



## Hallaton CE Primary School – The Big Picture - Art & Design


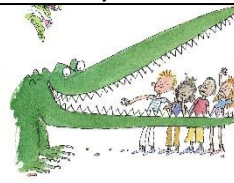





<b>Our Over-arching Intent</b>	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum		
<b>Aims of our Curriculum</b>	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve
<b>Core School Value</b>	<b>Learn, Grow, Flourish</b>		
	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Resilient</b>
<b>The Intrinsic Core: Our Art &amp; Design our Intent – what we seek to achieve for in our children as developing artists.</b>	To explore and create ideas: understand how ideas develop through an artistic process.	To master skills and techniques: develop procedural knowledge so that ideas may be communicated.	To take inspiration from the greats: learn from the historical and cultural development of their art forms throughout history.
<b>We will develop the knowledge and skills that children need to succeed</b>	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.

### How we organise learning in Art & Design, through the development of Big Ideas:

<b>Explore and Investigate Whole School Big Ideas</b>	<b>Explore and Create   Skills and Techniques   Evaluate and Analyse   Inspiring Artists</b>		
<b>The Big Ideas are developed through the understanding of the Key Strands:</b>	<b>Drawing   Painting &amp; Mixed Media   Sculpture &amp; 3D   Craft &amp; Design</b>		
<b>Develop understanding over time of our Key Strands</b>			
<b>Aspects of knowledge that may be included in each Key Strand:</b>	<p><b>Painting &amp; Mixed Media</b></p> <ul style="list-style-type: none"> <li>Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>Exploring the interplay between different media within an artwork.</li> </ul>	<p><b>Sculpture &amp; 3D</b></p> <ul style="list-style-type: none"> <li>Investigating ways to express ideas in three-dimensions.</li> <li>Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>Developing drawn ideas into sculpture</li> </ul>	<p><b>Craft and Design</b></p> <ul style="list-style-type: none"> <li>Designing and making art for different purposes, considering how this works in creative industries.</li> <li>Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome</li> <li>Developing personal, imaginative responses to a design brief</li> </ul>
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>Using sketchbooks to record observations and plans as drawings.</li> <li>Learning about how artists develop their ideas using drawings.</li> </ul>	
	<b>The four strands of knowledge, and the interplay between them, enable pupils to generate ideas and use materials to develop their own artistic identity.</b>		

### Implementation: How do we deliver our Curriculum?

<b>Early Years</b>	Children’s development in Expressive Art and Design will be supported, as their artistic and cultural awareness grows and supports their imagination and creativity, through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning. This will include opportunities to explore a wide range of media and materials, observe and engage with the arts and interpret and appreciate what they hear, and observe. A full outline of the EYFS specifically linked to Art & Design can be found in our Art and Design Overview and End Points document.					
<b>Progression</b>	<b>Progression in Learning from Reception to Year 6 is outlined in our Art &amp; Design Overview and End Points document.</b>					
<b>Big Ideas – Planned Progression of Components for Key Stage One</b>	<b>Explore and Create</b>	<b>Skills and Techniques</b>		<b>Evaluate and Analyse</b>		<b>Inspiring Artists</b>
<b>EYFS</b>	<p><b>Autumn 1 – All About Me</b> <b>Drawing -</b> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Improving fine motor/scissor skills with a variety of materials.</p>	<p><b>Autumn 2 – Dinosaurs and Celebrations</b> <b>Painting &amp; Mixed Media -</b> Linking colours to festivals  Christmas artwork  Exploring creating secondary colours</p>	<p><b>Spring 1 – Traditional Tales</b> <b>Craft &amp; Design -</b> Developing cutting, threading, joining and folding skills through fun, creative craft activities.</p>	<p><b>Spring 2- Pirate</b> <b>Painting &amp; Mixed Media -</b> Begin to share their creations, explaining the process they have used.</p>	<p><b>Summer 1 - The Farm</b> <b>Drawing</b> Refine drawing skills so that they can represent objects with increasing skill.</p>	<p><b>Summer 2 – Minibeasts</b> <b>Sculpture and 3D:</b> Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>

Key Stage One Disciplinary Knowledge – In the context of...	<p><b>Year 1/2 (Year A - 2023-2024)</b></p> <p><b>Drawing: Make your mark</b> Bridget Riley, Zaria Forman</p> <p><b>Craft and design: Woven wonders</b> Cecilia Vicuña</p> <p><b>Sculpture and 3D: Paper play</b> Marco Balich</p>	 <p>Blaze, Riley (1962)</p>	<p><b>Year 1/2 (Year B – 2024-2025)</b></p> <p><b>Painting &amp; mixed media: Life in colour</b> Romare Bearden</p> <p><b>Drawing: Tell a story</b> Quentin Blake</p> <p><b>Sculpture &amp; 3D: Clay houses</b></p>	 <p>The Enormous Crocodile, Blake (1978)</p>  <p>Out Chorus, Bearden (1980)</p>
Lower Key Stage Two Disciplinary Knowledge – In the context of...	<p><b>Year 3/4 (Year A - 2023-2024)</b></p> <p><b>Drawing: Power prints</b></p> <p><b>Painting &amp; Mixed Media: Light &amp; Dark</b> Clara Peeters William Morris</p> <p><b>Sculpture &amp; 3D: Mega materials</b></p>	 <p>The Dancers, Botero (1987)</p>	<p><b>Year 3/4 (Year B – 2024-2025)</b></p> <p><b>Craft and design: Ancient Egyptian scrolls</b></p> <p><b>Sculpture &amp; 3D: Abstract shape &amp; space</b> Anthony Caro</p> <p><b>Painting &amp; Mixed Media: Prehistoric Painting</b></p>	 <p>Twenty Four Hours, Caro (1960)</p>
Upper Key Stage Two Disciplinary Knowledge – In the context of...	<p><b>Year 5/6 (Year A - 2023-2024)</b></p> <p><b>Painting &amp; mixed media: Portraits</b> Chila Kumari &amp; Singh Burman</p> <p><b>Drawing: Make my voice heard</b> Dan Fenelon</p> <p><b>Sculpture &amp; 3D: Interactive installation</b> Cai Guo-Qiang</p>	 <p>Sky Ladder, Guo-Qiang (2016)</p>	<p><b>Year 5/6 (Year B – 2024-2025)</b></p> <p><b>Sculpture and 3D: Making memories</b> Louise Nevelson &amp; Joseph Cornell</p> <p><b>Drawing: I need my space</b> Teis Albers,</p> <p><b>Craft &amp; Design: Photo opportunity</b> Derek O Boateng, Crosby Chuck Close, Hannah Hoch, Chris Plowman</p>	 <p>Floriage, Albers (2020)</p>
Impact	<b>Most children achieve the End Point Milestones for Art and Design</b>			
	<b>Children become...</b>			
	<p><b>Reflective</b>, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how <b>remarkable</b> they are.</p>	<p><b>Resilient</b>, articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.</p>	<p><b>Responsible and respectful</b> citizens of the world who have the capacity to make positive contributions to society.</p>	