

<u>Rationale</u>

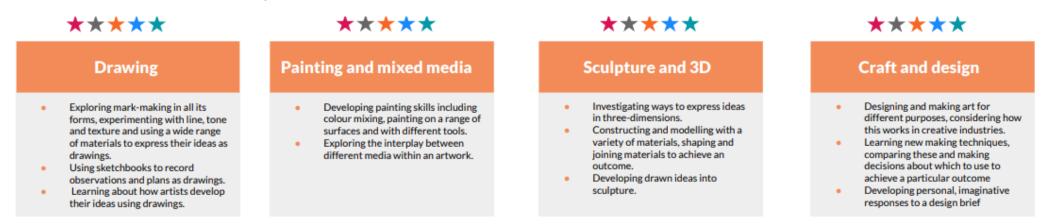
At Holy Trinity we are aspirational for all children and aim for each child to live life to the full. Our art and design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum has been designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. We strive for our lessons to be practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Our budding artists are able to practise and grow their skills on a regular basis throughout the school year in their regular lessons and also in whole school art days and key-stage based art clubs.

<u>Structure</u>

Art & Design is taught in three units per academic year, amounting to approximately 18 lessons each year. We use the Kapow Art & Design Scheme of work as the basis for our curriculum, adapting lessons to suit the needs of the children. Our art curriculum is supplemented with an enrichment day/week which focuses on cultural arts.

<u>Content</u>

The scheme is broken into 4 areas of learning, which are taught progressively from EYFS through to year 6, and cover the full breadth of the National Curriculum. These core areas of learning are:



Substantive vs Disciplinary Knowledge

Through our long-term planning, the substantive and disciplinary knowledge children acquire in Art & Design is planned progressively to enable pupils to generate ideas and use sketchbooks to develop their own artistic identify.

Within our scheme of work, this knowledge is separated into three domains:



Substantive	Disciplinary Knowledge		
Practical (Making skills)	Theoretical (Knowledge of Artists)	Disciplinary (Evaluating and analysing)	
In order to make art with increasing proficiency,	Children gain knowledge of the history of art	Disciplinary knowledge refers to the knowledge	
pupils need to develop practical knowledge in	through Kapow's 'Knowledge of Artists' strand.	children acquire to help them understand the	
the following areas:		subject as a discipline. Pupils learn how art is	
 Methods and techniques 	In this domain, children consider the meanings	studied, discussed and judged, considering our	
 Media and materials 	and interpretations behind works of art that they	big questions:	
• Formal elements: Line, tone, shape, colour,	study and explore artists' materials and processes.	What is art?	
form, pattern, texture.		 Why do people make art? 	
		 How do people talk about art? 	

Coverage Overview

In every year group, each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way.

Art & Design in EYFS

In EYFS, as part of continuous provision, children are taught Art and Design through the 'Creating with Materials' part of the 'Expressive Arts and Design' area of learning. Children are encouraged to explore a wide range of materials, tools and techniques, experimenting with colour texture, form and function while developing their creativity and imagination through a variety of hands-on activities. The focus in n open-ended exploration and experimentation rathe than strict instruction on specific techniques. An overview of key skills and activities incorporated into our EYFS curriculum is detailed below:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• beginning to mix colours,	• Explore different	Children will be	 Provide a wide range 	ELG: Creating with Mate	rials
join in with role play games	textures in Firework	encouraged to select	of props for play which	Safely use and explore a variety of materials,	
and use resources available	pictures, Rangoli	the tools and	encourage	tools and techniques, experimenting with colour,	
for props; build models using	patterns, Christmas	techniques they need	imagination	design, texture, form and	d function.
construction equipment.	decorations,	to assemble materials	Make different	Share their creations, ex	plaining the process they
• Self-portraits, junk modelling,	Christmas cards,	that they are using	textures; make	have used; - Make use c	of props and materials
take picture of children's	• The use of story maps,	• Teach children	patterns using different	when role playing charc	acters in narratives and
creations and record them	props, puppets & story	different techniques	colours	stories.	
explaining what they did.	bags will encourage	for joining materials,	• Children to use their		
• Provide opportunities to	children to retell,	such as how to use	independence to		
work together to develop	invent and adapt	adhesive tape and	create models of their		
and realise creative ideas.	stories.	different sorts of glue.	interest – explain to		
			others what they have		
			made and what they		
			could do to improve in		
			further		



<u>Art & Design in Year 1 – Year 6</u>

	Autumn	Spring	Summer
Year1	Painting & Mixed Media	Drawing	Sculpture & 3D
	Colour Splash	Make your Mark	Paper Play
Year 2	Craft & Design	Painting & Mixed Media	Drawing
	Map it out	Life in Colour	Tell a Story
Year 3	Drawing	Craft & Design	Painting & Mixed Media
	Growing Artists	Fabric of Nature	Prehistoric Painting
Year 4	Painting & Mixed Media	Drawing	Sculpture & 3D
	Light and Dark	Power Prints	Mega Materials
Year 5	Painting & Mixed Media	Craft & Design	Drawing
	Portraits	Architecture	I Need Space
Year 6	Drawing	Painting & Mixed Media	Sculpture & 3D
	Make My Voice Heard	Artist Stufy	Making Memories