



# Chadsgrove Curriculum Long Term Planning: Art and Design

## Curriculum Intent

'Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation'.

(National Curriculum, 2014)

The Art and Design curriculum at Chadsgrove aims to encourage all pupils' creativity and individuality. It aims to help pupils progress through school, following their curriculum pathway, in order to be active, creative, confident citizens in the school community and beyond.

Pupils follow either the Pre-Formal, Semi-Formal or Formal Curriculum Pathways. This plan outlines potential topics and key skills for the Semi-formal and Formal Pathways. Differentiation is by outcome. It is also suitable as a source for ideas and key skills for pupils following the Pre-Formal Pathway.

The Art and Design curriculum is delivered through three focus areas:

Drawing and Painting  
3 Dimensional Studies  
Design

Within these three areas, there will always be evidence of colour, pattern, texture, line, shape, form and space; the fundamental 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, where relevant.

## Curriculum Implementation

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

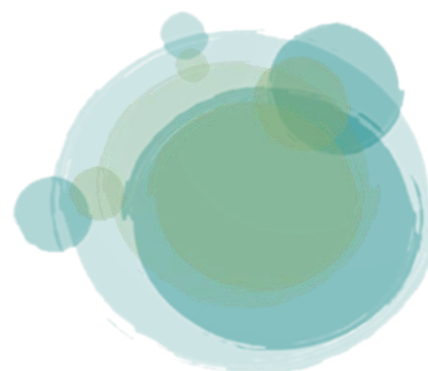
At Chadsgrove, pupils in the Semi-Formal and Formal Curriculum Pathways have Art and Design lessons which focus on the curriculum detailed below, plus additional activities practising artistic skills in many other lessons. Pupils also take part in gallery and relevant urban/rural location visits. There 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 matched 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.

Pupils in the Pre-Formal Curriculum Pathway engage with Art and Design activities within the Barrs Court Curriculum and the Equals Pre-Formal Curriculum, taking a multi sensory, interaction and engagement approach.

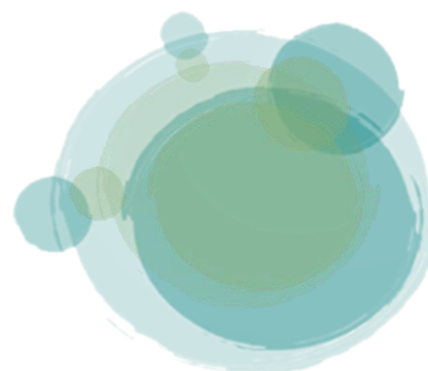
## Key Stage 1

Term	Theme <u>Suggested Artists</u>	<u>Key Skills</u>
Autumn 2022	<b>People and Places</b> L.s. Lowry Art Deco buildings, Rene Lalique Hundertwasser	Drawing and Painting
Spring 2023	<b>Amazing Animals</b> African Art- Tinga Tinga Katy Jade Dobson Jeff Koons- Balloon Dog	Designing products
Summer 2023	<b>Out at Sea</b> Sea Creatures Graffiti Antoni Gaudi- Mosaics	3 Dimensional work
Autumn 2023	<b>All About Me</b> Picasso Amedeo Mondigliani	Mark making Painting and drawing
Spring 2024	<b>Let's Build</b> Circles and spirals/ Sea shells Wassily Kandinsky	3 Dimensional Experience/ Clay
Summer 2024	<b>Out and About</b> Hat/ Shoe Design, Philip Treacy, Robert Tabor	Design, textures and textiles
Autumn 2024	<b>Wonderful World</b> Matisse, Gustav Klimt Patterns and shapes MC Escher, Victor Varsarely	Mark Making, Designing
Spring 2025	<b>Perfect Plants</b> Art Nouveau, William Morris Georgia O Keefe Natural Sculptures- Andy Goldsworthy, Richard Long	Mark making, Printing
Summer 2025	<b>Journeys</b> Planes, trains, cars Hot Air Balloons Linda Mears	3 Dimensional Experiences, clay



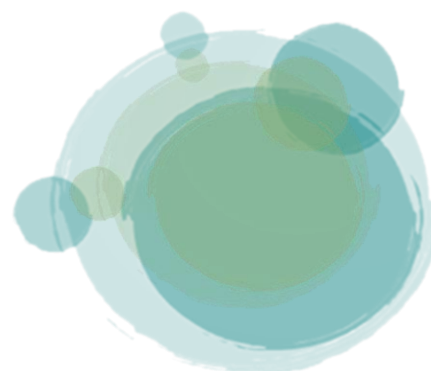
## Key Stage 2

Term	Theme <u>Suggested Artists</u>	<u>Key Skills</u>
Autumn 2021	<b>Marvelous Me</b> Aboriginal Art Dreamings Frida Kahlo Self Portraits	Painting and Drawing Colour and Shape
Spring 2022	<b>Rise of the Robots</b> Steam Punk Industrial Art	3 Dimensional Construction, Robots, Vehicles, moving parts
Summer 2022	<b>Water</b> Monet, Hokusai, Alison Deegan Butterflies and insects	Printing and Textiles
Autumn 2022	<b>Our Environment</b> Landscape Art Layers, fore, mid and background John Constable, Claude Monet	Painting and Drawing Colour and Tone
Spring 2023	<b>Jungle Beat</b> Rainforest flora and Fauna South America, Henri Rousseau	Clay Sculpture Sgraffito, natural forms
Summer 2023	<b>Around The World</b> African Art Tinga Tinga animals or Native American Indian Art- Totem Poles, Tee Pees, pattern and colour	Multi Media, Painting
Autumn 2023	<b>Our Bodies and Minds</b> Self Portraits Van Gogh, Picasso, Archimboldo, Leonardo De Vinci	Painting and Drawing
Spring 2024	<b>Clever Construction</b> Carnival cars, Toulouse Lautrec Posters	3 Dimensional, Junk Modelling
Summer 2024	<b>Pirates</b> Flags, Pop Art, Andy Warhol	Printing, wax resist, batik, tie, dye
Autumn 2024	<b>New Adventures</b> Natural forms, flowers Jill Flower, Wai Yuk Kennedy, Georgia O Keefe	Painting and Drawing, Collage
Spring 2025	<b>Space and the Solar System</b> Kandinsky	3 Dimensional/ Construction/ Junk modelling
Summer 2025	<b>Magical Worlds</b> The Mythical Green Man 'Meeting with Remarkable Trees' Thomas Pakenham Arches and branches- Natural architecture, cathedrals	Multi Media



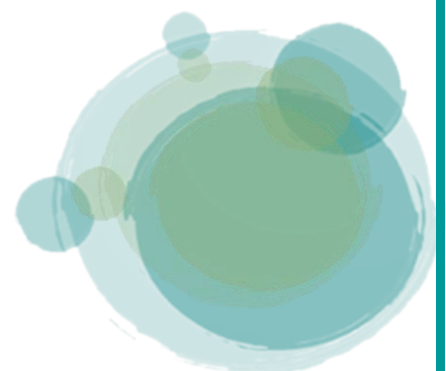
### Key Stage 3

Term	<b>Theme</b> <u>Suggested Artists</u>	<u>Key Skills</u>
Autumn 2022	<b>Africa</b> Nbebele Art Landscapes, Huts, Jewellery	Painting and Drawing
Spring 2023	<b>Our Community/ Britain</b> Hundertwasser, Cityscapes Antoni Gaudi Architecture, Sagrada Familia	Photography, Printing
Summer 2023	<b>Celebrations</b> Food and Drink Claes Oldenburg Confectionary Packaging Pop Art, Cadbury, Andy Warhol	3 Dimensional work. Carboard, papier Mache, mod roc
Autumn 2023	<b>Victorian Britain</b> Victorian Portraits Johannes Vemeer Ornate Guilt frames	Drawing and Painting skills
Spring 2024	<b>The Human Body</b> Giacometti, Edgar Degas Human form and movement	3D Construction
Summer 2024	<b>Asia</b> Indian Art, Colour and Pattern Printing, Rangoli	Textile design Mixed media
Autumn 2024	<b>How Things Move and Work</b> Super Hero Self Portraits Marvel Art Graffiti, Banksy	Drawing and Painting, Collage, montage
Spring 2025	<b>Mysteries/ Time Travel</b> Steam Punk Animals and insects Salvador Dali Dream painting, Surrealism Vikings	3 Dimensional Studies/ Clay
Summer 2025	<b>Rivers and Coasts</b> Graphic Design 'An Events Bag' Seurat, Monet, Yumi Okita River art, butterflies	Graphic Design



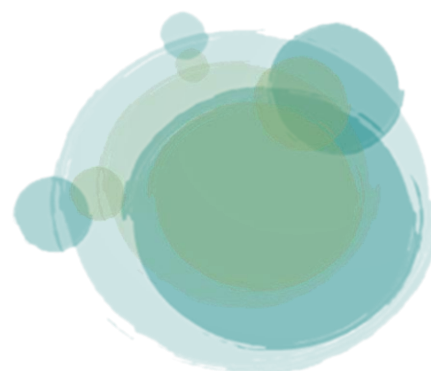
#### Key Stage 4

Term	<u>Accreditation</u> <u>Project</u> <u>Suggested Artists</u>	<u>Key Skills</u>
Autumn	<b>OCR</b> Textiles Native American Indian Pattern and design OR African textile design	Project research and development
Spring	<b>OCR</b> Textiles Native American Indian Pattern and design OR African textile design	Project development and completion
Summer	<b>Project designed by Pupils depending on interest.</b> Independent Work Event Posters Henri Toulouse-Lautrec Victor Varsarely	Painting and Drawing Practicing and developing skills
Autumn	<b>OCR/ WJEC</b> Painting and Drawing Self Portraits	Project research and development
Spring	<b>OCR/ WJEC</b> Painting and Drawing Self Portraits	Project development and completion
Summer	<b>Project designed by Pupils depending on interest.</b> Independent Work Masks from around the world	3 Dimensional Studies Practicing and developing skills



## Key Stage 5

Term	Accreditation Project Suggested Artists	Key Skills
Autumn	OCR/ WJEC Printing Natural Forms	Project research and development Photography
Spring	OCR/WJEC Printing Natural Forms	Project development and completion
Summer	<b>Project designed by Pupils depending on interest.</b> Independent Work	Drawing and Painting
Autumn	WJEC 3 Dimensional Studies Animals in Art	Project research and development
Spring	WJEC 3 Dimensional Studies Animals in Art	Project development and completion
Summer	<b>Project designed by Pupils depending on interest.</b> Independent Work	Painting and Drawing
Autumn	WJEC Photography 'Through my eyes- A personal journey'	Project research and development
Spring	WJEC Photography 'Through my eyes- A personal journey'	Project development and completion
Summer	<b>Project designed by Pupils depending on interest.</b> Independent Work	Graphic Design, Printing



## **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, which constitutes their 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.

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.

The following National Curriculum End Points are taken into consideration when assessing pupils' progress:

### ***Key Stage 1:***

Pupils should be taught to:

- Experience and interact with a range of materials
- Explore mark making, building and creating as a way of sharing ideas and imagination
- Experience and explore colour, pattern, line, shape, form and space
- Experience and learn from a range of artists, craft makers and designers. Make links to their own work where possible

### ***Key Stage 2:***

Pupils should be taught to practice and develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of the different kinds of art, craft and design.

Pupils should be taught to:

- Create sketch books to record their work. They should use these books to review and revisit their ideas
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, paint, chalk, clay)
- Experience and learn from artists, architects and designers in history

### ***Key Stage 3:***

Pupils should be taught to develop their creativity and ideas, and improve their technique and outcomes. They should make choices and have opinions about the work of artists, architects and designers which will lead to progress in their own work.

Pupils should be taught to:

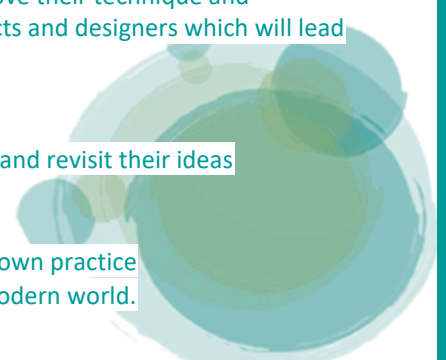
- Create sketch books to record their work. They should use these books to review and revisit their ideas
- Use a range of techniques and media, including painting
- Increase their proficiency in handling different materials
- Analyse and evaluate their own work and that of others in order to improve their own practice
- Experience and learn from artists, architects and designers in history and in the modern world

### ***Key Stage 4:***

Pupils should be taught to develop their independence with creativity and ideas, and improve their technique and outcomes. They should make choices and have opinions about the work of artists, architects and designers which will lead to progress in their own work.

Pupils should be taught to:

- Create sketch books to record their work. They should use these books to review and revisit their ideas
- Use a range of techniques and media
- Increase their proficiency in handling different materials
- Analyse and evaluate their own work and that of others in order to improve their own practice
- Experience and learn from artists, architects and designers in history and in the modern world.



### ***Key Stage 5:***

Pupils should be developing their creativity and ideas, and improving their technique and outcomes. They should have opinions about the work of artists, architects and designers which will inform their own work.

Pupils should be taught to

- Create sketch books to record their work. They should use these books to review, revisit and develop their ideas
- Use a range of techniques and media, including painting and photography
- Increase their proficiency in handling different materials
- Analyse and evaluate their own work and that of others in order to improve their own practice
- Experience and learn from artists, architects and designers in history and in the modern world

