



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. Personalised levels of support will be realised through adaptive teaching and by promoting independence and participation. The plan 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 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.

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 visits to art galleries and other relevant urban/rural 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.

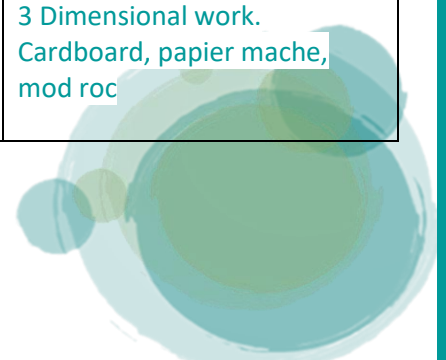
The following overview outlines the Key Skills focus for each term, as well as suggested artists which match the themes in each Key Stage. These inform teachers' Medium Term Plans, in which activities are chosen which are appropriate to pupils' needs and abilities. Diversity and creativity are actively 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>5LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-25	Wonderful World	Perfect Plants	Journeys
	<p>Suggested Artists: Matisse, Gustav Klimt Patterns and shapes MC Escher, Victor Varsarely</p> <p>Key Skills: Mark Making, Designing</p>	<p>Suggested Artists: Art Nouveau, Georgia O Keefe Natural Sculptures- Andy Goldsworthy, Richard Long</p> <p>Key Skills: Mark making, Printing</p>	<p>Suggested Artists: Planes, trains, cars Hot Air Balloons Linda Mears</p> <p>Key Skills: 3 Dimensional Experiences, clay</p>
2025-26	People and Places	Amazing Animals	Out at Sea
	<p>Suggested Artists: L.S. Lowry Art Deco buildings, Rene Lalique, Hundertwasser</p> <p>Key Skills: Drawing and painting</p>	<p>Suggested Artists: African Art- Tinga Tinga Katy Jade Dobson Jeff Koons- Balloon Dog</p> <p>Key Skills: Designing products</p>	<p>Suggested Artists: Sea Creatures Graffiti Antoni Gaudi- Mosaics</p> <p>Key Skills: 3 Dimensional work</p>
2026-27	All About Me	Let's Build	Out and About
	<p>Suggested Artists: Picasso Amedeo Mondigliani</p> <p>Key Skills: Mark making Painting and drawing</p>	<p>Suggested Artists: Circles and spirals/ Sea shells Wassily Kandinsky</p> <p>Key Skills: 3 Dimensional Experience/ Clay</p>	<p>Suggested Artists: Hat/ Shoe Design, Philip Treacy, Robert Tabor</p> <p>Key Skills: Design, textures and textiles</p>

<u>6LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-25	New Adventures	Space and the Solar System	Magical Worlds
	<p>Suggested Artists: Natural forms, flowers Jill Flower, Wai Yuk Kennedy, Georgia O Keefe</p> <p>Key Skills: Painting and Drawing</p>	<p>Suggested Artists: Kandinsky</p> <p>Key Skills: 3 Dimensional/ Construction/ Junk modelling</p>	<p>Suggested Artists: The Mythical Green Man 'Meeting with Remarkable Trees' Thomas Pakenham Arches and branches- Natural architecture, cathedrals</p> <p>Key Skills: Multi Media</p>
2025-26	Marvelous Me	Rise of the Robots	Water
	<p>Suggested Artists: Aboriginal Art Dreamings Frida Kahlo Self Portraits</p> <p>Key Skills: Painting and Drawing Colour and Shape</p>	<p>Suggested Artists: Steam Punk Industrial Art</p> <p>Key Skills: 3 Dimensional Construction, Robots, Vehicles, moving parts</p>	<p>Suggested Artists: Monet, Hokusai, Alison Deegan</p> <p>Key Skills: Butterflies and insects Printing and Textiles</p>

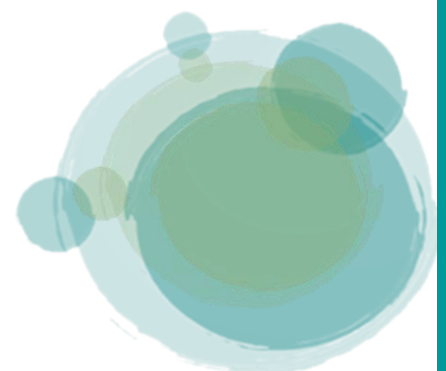
2026-27	Our Environment	Jungle Beat	Around The World
	<p><u>Suggested Artists:</u> Landscape Art Layers, fore, mid and background John Constable, Claude Monet <u>Key Skills:</u> Painting and Drawing Colour and Tone</p>	<p><u>Suggested Artists:</u> Rainforest flora and Fauna South America, Henri Rousseau <u>Key Skills:</u> Clay Sculpture Sgraffito, natural forms</p>	<p><u>Suggested Artists:</u> African Art Tinga Tinga animals or Native American Indian Art- Totem Poles, Tee Pees <u>Key Skills:</u> Multi Media, Painting Pattern and Colour</p>
2027-28	Our Bodies and Minds	Clever Construction	Pirates
	<p><u>Suggested Artists:</u> Self Portraits Van Gogh, Picasso, Arcimboldo, Leonardo Da Vinci <u>Key Skills:</u> Painting and Drawing</p>	<p><u>Suggested Artists:</u> Carnival cars, Toulouse Lautrec Posters <u>Key Skills:</u> 3 Dimensional, Junk Modelling</p>	<p><u>Suggested Artists:</u> Flags, Pop Art, Andy Warhol <u>Key Skills:</u> Printing, wax resist, batik, tie, dye</p>

<u>8LS/9US/11US</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-25	How Things Move and Work	Mysteries/ Time Travel	Rivers and Coasts
	<p><u>Suggested Artists:</u> Alexander Calder Super Hero Self Portraits Marvel Art, Graffiti, Banksy <u>Key Skills:</u> Drawing and Painting, Collage, stencil art, montage, mobiles</p>	<p><u>Suggested Artists:</u> Steam Punk Animals and insects Salvador Dali Dream painting, Surrealism Vikings <u>Key Skills:</u> 3 Dimensional Studies/ Clay/ card paper construction Collage, drawing and painting</p>	<p><u>Suggested Artists:</u> Graphic Design ‘An Events Bag’ Seurat, Monet, Yumi Okita River art, butterflies <u>Key Skills:</u> Graphic Design Fabric, threads and beads</p>
2025-26	Africa	Our Community / Britain	Celebrations
	<p><u>Suggested Artists:</u> Nbebele Art Landscapes, Huts, Jewellery <u>Key Skills:</u> Painting and Drawing, printing skills, 3D construction</p>	<p><u>Suggested Artists:</u> Hundertwasser, Cityscapes Antoni Gaudi Architecture - Sagrada Familia <u>Key Skills:</u> Photography, Printing, Mosaics</p>	<p><u>Suggested Artists:</u> Food and Drink Claes Oldenburg Confectionary Packaging Pop Art, Cadbury, Andy Warhol <u>Key Skills:</u> 3 Dimensional work. Cardboard, papier mache, mod roc</p>



2026-27	Victorian Britain	The Human Body	Asia
	<p>Suggested Artists: Victorian Portraits, Johannes Vermeer, William Morris, Clay tiles Ornate Gilt frames</p> <p>Key Skills: Drawing, Painting, Printing skills, Clay relief</p>	<p>Suggested Artists: Giacometti, Edgar Degas, Henry Moore, Human form and movement</p> <p>Key Skills: 3D Construction – clay modelling Drawing, rubbings, mark making Painting – sponging</p>	<p>Suggested Artists: Japanese art and aboriginal art, Indian Art, Rangoli</p> <p>Key Skills: Colour and Pattern, Textile design, Mixed media, Printing, Painting</p>

12US	Autumn	Spring	Summer
2024-25	The Everyday OCR Unit Award/AQA GCSE Art & Design	The Everyday OCR Unit Award/AQA GCSE Art & Design	The Everyday OCR Unit Award/AQA GCSE Art & Design
	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
2025-26	The Everyday/Natural Forms OCR Unit Award/AQA GCSE Art & Design	The Everyday/Natural Forms OCR Unit Award/AQA GCSE Art & Design	The Everyday/Natural Forms OCR Unit Award/AQA GCSE Art & Design
	Completion of practical evidence for the everyday and natural forms projects if following AQA GCSE Art & Design and OCR unit Award	Completion of Exam component for AQA GCSE Art & Design 10-hour practical exam	Student self-initiated projects Artist in residences Gallery / museum visits
2026-27	Natural Forms OCR Unit Award/AQA GCSE Art & Design	Natural Forms OCR Unit Award/AQA GCSE Art & Design	Natural Forms OCR Unit Award/AQA GCSE Art & Design
	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



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 Chads Grove P STEPS where appropriate, 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.

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.

Those pupils who are following a range of OCR and AQA Accredited courses are assessed using the assessment criteria applicable to each course.

There may be certain pupils who might be following an AQA GCSE Art and Design course over a longer period in order to meet the course requirements and they will be assessed using GCSE grades.

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

Key Stage 1:

Pupils should be taught to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences 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

