

Art and Design – The National Requirements

The legal coverage requirements for Art and Design are as follows:

EYFS	Key Stage 1 Programme of Study	Key Stage 2 Programme of Study
<p>Children at the expected level of development will:</p> <p>EXPRESSIVE ARTS and DESIGN</p> <p>Exploring and Using Media and Materials</p> <p>1. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <p>2. 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</p>	<p>SUBJECT CONTENT:</p> <p>Pupils should be taught to</p> <ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. 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. 	<p>SUBJECT CONTENT:</p> <p>Pupils should be taught to</p> <ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. About great artists, architects and designers in history.

Teaching Units at Mayflower Primary School

	Taught through PBL	Taught as a Discrete Unit	Assemblies and Curriculum Days
Year	Autumn Term	Spring Term	Summer Term
EYFS			
Year 1			How does where we live differ from other places? Art inspired by PBL and the local area
	Colour mixing, self-portraits in Arcimboldo style, Visual Literacy – Andy Goldsworthy	Drawing real life objects (taught and within free-flow)	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach
Year 2			How do plants from around the world help humans? Observational drawings of plants
	Painting and blending, Pointillism, Visual Literacy – Georges Seurat and Paul Signac, collage technique	Visual Literacy – Vincent van Gogh (Starry Night)	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach
Year 3			How as life in Ancient Egypt different from life in Egypt today? The art of the Ancient Egyptians that has been inspired by artefacts
	How new was the Stone Age? Self-portraits, cave paintings using natural tools and media, tools sketching, observational drawing of rocks, Stonehenge sketches, fossils sketching using black outline pens, layers of the Earth, Visual Literacy – Rebecca Vincent	The texture of plants, sketching using a variety of media including pastels, pens, watercolours, trellis artwork, Visual Literacy – Henry Morris, Visual Literacy – Piet Mondrian	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach
Year 4			What can we do to save our rainforests? Shading of 3-dimensional objects
	What did the Romans ever do for us? Self-portraits, design and create an emblem for your Roman legion	Leaf shading and printing, sketching a variety of leaves studying the veins, drawing and sketching of mini-beats, rainforest animals with oil pastels, sketching teeth with pencils (link to the science curriculum)	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach
Year 5			How does climate change affect people and communities? Develop further confidence using a range of media, rivers collage
	Why is space travel and exploration so important? Mark-making techniques within pencil work, negative space, sketch books (observational drawing skills), projection of light, observational drawings and self-portraits, develop confidence using a range of media	Developing further confidence using a range of media, space inspired art, Visual Literacy – Peter Thorpe (paintings of the solar system)	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach
Year 6			Using pastels and rubbers to create moving pictures of horses
	Painting techniques, leaves for the Red Tree (Literacy), self-portraits, oil pastels/chalk, sea pictures, use of water colours and oil pastels to create maps (Literacy), mixed media and layering (Literacy)	Illustrations from Darwin's voyages, marbled paper backgrounds for encyclopaedia plates, ink drawings of insects	
	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach	Artistic representations from key periods in world history, additional focus on the great artists of the time, no access to photographic records etc, elements of visual literacy teaching approach

Art and Design Curriculum – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for Art and Design have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
EYFS			
Year 1	Colour mixing, self-portraits in Arcimboldo style, Visual Literacy – Andy Goldsworthy (1-4)	Drawing real life objects (2 and 3)	Art inspired by PBL and the local area (2 and 3)
Year 2	Painting and blending, Pointillism, Visual Literacy – Georges Seurat and Paul Signac, collage technique (1-4)	Visual Literacy – Vincent van Gogh (1-4)	Observational drawings of plants (2 and 3)
Year 3	Self-portraits, cave paintings using natural tools and media, tools sketching, observational drawing of rocks, Stonehenge sketches, fossils sketching using black outline pens, layers of the Earth, Visual Literacy – Rebecca Vincent (1-3)	The texture of plants, sketching using a variety of media including pastels, pens, watercolours, trellis artwork, Visual Literacy – Henry Morris, Visual Literacy – Piet Mondrian (1-3)	The art of the Ancient Egyptians that has been inspired by artefacts (1-3)
Year 4	Self-portraits, design and create an emblem for your Roman legion (1-3)	Leaf shading and printing, sketching a variety of leaves studying the veins, drawing and sketching of mini-beats, rainforest animals with oil pastels, sketching teeth with pencils (link to the science curriculum) (1-3)	Shading of 3-dimensional objects (1-3)
Year 5	Mark-making techniques within pencil work, negative space, sketch books (observational drawing skills), projection of light, observational drawings and self-portraits, develop confidence using a range of media (1-3)	Developing further confidence using a range of media, space inspired art, Visual Literacy – Peter Thorpe (1-3)	Develop further confidence using a range of media, rivers collage (1-3)
Year 6	Painting techniques, leaves for the Red Tree (Literacy), self-portraits, oil pastels/chalk, sea pictures, use of water colours and oil pastels to create maps (Literacy), mixed media and layering (Literacy) (1-3)	Illustrations from Darwin’s voyages, marbled paper backgrounds for encyclopaedia plates, ink drawings of insects (1-3)	Using pastels and rubbers to create moving pictures of horses (1-3)

Art and Design Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	Time and care will be taken to ensure that the setting provides plenty of opportunities for the children to explore a range of different media and be creative. There will be a good balance between indoor and outdoor learning, with the majority of opportunities being encountered within free-flow.	Now that the children are settled, and recognise that the Learning Environment remains responsive to their changing needs, practitioners can offer taught sessions, and lead within free-flow, allowing children to engage with the provision they encounter on a child-initiated basis.	To help prepare the children for transition, taught sessions can be offered to those children that are ready or want to engage, and this will cover all aspects of the relevant Early Learning Goals. The range of media that the children encounter will also increase, with a strong emphasis on natural materials.
Year 1	At the beginning of each year (years 1-6), the children will produce a self-portrait, and this will form the basis for assessment. The principles of Visual Literacy teaching will also be introduced at the beginning of Year 1, and they will encounter this form of teaching as they continue to move through the school.	To help the children develop observational skills and also specialist skills related to the curriculum, they will be supported to draw real objects that can be seen and handled. This will provide a useful and real context for the teaching of skills related to the agreed progression document.	Much of our provision links back to ongoing PBLs and the children in Year 1 are now ready to embrace this cross-curricular model of working. Some of the skills that have been taught previously can also be utilised as they seek to create images of the local area in which they live.
Year 2	At the beginning of Year 2, the children are old enough to learn about some of the great art movements that have inspired many different artists at the time. This approach will also be combined with Visual Literacy, where leading exponents are considered both in terms of their lives and most famous works.	The children's understanding of Visual Literacy will deepen through learning about the relatable and often tragic life of the artist Vincent van Gogh. Inspiration can also be considered through one of his most well-known piece of art, with accessible teaching around use of colour and movement.	To prepare children for the transition from Key Stage 1 to Key Stage 2, the children will revisit some of the skills and techniques taught in Year 1, but the link with the PBL will remain, giving further context to the learning. Children can also self-select, and be involved in gathering the objects for observational art.
Year 3	As the children move into Key Stage 2 and the Visual Literacy and PBL approach is embedded, they can much deeper in their learning, including more challenging media and materials. The work of Rebecca Vincent also represents a much greater challenge in terms of technique and meaning, although links can also be drawn with the work of van Gogh (prior learning).	Again, the children will be able to build on some of the skills they were taught in Year 2, but the Visual Literacy approach will again be used to add context, and extend the children's knowledge of artists and great works that have been produced. For the first time, they will begin to look at more than one artist that represents the movement under study.	For this unit, the level of challenge will coalesce around the children themselves being inspired by the artefacts they encounter. The removal of a Visual Literacy approach will also challenge them, to develop their own ways of working, and this will consolidate learning that has already taken place in terms of technique and the range of media available.
Year 4	In Year 4, elements of the Art and Design curriculum are effectively joined with the Design Technology curriculum. They will learn that the quality of presentation adds to the functionality of a product, and is thus worthy of close consideration. This will also become part of the evaluative criteria (DME).	During the spring term, elements of the Art and Design curriculum will be combined with the science curriculum, as well as a recapitulation of prior learning from years 2 and 3. Again, and developing on from the Year 3 unit, the children will need to develop inspiration of their own for the art they subsequently produce.	Towards the end of Year 4, the children will be ready to consider the ways in which dimension can be incorporated into their work. This is a technical consideration, and working within a concrete context will help to ensure that they can develop their skills in a safe and managed space.
Year 5	Given prior learning, the children in Year 5 are ready to begin to apply detail and texture to their work. Shading and hatching techniques will enhance the quality of what they can produce, and will also add to the Visual Literacy learning from Rebecca Vincent and Vincent van Gogh. Negative space will also augment their understanding, especially in terms of form.	The work of Peter Thorpe is evocative of the period the children studies as part of the autumn term PBL, and he is also very strong in his use of colour. This unit of work will help the children to be confident in their use of colour and form, creating work that has a direct link with the current PBL, that has also inspired learning in other areas of the curriculum as well.	Developing from the work around colour and form, the children will be able to learn more about collage technique, and how shape is absolutely pivotal to success. Links are again evident within the PBL, and that sense of movement through art will be depicted using a rather different technique. The science curriculum also comes into focus at this time.
Year 6	The theme at the beginning of Year 6 is very much related to the Writing Long Term plan, and will add language depth to the work the children create. They will also be utilising the full range of skills they have been taught across Key Stage 2. Given their age, they will again be expected to develop their own inspiration, rather than focusing on an established artist or school.	Almost all of the teaching of art has been linked to art for pleasure and the overall aesthetic. Darwin used art for a very different reason, and links are established here with great paintings and works from history, where other forms of recording were not available to the people of the time. The link between art and science is again exemplified across the unit.	Movement has been a feature of provision across Key Stage 2, and to conclude their studies, the children will learn an even more complex technique. This will also exemplify key learning about being confident in visual expression, and not being afraid to combine what has been taught previously. This will help to prepare them for transition to secondary school.

