**Art and Design at Belfield**



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| **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 shared  Our 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 lines  Y2 – Austin’s Butterfly  Y3 – Fruit  Y4 – Portraits  Y5 – Landscapes  Y6 – Movement | Y1 – Natural sculptures  Y2 – Angel of North and Another Place  Y3 – Food sculptures  Y4 – Clay pots  Y5 – Collaborative sculpture  Y6 – Human sculptures | | Y1 – Mondrian, Yayoi Kusama, Goldsworthy  Y2 – Kandinsky, Gormley  Y3 –Arcimboldo, Carlder  Y4 – Rousseau, local potter  Y5 – Modern sculpture (linked to YSP), Munch  Y6 - 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 techniques  Displaying work  Curriculum working walls  Knowledge organisers  Pupil 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. | |