shades to create light and dark effects on painted objects. • Organise painting equipment and articulate choices and processes. • Explore object arrangements, justifying compositional decisions. • Produce a sketch reflecting the arrangement and utilise colour to depict light, dark, and three-dimensionality in a still life. 	<ul style="list-style-type: none"> • Experimenting with unfamiliar drawing techniques and taking creative risks. • Using familiar shapes to construct basic 3D drawings • Successfully translating their design into a soap carving. • Making informed decisions regarding tool selection and application. • Bending wire to conform to a straightforward template • Collaborating with peers to assemble shadow sculptures • Exploring diverse methods for joining materials to achieve a three-dimensional

Art & Design Curriculum Overview- Year 5

Unit Title	Drawing: I need Space	Painting and Mixed Media: Portraits	Sculpture and 3D: Interactive Installation
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> • I can explain what retrofuturism is. • I can use simple responses and formal elements to evaluate images. • I can provide plausible suggestions for how a piece was created. • I can draw from various stimuli comfortably. • I can use a range of drawing processes based on past experiences. • I can select and place textures to create collagraph plates, supported by testing. • I can produce drawings and visual notes to explore ideas. • I can create clear compositions for final pieces. • I can apply skills to make effective collagraph prints. • I can choose tools and drawing techniques with some guidance. • I can discuss ways to improve work and seeking support when needed. 	<ul style="list-style-type: none"> • I can change size, shape, and placement of words for interest. • I can try various materials and compositions for backgrounds. • I can make decisions about drawing placement and trying multiple ideas. • I can produce successful prints. • I can talk about and comparing portraits using art terms. • I can use websites as references to find key information. • I can use art vocabulary to discuss and explain opinions on portraits. • I can experiment with new methods to adapt photo portraits. • I can apply skills to create self-portraits that represent personal aspects. • I can consider the effect of material choices and composition in final pieces. 	<ul style="list-style-type: none"> • I can explain how images are grouped together. • I can answer questions about my chosen installation with image references. • I can demonstrate knowledge of what installation art means. • I can evaluate installation artworks and my own work, considering scale. • I can propose changes to create different atmospheres in the space. • I can explore multiple options for materials and arrangement in my installation piece. • I can explain what I have made and changes made during the process. • I can develop plans, models, or spaces that convey a message or theme. • I can justify material choices, item arrangement, and overall display. • I can evaluate how to best display the installation, including lighting effects. • I can present information about my installation in the chosen format. • I can justify choices made to enhance the viewer experience.

Art & Design Curriculum Overview- Year 6

Unit Title	Drawing: Make My Voice Heard	Craft and Design Unit: Photo Opportunity	Sculpture and 3D: Making Memories
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> • I can make relevant comparisons between different art styles. • I can explore a range of effects with tools. • I can create symbols that reflect likes and dislikes with minimal support. • I can design tiles with patterns, symbols, and colours that represent them. • I can talk about creating light and dark through drawing techniques. • I can explain the term chiaroscuro. • I can use chiaroscuro to create light and form in tonal drawings. • I can examine similarities and differences between art styles. • I can justify personal opinions about what art is. • I can recognise how artists convey messages. • I can review sketchbooks and creative work to develop drawn images. 	<ul style="list-style-type: none"> • I know what photomontage is. • I can select relevant images and cut with confidence and control. • I can demonstrate knowledge of composition and understand another artist's style. • I can choose and select options for setting up photographs. • I can use cameras or tablets with an understanding of their functions. • I can select props to match ideas. • I can use the viewfinder to set up effective compositions. • I can use software to edit images to reflect an artist's style. • I can choose and adapt paintings to work as photographs. • I can think about lighting and composition in photography. • I can take focused and appropriately framed portraits. • I can draw grids to translate photographs to drawings with correct proportions. • I can create final paintings or drawings that show tonal differences for a photo-realistic effect. 	<ul style="list-style-type: none"> • I can show appreciation of different artistic styles. • I can discuss artists' work and incorporate elements into my own work. • I can use art to express myself (literal or symbolic). • I can try and experiment with new ideas. • I can represent memories using imagery, shapes, and colours (mostly literal). • I can form plans for sculptures from initial ideas. • I can cut shapes accurately to create 3D sculptures. • I can select and combine appropriate materials for sculptures. • I can identify and make improvements using appropriate tools. • I can reflect on progress demonstrating understanding through verbal and written responses.