

Art and Design Longterm Overview



Early Years Foundation Stage:

ELG: Creating with Materials - 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.

ELG: Being Imaginative and Expressive - 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.

National Curriculum (overview of learning)

KS1 – Pupils should be taught to use a range of materials creatively to design and make products. They should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils will be taught 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.

KS2 – Pupils should 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. They should create sketch books to record their observations and use them to review and revisit ideas. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Pupils should be taught about great artists, architects and designers in history.

Curriculum Intent
At St. Teresa's, we aim to provide a high quality Art and Design curriculum that will inspire pupils and develop their confidence to experiment and invent their own works of art. We want 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.

Art and Design is taught as a discrete subject across the school, however links with other subjects are made where appropriate. In the EYFS, children have access to a rich variety of art materials as part of their continuous provision. The children take part in both adult-led art and design activities and have many opportunities to follow their own creative schemas. The children are taught to be reflective and evaluate their work, thinking about how they can make changes and keep improving. We encourage the children to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

After extensive research and trials, we have adopted the KAPOW scheme of work for Art and Design across KS1 and KS2. This scheme is written by experts in the field of art and design and allows us to deliver the best possible art education to our children. The KAPOW scheme is excellent at developing mastery in the process of making rather than a performative final outcome. The KAPOW units are divided into four core areas;

- drawing
- painting and mixed media
- sculpture and 3D
- craft and design

These areas are repeated in each year group, which provides clarity over knowledge and skills progression within the four areas. The children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity. Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

KAPOW have very recently written some EYFS units that will help prepare our youngest learners for the high expectations of the National Curriculum for art and design and our own KS1 art curriculum. We will be trialling some of these units in the Summer Term of 2023

At St. Teresa's, our children experience the fundamentals of art through a broad and balanced Art and Design curriculum, including exploration of the work of a wide range of artists and makers. Our units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices. We carefully adapt our curriculum to meet the needs of our SEND learners to make our art lessons accessible to all, keeping our expectations high. We use explicit instruction to support our children with SEND

Within our local area of Penwortham and within our school, there is a lack of diversity. Therefore, the art and design curriculum has been carefully planned to strengthen the cultural development of our pupils; ensuring that artists from various cultures are woven into the children's learning. The world of art is a great opportunity for the children to learn about other cultures and have an appreciation of diversity. At St Teresa's, we are committed

	to our responsibility in preparing children for their next stage of education and for the opportunities and experiences of later life; laying the foundations so that they become life-long learners.
Implementation	At St. Teresa's the children following the EYFS curriculum have rich, exploratory experiences through high quality continuous provision. The children have access to painting areas, both tabletop and easel, along with a wide range of other media. They have lots of opportunities to manipulate materials, select their own tools and become familiar with experimenting with art. The children take part in carefully planned adult led art activities that help the children to learn new skills and further their artistic knowledge, which can then be applied to their own schemas. In KS1 and KS2 each area of art (drawing, painting and mixed media, sculpture and 3D and craft and design) is covered every year so the children are taught 4 units of Art and Design per year. Each unit is approximately 5 weeks long. For our children in KS1 and KS2, the KAPOW scheme of work is designed with five strands that run throughout. These are: • Generating ideas • Using sketchbooks • Makings skills, including formal elements (line, shape, tone, texture, pattern, colour) • Knowledge of artists • Evaluating and analysing Securing depth and mastery of pupils' practical knowledge is ensured by the sequential planning of each unit, with core knowledge built on in a spiral curriculum design. The formal elements, a key part of the national curriculum, are also woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows our children to revise and build on their previous learning. At St. Teresa's we have mixed age classes so we follow a two-year rolling program. The KAPOW units within each year group can be taught in any order, as the progression of knowledge and skills is across the years and key stages, not within a year group. For children with SEND, the lesson content may be adapted by the class teacher to meet their needs and activities may be adapted, along with explicit instruction, to allow every learner to access the hands on experiences. At St. Teresa's, our children are taught all four core areas of our Art and Design curriculum every year (drawing, painting and mixed-media, sculpture and 3D and craft and design). We have an emphasis on developing children's use of sketchbooks to apply skills and knowledge. Lessons provide opportunities to engage with

	sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome. Art is celebrated at St. Teresa's. We display a range of our children's art work across all stages and many classes have an informal art 'working wall' within their classroom to show the children's learning within a particular unit. We often share our art and design with parents and carers using the See-Saw app to allow that celebration of art to filter through to the children's homes and families. We enjoy taking part in local art ventures and competitions, which takes the celebration and enjoyment of art into the wider community.
Measuring the Impact	The KAPOW units are designed in such a way that our children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, our children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. At St. Teresa's, the teachers continuously monitor Art and Design mainly through formative assessment opportunities. The KAPOW scheme of work has the recent addition of a diagnostic assessment in the form of a quiz that is done at the start of the unit, to gauge the children's starting point for learning, and again at the end, as a measure of the children's embedded knowledge. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Our children should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond. On leaving year 6 our children will: • Produce creative work, exploring and recording their ideas and experiences. • Be proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using subject-specific language. • Know about great artists and the historical and cultural development of their art. The St. Teresa's school Governors are informed of progress, updates and impact on children's learning in Art and Design through an annual meeting with Subject Leader. Staff are updated on the art curriculum by the subject leader during staff meeting time. A regular monitoring cycle also takes place where the subject leader talks to pupils, looks at the sketchbooks and other art work and carries out learning walks in order to see art lessons being taught across the school. This allows the subject leader to measure the impact of the art and design curriculum across the school.

Yearly Overview of Units

Cycle A	EYFS	KS1	LKS2	UKS2
Autumn 1	ELG: Creating with Materials - 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. ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs,	<u>DRAWING: Tell us a story</u> <u>Y2 unit – Can omit lesson 5</u> Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form. Experimenting with creating patterned surfaces to add texture and detail to drawings, they create an illustration for a familiar story. CST –Human Dignity Lesson 4 - Consider the diversity of the characters they create. Emphasise the beauty and uniqueness of every individual. ARTIST- Quentin Blake	<u>DRAWING: Power prints</u> <u>Y4 unit – can omit lesson 1</u> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. ARTIST- Henri Matisse	<u>PAINTING & MIXED MEDIA: Artist study</u> <u>Y6 unit – can omit lesson 3</u> Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. CST –Human Dignity Identify artist’s uniqueness and talents. CST – Participation and Distributive Justice – how cultural and historical context may have influenced their creative work. ARTIST – Frank Bowling, Richard Brackenbury, David Hockney, Fiona Rae, Paula Rego, John Singer Sargent
Autumn 2		<u>PAINTING & MIXED MEDIA: Colour splash</u> <u>Y1 unit – can omit lesson 5</u> Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. ARTIST – Clarice Cliff and Jasper Johns	<u>PAINTING & MIXED MEDIA: Prehistoric painting</u> <u>Y3 unit – can omit lesson 5</u> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art. CST – Solidarity, Family, Community, Participation	<u>CRAFT & DESIGN: Photo opportunity –</u> <u>Y6 unit – can omit lesson 4</u> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

	rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		Prehistoric art reveals a strong sense of community and shared purpose, especially in the creation of large-scale works or symbols of collective rituals. ARTIST – N/A	ARTIST – Hannah Hoch
Spring	CST – Creation and the environment, caring for God’s gifts, appreciating God’s creations. Human Dignity – we are all unique and can make our own choices.	<u>CRAFT AND DESIGN: Woven Wonders</u> <u>Y1 unit – all lessons</u> Learning that art can be made in different ways. Choose, measure, arrange and fix materials. To explore plaiting, threading and knotting techniques and look at the key features of Cecilia Vicuña’s work. To learn how to weave and combine techniques in a woven artwork. CST – Rights and Responsibilities, Rights of Workers – where wool comes from, ethical farming and practices in textile production. ARTIST - Cecilia Vicuña	<u>SCULPTURE & 3D: Abstract shape and space</u> <u>Y3 unit – all lessons</u> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa. CST – Human Dignity – individual freedom and creativity linked to sculptures. ARTIST - Anthony Caro, Ruth Asawa.	<u>DRAWING: I need space!</u> <u>Y5 unit – all lessons</u> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style. CST – Stewardship – Care for God’s Creation - The exploration of space should inspire awe for God’s creation and a commitment to protecting it ARTIST - Teis Albers
Summer	Subsidiarity – Everyone can have their own say and make their own choices. Solidarity and Community – Working together to create collaborative pieces of art work ARTISTS – Beth Cavener, Jude Wilson, Megan Coyle	<u>SCULPTURE & 3D: Clay houses</u> <u>Y2 unit – all lessons</u> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. CST – Option for the poor and vulnerable – consider needs of people who are homeless, refugees etc. and discuss how CAFOD helps vulnerable people. ARTIST - Ranti Bam, Rachel Whiteread	<u>CRAFT AND DESIGN: Fabric of Nature –</u> <u>Y4 unit – all lessons</u> Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life. CST – Rights and Responsibilities, Rights of Workers – where fabrics come from, ethical farming and practices in textile production. ARTIST – Ruth Daniels, Senaka Senanayake, William Morris, Megan Carter	<u>SCULPTURE & 3D: Making memories –</u> <u>Y6 unit – all lessons</u> Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories. CST- Solidarity, community, human dignity – they are all unique, they support each other etc. ARTIST – Yinka Shinobare, Judith Scott, Nicola Anthony, Louise Nevelson, Joseph Cornell

Cycle B	EYFS	KS1	LKS2	UKS2
Autumn 1	ELG: Creating with Materials - 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. ELG: Being Imaginative and Expressive - 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,	CRAFT AND DESIGN: Map it out Y2 unit – can omit lesson 4 Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. CST – Community, solidarity ARTIST – Joseph Albers	DRAWING: Growing artists Y3 unit – can omit lesson 3 Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O’Keefe and traditional Chinese painters to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. CST –Human Dignity Identify artists’ uniqueness and talents. CST – Participation and Distributive Justice – how cultural and historical context may have influenced their creative work. ARTIST – Max Ernst, Carl Linnaeus, Georgia O’Keefe, Maud Purdy	DRAWING: Make my voice heard Y6 unit – all lessons Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style. CST –Human Dignity Identify artist’s uniqueness and talents. ARTIST – Dan Fenelon, Diego Rivera, Leonardo Da Vinci
Autumn 2		SCULPTURE & 3D: Paper play Y1 unit – all lessons Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the ‘Tree of life’ screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative	CRAFT AND DESIGN: Ancient Egyptian scrolls Y3 unit – all lessons Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’. ARTIST – N/A	SCULPTURE & 3D: Interactive installation Y5 unit – all lessons Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. ARTIST - Cai Guo-Qiang

	and – when appropriate – try to move in time with music.	sculptural piece based on the art of Louise Bourgeois. ARTIST - Louise Bourgeois.		
Spring	CST – Creation and the environment, caring for God’s gifts, appreciating God’s creations. Human Dignity – we are all unique and can make our own choices. Subsidiarity – Everyone can have their own say and make their own choices.	<u>DRAWING: Make your mark</u> <u>Y1 unit – omit lesson 3</u> Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. CST – Solidarity – children come together to share their unique talents and contribute to a unified whole. ARTIST - Bridget Riley and Zaria Forman.	<u>SCULPTURE & 3D: Mega materials</u> <u>Y4 – can omit lesson 4</u> Learning about the work of inspirational sculptors such as Sokari Douglas and Bonita Ely, children create personal responses and make choices about techniques and materials such as recycled materials and clay. Children develop their understanding of the making process to refine a finished piece. CST – Human Dignity & Subsidiarity– children are creating their own personal responses and everyone can have own say and choices. ARTIST - Sokari Douglas	<u>CRAFT & DESIGN: Architecture</u> <u>Y5 unit – Can omit lessons 1 and 2</u> Investigating the built environment, drawing from observation and evaluating design features of buildings. Children explore famous architecture, developing ideas to create their own individual vision for a unique space. CST – Option for the poor and vulnerable – consider needs of people who are homeless, refugees etc. and discuss how CAFOD helps vulnerable people. ARTIST –Zaha Hadid, Friedensreich Hundertwasser
Summer	Solidarity and Community – Working together to create collaborative pieces of art work. ARTISTS – Beth Cavener, Jude Wilson, Megan Coyle	<u>PAINTING & MIXED MEDIA: Life in colour</u> <u>Y2 unit – all lessons</u> Developing knowledge of colour mixing. Learning to create texture and pattern using paint. Children will compose a collage, choosing and arranging materials for effect. They will evaluate and improve their artwork CST – Stewardship – Caring for God’s Gifts – Appreciate God’s creations and the nature that is all around them. ARTIST – Romare Bearden	<u>PAINTING & MIXED MEDIA: Light and Dark</u> <u>Y4 unit – all lessons</u> Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. CST – Call to family, community and participation – Still life paintings often feature items associated with family life such as food or drink. Option for the poor and vulnerable – Reflect on families with needs for the above items. ARTIST – Audrey Flack, Clara Peeters	<u>PAINTING & MIXED MEDIA: Portraits –</u> <u>Y5 unit – all lessons</u> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. CST –Human Dignity - Consider the diversity of the self-portraits they investigate. Emphasise the beauty and uniqueness of every individual. Their own self-portraits highlight how they are special and unique. ARTIST - Chila Kumari Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott

