



Chadsgrove Curriculum Long Term Planning: Pioneers Pathway - Art and Design

Curriculum Intent

Chadsgrove's Art curriculum is designed to inspire creativity and enable all pupils to explore, express and communicate their ideas, experiences and emotions through a range of artistic forms. Through engaging and meaningful learning experiences, we aim to develop pupils' confidence, imagination and individuality while equipping them with the knowledge and skills to appreciate and participate in the visual arts.

Within the Pioneers Curriculum Pathway, the Art curriculum is based on the programmes of study from the National Curriculum and provides pupils with access to key artistic skills, techniques and knowledge. The curriculum is adapted to meet the diverse needs and abilities of our pupils so that all learners can access creative experiences at an appropriate level while developing their confidence, independence and self-expression.

Our intention is for pupils to develop their artistic understanding through exploration, experimentation and the use of a range of materials and techniques. Opportunities to revisit and build upon prior learning enable pupils to refine their skills and deepen their appreciation of art over time. Through this approach, we aim to foster enjoyment of Art while supporting pupils to develop creativity and an awareness of the role of art in the wider world.

Curriculum Implementation

This plan outlines potential topics and key skills for the Pioneers Curriculum Pathway, who are following National Curriculum Art and Design. Personalised levels of support will be realised through adaptive teaching and by promoting independence and participation.

The Art and Design curriculum is delivered through the following focus areas:

- Drawing and Painting
- 3 Dimensional Studies and Sculpture
- Other Art, Craft and Design techniques
- The work of artists, craft makers and designers

Within these areas, there will always be evidence of colour, pattern, tone, texture, line, shape, form and space; the fundamental formal elements of creativity.

This Long Term Plan informs teachers' Medium Term Plans, which are linked to pupils' Education, Health and Care Plans and Individual Education Plans.

The National Curriculum states that pupils should aim to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

In addition to Art and Design lessons, pupils are enabled to practise their artistic skills in many other lessons. Pupils also take part in visits to art galleries and other relevant locations. There is the opportunity ~~on a regular basis~~ to work alongside a professional artist. Local art projects and initiatives are embraced as often as possible and whenever available. There is an open minded, fluid, creative approach within Art and Design in order to enable this.

The following overview outlines the Key Skills focus for each term, as well as suggested artists which match the themes in each Key Stage. These inform teachers' Medium Term Plans, in which activities are chosen which are appropriate to pupils' needs and abilities. Diversity and creativity are actively encouraged, for example, Google search and Pinterest are a great way to find a plethora of artistic inspiration, which is constantly evolving, changing and growing.

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
<u>Topic</u>	<u>People and Places</u>	<u>Amazing Animals</u>	<u>Out at Sea</u>
	Suggested Artists: L.S. Lowry Art Deco buildings, Rene Laliue, Hundertwasser Key Skills: Drawing and painting, <u>Collage, mixed media, printing</u>	Suggested Artists: African Art- Tinga Tinga Katy Jade Dobson Jeff Koons- Balloon Dog <u>Eric Carle</u> <u>Franz Marc</u> Key Skills: Designing products <u>Collage, textures and colour</u>	Suggested Artists: Sea Creatures Graffiti <u>Olga Nikitina – underwater artist – shoals of fish</u> <u>Blake Kanan - Sharks</u> Antoni Gaudi- Mosaics Key Skills: 3-Dimensional <u>3-Dimensional work</u> <u>Printing, collage, painting</u>
<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
<u>Topic</u>	<u>All About Me</u>	<u>Let's Build</u>	<u>Out and About</u>
	Suggested Artists: Picasso Amedeo Mondigliani <u>David Hockney</u> Key Skills: Mark making Painting and Drawing <u>Photomontage, collage</u>	Suggested Artists: Circles and spirals Sea shells Wassily Kandinsky <u>Architecture</u> Key Skills: 3 Dimensional Experience/ <u>Clay, paper / card construction, collage, printing, textures and rubbings</u>	Suggested Artists: Hat/ Shoe Design, Philip Treacy, Robert Tabor Key Skills: Design, <u>colour</u>, textures and textiles, <u>3-Dimensional shapes, mixed materials</u>
<u>Term</u>	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
<u>Topic</u>	<u>Wonderful World</u>	<u>Perfect Plants</u>	<u>Journeys</u>
	Suggested Artists: <u>Henri Matisse, cut out collages</u> Gustav Klimt Patterns and shapes MC Escher - tessallations- Victor Vasarely <u>Vasarely – Optical art</u> Key Skills: <u>Patterns and shapes</u> Mark making, Designing	Suggested Artists: Art Nouveau, Georgia O Keefe Natural Sculptures- Andy Goldsworthy, Richard Long Key Skills: Mark making, Printing, <u>collage, painting</u>	Suggested Artists: Planes, trains, cars, <u>bikes</u> Hot Air Balloons Linda Mears <u>Movement in art</u> Key Skills: 3 Dimensional Experiences, Clay, <u>Paper folding, card construction, papier mache</u>

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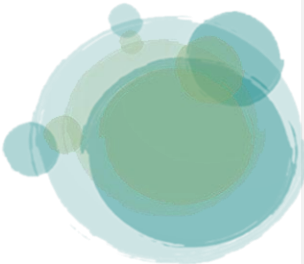
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Pioneers 1



Pioneers 2

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
<u>Topic</u>	Africa	Our Community / Britain	Celebrations/Food and Drink
	Suggested Artists: Nbebele Art Landscapes, Huts, Jewellery Key Skills: Painting and Drawing, printing skills, 3D construction, <u>clay masks</u>	Suggested Artists: Hundertwasser, Cityscapes Antoni Gaudi Architecture - Sagrada Familia Key Skills: Photography, Printing, Mosaics, <u>Clay</u>,	Suggested Artists: Claes Oldenburg Confectionary Packaging Pop Art, Cadbury, Andy Warhol, <u>Ron Mages</u> Key Skills: 3 Dimensional work, <u>clay</u>, Cardboard, papier mâché, mod roc, <u>printing</u>, <u>painting</u>
<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
<u>Topic</u>	Victorian Britain	The Human Body	Asia
	Suggested Artists: Victorian Portraits, Johannes Vermeer, William Morris, Clay tiles Ornate Guilt frames Key Skills: Drawing, Painting, <u>Sponging</u>, Printing skills, <u>collage</u>, Clay relief	Suggested Artists: Giacometti, Edgar Degas, Henry Moore, Human form and movement, <u>Antony Gormley</u> Key Skills: 3D Construction – clay modelling Drawing, rubbings, mark making Painting – sponging	Suggested Artists: Japanese art and aboriginal art, Indian Art, Rangoli Key Skills: Colour and Pattern, Textile design, Mixed media, Printing, Painting
<u>Term</u>	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
<u>Topic</u>	How Things Move and Work	Mysteries/ Time Travel	Rivers and Coasts
	Suggested Artists: Alexander Calder Super Hero Self Portraits Marvel Art, Graffiti, Banksy Key Skills: Drawing and Painting, Collage, stencil art, montage, mobiles	Suggested Artists: Steam Punk Animals and insects Salvador Dali Dream painting, Surrealism Vikings Key Skills: 3 Dimensional Studies/ Clay/ card paper construction Collage, drawing and painting	Suggested Artists: Graphic Design 'An Events Bag' Seurat, Monet, Yumi Okita River art, butterflies, <u>Hokusai</u> Key Skills: Graphic Design Fabric, threads and beads

Pioneers 3

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	Natural Forms WJEC Ceramics - 6306	Natural Forms WJEC Ceramics - 6306	Natural Forms WJEC Ceramics - 6306 Printmaking - 6310
	Project research Exploration of materials and techniques Development of ideas Artists' inspiration	Continuation of exploration of materials and techniques, and artists' ideas	Continuation of exploration of materials and techniques, and artists' ideas, mounting up all work and annotating
<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	Marine Forms Natural Forms WJEC Printmaking -- 6310 WJEC Ceramics - 6306	Marine Forms Natural Forms WJEC Printmaking -- 6310 WJEC Ceramics - 6306	Marine Forms Natural Forms WJEC Printmaking -- 6310
	Project research Exploration of materials and techniques Development of ideas Artists' inspiration	Continuation of exploration of materials and techniques, and artists' ideas <u>Final ceramics outcome</u>	Continuation of exploration of materials and techniques, and artists' ideas, mounting up all work and annotating
<u>Term</u>	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
	Natural Form Marine Forms WJEC Textiles -- 6311 WJEC Printmaking - 6310	Natural Forms Marine Forms WJEC Textiles -- 6311 WJEC Printmaking - 6310	WJEC Present an art and design evaluation -- Marine Forms-- 6313 WJEC Drawing and Painting -- 6308
	Project research Exploration of materials and techniques Development of ideas Artists' inspiration	Continuation of exploration of materials and techniques, and artists' ideas <u>Final printmaking outcome</u>	Present an evaluation for a textiles unit of work where a textile outcome has been made: <u>Project research</u> <u>Exploration of materials and techniques</u> <u>Development of ideas</u> <u>Artists' inspiration</u>
<u>Term</u>	<u>Autumn 2028</u>	<u>Spring 2029</u>	<u>Summer 2029</u>
	WJEC Drawing and Painting -- 6308	WJEC Drawing and Painting -- 6308	WJEC Present an art and design evaluation -- 6308
	<u>Project research</u> <u>Exploration of materials and techniques</u> <u>Development of ideas</u> <u>Artists' inspiration</u>	Continuation of exploration of materials and techniques, and artists' ideas <u>Final drawing/painting outcome</u>	<u>Present an evaluation for a drawing and painting unit of work where a drawing and/or painting has been made:</u>

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Curriculum Impact

Individual sketchbooks, pupils' work and photographs are used to evidence progress. Elements of these are uploaded onto the school's online SOLAR site; the use of Chadsgrove P Steps constitutes pupils' summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full creative potential.

Those pupils who are following a WJEC Accredited courses are assessed using the assessment criteria applicable to each course.

As pupils progress through the school, the assessment process will allow a clearer picture of their future goals to emerge. This means that pupils can then be supported to work towards an appropriate pathway for their future beyond school, with clearly defined aims. These may include preparing pupils for the next stage in their education, such as by following an accredited course, or supporting pupils in enjoying creativity in their life, ensuring that they have the means to communicate their choices and preferences and express their individuality and creativity to those around them.

