Art and Design Long Term Overview

Intent

The art and design curriculum allows children to be creative and reflective. High-quality art and design education engages, inspires and challenges children, giving them the knowledge and skills to experiment, invent and create their own works of art, craft and design. At Oakley Infant School, children will have access to all seven areas of art, craft and design; drawing, painting, printmaking, sculpture, collage, textiles and art and computing. As they progress, they will be taught to think critically and develop an appreciation of art, craft and design, using appropriate language to voice their opinion. The children will also develop an understanding of how art and design reflects and shapes history, and contributes to the culture, creativity and wealth of the nation.

All children will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Implementation

The Art and Design curriculum encourages creativity and resourcefulness in all learners. Throughout their study the children will look at famous artists of the past and modern artists, craft makers and designers. The art curriculum is linked to topics where appropriate. It supports children to work from experience, imagination and observation and encourages them to talk about their own and other works confidently, accepting and respecting different viewpoints. They will experience a range of materials when designing and making and develop a wide range of techniques in colour, pattern, texture, line, shape, form and space. Subject-specific language will be used alongside to help children reflect on the process and their composition. They will be encouraged to: create, discuss, question, communicate and share their work.

Impact

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- Assessment of standards achieved against the planned objectives
- Children talking about their learning in art and design confidently (Verbal feedback; Pupil conferencing).
- Children are able to apply previous learnt artistic skills to new work.

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Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations	Polar Regions	Farm to Fork	Growing	Seaside
Art skills focus	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Self-portraits	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Diva lamps* Firework pictures **Diva lamps** and Christmas decorations	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Watercolours – cold colour exploration Collages	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Outdoor painting Colour mixing to paint vegetables Vegetable printing	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Vincent Van Gogh* Observational drawing and sketching of plants and flowers using pencils and pastels	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Watercolours – hot colour exploration Collages

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stop, Look and Listen	Our Toy Story	Once Upon a Time	Bow and Curtsey	Wish you were here	Food Glorious Food
Art skills focus	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Mandala Patterns Andy Goldsworthy* Self portraits Matching colour families Printing using found objects.	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Make and paint a coil pot from clay. 	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* Fairy tale picture	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Kaffe Fassett* Design and print a dress for the Queen.	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – William Morris, Orla Kiely and Cath Kidston* Watercolour motif inspired by William Morris	

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Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Oakley Under Investigation	Fire, Fire!	Up, up and away!	The Adventures of Flat Stanley	That Sinking Feeling	Where in the world is Kloof?
Art skills focus	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – famous artists of the past (Andy Warhol, Picasso)* Self portraits	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer - David Best, Piet Mondrian* Tudor houses – chalk, paint and collage	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Samantha Dickie* Clay moon rocks 	*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – prints in cultures e.g. indigenous Australian artwork, rangoli patterns, batik, traditional African patterns, Arabic patterns* Cultural prints Computing link – design and make a pattern 		*Drawing/painting/ /printing/sculpture/ collage/ textiles/ art and computing* *Artist/craft maker/ designer – Peruvian weaving* Colours in nature Weaving – paper and textiles  