

## Art and Design Curriculum INTENT

The art and design curriculum at Nethergate intends to engage, inspire and challenge pupils, equipping them with the confidence, knowledge and skills to experiment, invent and create their own works of art, craft and design. The curriculum intends to empower pupils to express, explore and communicate their individual needs, ideas and viewpoints. It intends to promote a sense of self and affirm a pupil's place in the world.

The art and design curriculum offers a series of activities and experiences through which we encourage our pupils to creatively explore their world and convey their ideas. At Nethergate, the process of exploration is valued as much as the outcome. At the same time our art and design projects aim to develop children's skills and knowledge of visual elements and art forms.

When young people participate in open-ended creative art and design experiences, it helps them to develop a connection between their 'inside' world and the 'outside' world. Art and design offers a valuable and space supportive where our young people are free to develop personal identity and a sense of belonging.

Pupils will be introduced to significant and relevant artists, craftmakers and designers from across the entire world and throughout history. Pupils will be encouraged to think critically and develop an understanding of art and design in context, including their own outcomes.

The arts celebrate life and who we are.

## Long Term Plan for Art and Design

	Informal	Semi-formal	Formal
<b>Communication</b>	<p>Pupils will communicate their ideas by manipulating a variety of media and tools.</p> <p>They will <b>engage</b> with, explore and discover the world through handling a range of media including colour, texture, mark-making tools, modelling resources and non-resistant materials.</p> <p>Pupils will <b>engage</b> with and explore their world through a broad experience of media and through multi-sensory stimulus.</p> <p>Pupils explore media and <b>communicate</b> their individuality in a concrete way, e.g. through colour preference.</p>	<p>Pupils will <b>develop</b> the skills to communicate their ideas about events and experiences through creative activities. They will <b>develop</b> their ideas through language (signed or spoken) E.g. rough /smooth, big/small. Drawings and other outcomes will record pupils' personal observations and ideas.</p> <p>Pupils will begin to make choices, by collecting objects, collecting ideas and developing concepts on paper, or through manipulation of media.</p> <p>Pupils will <b>develop</b> their key <b>vocabulary</b>, e.g. naming colours and describing colours as 'bright' or 'dark'.</p>	<p>Pupils will research using concrete objects, pictures, books and the internet to inform their ideas. They will <b>communicate</b> their reasons for their ideas and be able to <b>evaluate</b> their outcomes and choice of media. Pupils will <b>deepen</b> their knowledge and understanding by making, modelling and discussing their thought process.</p> <p>Pupils will experiment with techniques, for example during sculptural construction and joining, asking and answering questions such as, 'How can I build it taller?' Pupils will be working at a level approaching or commensurate with the 'recording' expectations of the Entry Level Art qualification (AO3). Through detailed drawn, annotated, written, photographed and pictorial representations of their ideas and their evolving, iterative and creative thought processes.</p> <p>Pupils will reflect upon their work and the work of other artists, giving opinions and reasons.</p>
<b>Independence</b>	<p>Pupils will be supported to discover and <b>engage</b> with art activities in an increasingly <b>independent</b> way.</p> <p>Pupils will be encouraged to connect with a wide range of media and stimuli. With support pupils will be enabled to form increased preferences for particular materials, tools, colours and methods of creating.</p>	<p>Pupils will be supported to use tools and equipment in simple yet fundamental ways, for example experiencing drawing from fingers, wrist, elbow and shoulder.</p> <p>Pupils will be introduced to a broad range of techniques and through these will <b>develop</b> their ability to use materials <b>independently</b>. Activities will enable pupils to <b>develop</b> a readiness to explore personal creativity and a willingness to experiment.</p> <p>Pupils will further <b>develop</b> their hand-eye coordination through their artistic experiences. Pupils will be encouraged to develop their creative techniques through trial and error and experimentation.</p>	<p>Pupils will become increasingly independent when using a broad range of cutting, shaping and connecting tools. They will <b>independently evaluate</b> their work and the work of other artists, expressing personal opinions and the reasons for them.</p> <p>Pupils will <b>deepen</b> their ability to use and knowledge of media, tools and equipment to carry out artistic tasks successfully and independently. Pupils will demonstrate that they can refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2 at Entry Level).</p> <p>Pupils will demonstrate their deepening understanding of the conventions of visual communication e.g. through showing overlapping, or through use of foreground, middle-ground and back-ground.</p> <p>Pupils will be able to apply their practical skills in combination with their understanding of artistic conventions in order to realise their intentions. Pupils will be working at a level approaching or commensurate with the 'presenting' expectations of the Entry Level Art qualification (AO4). This asks for a final personal</p>

			outcome which draws together the many strands of artistic research gathered throughout a sustained project
<b>Safety</b>	<p>Pupils will <b>engage</b> with, and encounter, safe working behaviours whilst making their art, for example, wearing overalls, sharing resources, using tools safely, waiting for their turn, washing their hands and tidying away after an activity.</p> <p>Pupils will be supported throughout and provided with instructions for an art activity in a variety of ways, in spoken, signed, demonstrated, symbols and written form.</p>	<p>Pupils will <b>develop</b> an increasingly independent understanding of the importance of safety in familiar and unfamiliar creative surroundings. They will become increasingly self-reliant about collecting equipment and sharing resources with classmates.</p> <p>They will become increasingly independent about maintaining a safe and productive workspace and tidying away afterwards.</p> <p>Pupils may visit the local community to encounter art works or to collect ideas. At these times they will be supported to understand and demonstrate safe behaviours.</p> <p>Pupils will begin to understand how to deconstruct visual images and read their meaning.</p>	<p>Pupils will become increasingly proficient and independent when using a broad range of cutting, shaping and connecting techniques. They will be able to describe and demonstrate safe studio working methods. Pupils will be able to describe and explain why and how we need to be safe outside of school when on field trips. They will be aware of safety rules for being in unfamiliar places and know how to seek help should they need to. E.g. to be able to read and recognise signs and symbols. Pupils will <b>deepen</b> their knowledge of the power of art and design within wider society. They will <b>develop an increased visual literacy</b> through guided observation and discussion. They will <b>deepen</b> their critical awareness of visual images in the arts and wider society including advertising and digital media.</p> <p>Pupils will be working at a level approaching or commensurate with the expectations of the Entry Level Art qualification. Pupils are asked to develop ideas through investigations, demonstrating critical understanding of sources (AO1). Tasks set should enable pupils to create a final outcome which combines the many strands of research gathered throughout sustained investigation, experimentation and evaluation of visual communication.</p>
<b>Wellbeing</b>	<p>Pupils will <b>engage</b> with and discover ways of making marks, collections, arrangements and sculptures which allow them to explore their world and to express their ideas.</p> <p>Pupils will <b>engage</b> with creative activities that enable them to show how they feel about the world and communicate their ideas, by using their hands to make things.</p> <p>Pupils will be encouraged to become a part of a creative learning community, for example by taking part in group artworks</p>	<p>Pupils will <b>develop</b> their understanding of where they fit into the world through learning about their own self-expression and other people's self-expression.</p> <p>Pupils will <b>develop</b> their resilience by making mistakes, suggesting improvements and by receiving feedback.</p> <p>Pupils will encounter and investigate the work of other artists. They will be supported to identify the function and power of personal expression in artwork.</p> <p>Pupils will reflect, connect and then respond by creating their own expressive outcomes.</p>	<p>Pupils will <b>deepen</b> their understanding of how personal experiences can be expressed and shared through art. Pupils will <b>deepen</b> their understanding of the way that visual art can communicate profoundly about experiences of the past, other cultures, beliefs and people.</p> <p>They will see how art styles have changed over time and <b>express</b> their opinions.</p> <p>Pupils will be working at a level approaching or commensurate with the expectations of the Entry Level Art qualification. They will be encouraged to express their ideas as a culmination of a sustained creative</p>

			investigation. They are asked to present a <u>personal and meaningful response</u> (AO4)
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In **Art and Design**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

<b>Generating Ideas</b>			
<b>Produce creative work, exploring their ideas and recording their experiences.</b>			
<b>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</b>			
Informal	Semi formal	Formal	
Work purposefully responding to colours, shapes, materials and textures. Create simple representations of people and other things.	Try out different activities and make some choices about what to do next. Use drawing to record ideas and experiences. Collect resources and discuss how these connect with their ideas. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>	

<b>Making</b>			
<b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</b>			
<b>Use a range of techniques and media, including painting.</b>			
Informal	Semi Formal	Formal	
Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials.	Experiment with a range of materials and processes and be able to recognise that they have different qualities Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Select, and use appropriately, a variety of materials and techniques in order to create their own artwork. Take some action to refine their artistic and craft skills in order to improve their control of materials and techniques. Select and use relevant processes in order to create outcomes.	

<b>Evaluating</b>			
<b>Evaluate and analyse creative works using the language of art, craft and design.</b>			
<b>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</b>			
Informal	Semi Formal	Formal	

<p>Recognise and use their preferred means of communication to comment about of their own and others' work.</p>	<p>Reflect upon what they like and dislike about their own work. Compare their work with the work of others (pupils and artists) and identify similarities and differences Talk about how they might improve their work.</p>	<p>To be able to describe some of the key ideas, techniques and working practices of artists, designers, craftspeople and architects that they have been introduced to. To be able to evaluate their own and other artists' work taking some account of the starting points, To be able to analyse and reflect on their own progress taking account of what they hoped to achieve.</p>
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## Knowledge

**Know something about great artists, craft makers and designers, and have some understanding of their historical and cultural context.**

**Know about art, craft, design and architecture, across times, genres and cultures.**

Informal	Semi Formal	Formal
<p>Encounter art, design and craft made by artists. Experience artworks in a way that values its special qualities. Use a preferred means of communication to explain what they are doing when they make their own art.</p>	<p>Talk about the work of various artists, craftspeople, designers and architects. Have some understanding of an artists' cultural context and intentions. Be able to use some expressive and some technical vocabulary when discussing their own work and that of other artists. Say something about how they have been influenced by the artwork they are studying.</p>	<p>Be able to describe and explain something about the work, ideas and working practices of some significant artists, craftspeople, designers and architects. Have some understanding of the influence of the different geographical, historical, cultural and social contexts in which the artist worked. Have some knowledge of the techniques and vocabulary connecting to different materials and processes. To be able to make connections between their own work and that of other artists.</p>