

Art and Design Curriculum Map

Curriculum Intent

Art and design embody some of the highest forms of human creativity. Its education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking.

Our intent is to design and implement a curriculum that will engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art and design. Pupils will be able to think creatively and critically. They will investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art and design and how they shape our history and future.

Art encourages the development of many transferable skills which enhance learning in other curriculum areas. Visual art helps students to understand themselves, building confidence and self-esteem and contribute significantly to their own wellbeing.

This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity and emotional well-being of our society within both national and global contexts.

1. How do you ensure consistent delivery across all key stages?

Teachers provide pupils with the necessary skills to be able to work independently. The Art and Design subject lead co-ordinates planning and delivery of CPD to teaching staff as and when needed. Teaching and Learning materials are shared and discussed.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

Art is inclusive for all pupils at Longshaw Primary Academy. The curriculum is ambitious for all pupils regardless of background and all are encouraged to achieve their full potential. Teachers have a full understanding of the needs and abilities of individual pupils in their care and provide structured support and guidance.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Prior knowledge is reinforced through repetition and recall, assessments, demonstrations and practical lessons. Knowledge Organisers are used routinely to embed key subject terminology and to understanding the link between what they are learning and why. This will ensure depth of knowledge and understanding.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Children in the EYFS are given opportunities throughout the EYFS curriculum to draw and paint and use a range of media and materials including: - Drawing & painting: drawings of story characters; self portraits; colour-mixing; observational drawings; animal pictures etc. - Media & Materials: Sponge / finger painting; printing; junk modelling; rubbings; decorations; collage etc. Pupils also have the opportunity to learn about different artists.					
1	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky	DT	Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	DT	The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci Claude Monet	DT
2	Our School Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family	DT	Colour and Tone [Spr2] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso	DT	Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet	DT
3	Why Do We Make Art? Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Pablo Picasso Satoshi Kitamura	DT	Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake	DT	Mythology Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Raphael Van Gough Frank Auerbach Chris Ofili	DT

4	Pattern and Pumpkins Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	DT	Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henry Matisse	DT	My Favourite Things Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell	DT
5	Illustration & Narrative Art Developing a visual response to a text, Marjane Satrapi Mel Tregonning	DT	Journeys Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long Frida Kahlo Lubaina Himid	DT	Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris	DT
6	Recycled Materials Installation Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey	DT	Displacement / Challenges Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate. Judith Kerr Wiltshire, Pissaro, Kurt Schwitters	DT	Art & Identity Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce	DT