**Art and Design at Belfield**



|  |  |
| --- | --- |
| **Our Vision for Art and Design**Our Art and Design curriculum aims to equip all children with the skills & knowledge to enable them to lead a happy, healthy & purposeful life.At Belfield we recognise that art, craft and design embody some of the highest forms of human creativity. Our curriculum 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. Our curriculum also asks children 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. We also recognise the benefits of art as a therapeutic tool. | **Content and Sequencing**EYFS – they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – both in taught sessions (eg colour) and in continuous provision. Illustrators are explored through texts sharedOur curriculum aims to instruct children how to improve their art skills, reflect on what they are creating, then express their learnt skills creatively. These skills and knowledge will be expressed through a range of medium. From Year 3 sketchbooks are used to record a progression of skills. |
| **Drawing** | **Sculpture** | **Artist/Sculptor** |
| Y1 – Shapes and Straight linesY2 – Austin’s ButterflyY3 – FruitY4 – PortraitsY5 – LandscapesY6 – Movement  | Y1 – Natural sculpturesY2 – Angel of North and Another PlaceY3 – Food sculpturesY4 – Clay potsY5 – Collaborative sculptureY6 – Human sculptures | Y1 – Mondrian, Yayoi Kusama, GoldsworthyY2 – Kandinsky, GormleyY3 –Arcimboldo, Carlder Y4 – Rousseau, local potterY5 – Modern sculpture (linked to YSP), MunchY6 - Alberto Giacometti, Lowry, Victorian architects |
| **Links across the curriculum****English –** Illustrating **Maths** – Geometry, position & direction**Science** – Two page spreads**DT** – Designing stage of a project**RE** – Islamic Civilisations**History –** Ancient art **Geography –** Observation/landscapes**PSHE –** Mindfulness**Computing –** Algorithms**Assemblies -**  Celebrating art work**Wellbeing -** Wellbeing Dominoes and Art Therapy (Willow Room) | **Retrieval**Low stakes quizzing of previous artists Applying techniquesDisplaying workCurriculum working walls Knowledge organisersPupil voice | **Progress/assessment**-Units of work are carefully sequenced so prior knowledge and concepts are built upon, leading to a greater understanding of Art and Design-We use our ongoing assessment to inform judgments using “I Can statements”-At the end of the year, teachers use this information to make a judgment of Working Towards, At Expected or Greater Depth | **Support**Every child has access to the Art and Design National Curriculum, at a level appropriate to their age or ability, and with varying levels of support. This includes some children with EHCPs who receive 1:1 support during Art and Design lessons and some who receive small group support to access the age appropriate curriculum. |