

Marston Moreteyne School Art and Design Curriculum- Based on the seven "Big Ideas"



Creativity



Humankind



Nature



Materials



Place



Comparison



Significance

The "Aspects" below are progressive and start from Nursery through to Year Four. They allow children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly sophisticated information and ideas.

"Creation"

This explores a selection of media exploration including drawing, painting, collage, textiles, sculpture and printing. Techniques are developed through the visual elements of colour, line, shape, form, pattern, and tone.

"Generation of Ideas"

Children start by communicating their ideas as they work. The artistic process develops through discussion, sketches and narrative as their ideas unfold.

"Evaluation"

All work is shared and intentions, techniques and tools used are discussed with a selection of different audiences.

"Human Form"

This starts from simple representations of people from observation and memory. This develops onto more specific and detailed work on human features.

These representation are carried out through a selection of different media, including 3D work. This progresses onto active poses and the depiction of the human form to the development of creating a narrative for their figures.

"Natural Art"

Logs, pebbles, sand, mud, clay and other natural materials are used to make simple 2-D and 3-D forms. The use of natural materials and loose parts to make 2-D and 3-D art. This is developed onto using grass, pebbles, sand, leaves, pine cones, seeds and flowers with a focus on transient art. Drawing, painting and sculpture of natural forms from observation, imagination and memory including flowers, pine cones, feathers, stones, insects, birds and crystals.

"Malleable Materials"

Materials using hands and simple tools are explored, this develops onto skills of squeezing, pushing, rolling, pinching and cutting. Pressing objects into a malleable material to make textures, patterns and imprints. 3-D form using malleable or rigid materials are used to create a 3-D form from clay include coiling, pinching, carving, slab construction and sculpting

"Paper and Fabric"

These can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics. Collages are developed through adding other media and extending ideas. The skills of weaving and stitching are explored and creative pieces are produced.

"Paint"

Primary and secondary colours are explored and children learn how to mix them. Contrasting colours, as well as warm and cool colours and the ways these evoke feelings are explored.

"Printing"

Simple prints using a variety of tools, including print blocks and rollers. Different techniques are explored to create a print based on a theme.

"Pencil, Ink, Charcoal and Pen"

Different lines are explored with different tools and media. Pencils and charcoal are investigated creating effects with pattern texture and lines

"Landscapes"

Children draw or paint a place from observation, imagination and memory. This is developed onto specific features, adding more detail to the artwork produced. The children will explore urban landscapes with drawing, collage, paint or photography. Art can display interesting or unusual perspectives and viewpoints. Children choose an interesting or unusual perspective or a viewpoint for a landscape.

"Compare and contrast"

The children will discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.

This develops by including the materials used and discussing the subject matter. As skills develop, children will compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time and cultures.

"Significant people, artwork and movements"

Children start by exploring artwork by famous artists and talk about their likes and dislikes.

This develops onto words and discussions relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Children understand what or who influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time or culture. Can children can talk about subject matter, style and use of colour, texture, line and tone within these significant pieces.