



Streetsbrook Infant & Early Years Academy

Curriculum Overview

Our Art and Design curriculum is underpinned by *Access Art Primary* which promotes creativity, experimentation and skill development through carefully sequenced and engaging visual arts experiences.

Title: Curriculum Overview – Art and Design, EYFS - Childcare, Nursery and Reception

Autumn	Over the year, EYFS access many aspects of Art and Design related activities in both guided, teacher-led sessions and in the continuous provision. Some examples of this would be: - Mark making with a range of mediums - Noticing shapes - Modelling with playdough or clay - Drawing and colouring - Using paint - Colour mixing - Printing - Junk modelling - Discuss our work and make improvements Teachers will provide activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimulus. Activities will be planned through Access Art's seven areas of exploration: • What Can We See? • How Can We Explore Colour? • How Can We Build Worlds? • How Can We Explore Materials & Marks? • How Can We Explore 3d Materials? • How Can We Use Our Bodies To Make Art? • How Can We Use Our Imaginations?
Spring	
Summer	

Title: Curriculum Overview – Art and Design, Year 1

Autumn	<i>Back to the Future and Let's Celebrate</i> Spirals Disciplines: Drawing, Collage, Sketchbooks Key Concepts: I will know that • drawing is a physical and emotional activity. When we draw, we can move our whole body. • we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • we can draw from observation or imagination. • we can use colour to help our drawings engage others. In this topic, children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings. They are introduced to the fact that they can make drawings whilst observing, make drawings without a seen subject matter. (i.e. from action or imagination) and make drawings as a result of prior observation. Through their drawings children are able to talk about what they can see and how it makes them feel. The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure. Children are introduced to sketchbooks as a place of personal exploration. Themes: Pattern, Structure, Movement, Growth, The Human Body, Sound Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue) Artists: Molly Haslund
Spring	<i>Whole World in Our Hands and It's a Mystery</i> Inspired by Flora and Fauna Disciplines: Drawing, Collage, Sketchbooks Key Concepts: I will know that • artists can be inspired by the flora and fauna around them. • we can use careful looking to help our drawing and use drawing to help looking. • we can use a variety of materials to make images, and that the images we make can become imaginative. • we can create individual artwork, and that we can bring that artwork together to make a shared artwork.

	In this topic, children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. They practice cutting and collage skills and explore shape and colour to build images. Finally, there is the opportunity for children to work collaboratively on a shared background for the artwork, and children can see how their individual efforts are valued as part of a larger class artwork. Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage Artists: Eric Carle, Joseph Redoute, Jan Van Kessel
Summer	<i>Underground, Overground and Here & There</i> Making Birds Disciplines: Sculpture, Drawing, Collage Key Concepts: I will know that • there is a relationship between drawing & making – we can transform 2d to 3d. • we can use observational drawing and experimental mark-making together to make art. • we can work from similar stimulus or starting point but end up with very different individual results. • the individual results can then be brought together to make a whole artwork. In this topic, children continue to develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird. The class birds can then be brought together to make a “flock” – with each child’s artwork valued as part of the whole. Themes: Birds, Wildlife, Local habitat Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire. Artists: A variety (see resource)

Title: Curriculum Overview – Art and Design, Year 2

Autumn	<i>Caring, Sharing, Daring and Compare and Contrast</i> Explore and Draw Disciplines: Drawing, Sketchbooks, Collage Key Concepts: I will know that • artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • we can use the things we find to draw from, using close observational looking. • we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • we can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. In this topic, children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this topic encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct. Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist Artists: Rosie James, Alice Fox
Spring	<i>Making a Difference and What Was it Like?</i> Expressive Painting Disciplines: Painting, Sketchbooks Key Concepts: I will know that • artists sometimes use loose, gestural brush marks to create expressive painting. • expressive painting can be representational or more abstract. • artists use impasto and sgraffito to give texture to the painting. • artists sometimes use colour intuitively and in an exploratory manner. • we can enjoy, and respond to, the way paint and colour exist on the page.

	In this topic, children are introduced to the idea that they can use paint in an intuitive and exploratory way. The topic starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Children then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Children then go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint. Sketchbooks are used throughout to record, experiment and reflect. Medium: Acrylic Paint, Paper Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne
Summer	<i>Sensational Safari and Growing Together</i> Stick Transformation Project Disciplines: Making, Drawing, Sketchbooks Key Concepts: I will know that • artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • making art can be playful and fun. That we can create things for other people to enjoy/use. • we can use our imagination to help us shape the world. In this topic children are enabled to use their imagination and transform a familiar object (a stick) into new forms. The topic begins with a simple sculptural warm-up which encourages children to think creatively and laterally about how they can use materials to create a small sculpture. Depending upon project choice, children then go on to make stick people inspired by Guatemalan Worry Dolls. Sketchbooks are used throughout to help children brainstorm, record and reflect. Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials Artists: Chris Kenny