



Valley End Art and Design Curriculum Overview

Intent

Our structure and sequence of lessons ensure coverage of the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. The progression grid ensures progression of skills and knowledge. Children are given equal opportunities in Design and Technology. Children access all areas of design which include, making, sewing and cooking.

Implementation

In Art and Design we ensure that the progression of skills and knowledge and the outcomes have been met by using the overview, our planning and the end of unit assessments. Our lessons develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In Design, we block out the whole day once a term this allows children to complete all areas of DT in one day – designing, making and evaluating. Our design days either focus on cooking, building or sewing and all of these skills are initially developed within the Reception curriculum and continuous provision opportunities.

Impact

Art and design learning is loved by teachers and pupils across the school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analyzing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.



Curriculum Map			
Term	EYFS	Year 1	Year 2
Autumn 1	Favourite Colours	Colour Chaos	Portraits
Autumn 2	Bonfires Self-portraits		
Spring 1	Transport Art Around the World	Nature sculptures	Fabricate
Spring 2	Art Outside Materials		
Summer 1	Spots and Stripes Creative Creatures	LS Lowry	Let's sculpt
Summer 2	Minibeasts Plants and Growing		

ART

DT

Curriculum Map			
Term	EYFS	Year 1	Year 2
Autumn 1		Moving pictures	
Autumn 2	cutting: snowflake design		Dips and Dippers
Spring 1	puppets: Lunar New Year	Fabric Faces	
Spring 2	Create: Easter bonnets – Easter craft day		Design a container to carry an egg to church
Summer 1		Sensational Salad	
Summer 2	fashion: experimenting with fabric to design a suitable piece of sports wear		Fabric Bunting