



## **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.

### Implementation

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 help develop children's techniques and application of different media. 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.

### 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 analysing 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.



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