



# Hockliffe Lower School

## Art and Design Curriculum Statement

### **Intent**

We believe that our children should be provided with art and design opportunities that engage, inspire and challenge them, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress they should be encouraged to think critically and develop a more rigorous understanding of art and design. We believe they should learn how art and design both reflects and shapes our history, and contribute to different cultures in our society and across the world.

### **Implementation:**

#### **Early Years Foundation Stage - Expressive Art and Design**

The children are supported in achieving the Early Learning Goals through adult lead and child initiated activities, using a wide range of materials and resources, building on prior learning and experiences. These activities are often linked to curriculum topics and observations of nature but can also be led by the children's interests. Resources are available within the continuous provision for children to access independently.

#### **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.

#### **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

#### **Key stage 1**

Pupils are taught to....

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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

Pupils are taught to .....

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

Art and design skills and knowledge are taught through the cross curricular learning themes each term.

## Key Stage 1

<b>Year A</b>		
<b>Seaside</b>	<b>Fairy Tales</b>	<b>Explorers</b>

<b>Year B</b>		
<b>Homes and Fire</b>	<b>Transport</b>	<b>Animals</b>

## Key Stage 2

<b>Year A</b>		
<b>Anglo Saxon Settlers</b>	<b>Ancient Egyptians</b>	<b>World War 2</b>

<b>Year B</b>		
<b>Stone Age</b>	<b>Ancient Romans</b>	<b>The Rainforest</b>

## Impact

### Children will:

- Produce creative work
- Explore and express their own thoughts, ideas and interests
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at art, craft and design skills and techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms

### Assessment:

On- going assessment of children's attainment of specific objectives are made during lessons through observation of children's participation, application of skills and

techniques and response to questioning. Children talk to each other about the ideas, effects and feelings they have been trying to express in their art work. Children are involved in self and peer assessment activities to evaluate how effective their finished piece of work is, how successful they were in using the techniques and what they consider they need to do to improve their artistic outcomes. Photographic evidence is used to support the progress the children have made and are used as part of their on-going assessments.