



# Art Curriculum Overview

## Intent

In our Art and Design curriculum here at Downholland Haskayne, we aim to nurture confidence, creativity, and individuality in every child. Through a meticulously designed program aligned with the National Curriculum, we offer a vibrant learning journey that celebrates the power of imagination and artistic expression. By engaging with a diverse array of artists, styles, and mediums, we inspire ambition and broaden children's perspectives, empowering them to connect with the world around them and beyond.

Our curriculum is not only about mastering techniques but also understanding the stories and cultural contexts behind artistic works. It is through exploring this rich tapestry of art that we aim to instill an appreciation for how art shapes societies and mirrors real-world issues. We encourage our young artists to critique and evaluate artworks, developing their ability to articulate thoughts and ideas confidently.

Our Art and Design programme is designed to cultivate creative problem-solvers and reflective thinkers. It provides a nurturing yet challenging environment where children learn the value of resilience, the excitement of discovery, and the joy of personal achievement.

Key Concepts covered in the Art and Design Curriculum at Downholland Haskayne are:

**Exploring Colour:** Encourage students to experiment with and understand colours, including mixing and contrasting, to deepen their artistic expression.

**Form and Shape Exploration:** Foster creativity by examining 2D and 3D forms, inspiring students to visualise their surroundings in diverse ways.

**Texture Creation:** Engage learners in recognising and crafting varied textures, adding depth and interest to their artwork.

**Line and Tone Mastery:** Develop drawing skills and shading techniques, enabling students to express more intricate ideas and emotions.

**Space and Perspective Understanding:** Equip students with the ability to depict depth and angles, enhancing their observational drawing and compositional skills.

**Artist and Craftsperson Study:** Introduce students to a variety of artists and craftspeople, broadening their appreciation and inspiring their own artistic journey.

These are delivered using the following techniques:

<p><b><u>Drawing and Sketchbooks</u></b></p> <p><b>Drawing:</b> Pencil, pen, chalk, charcoal, digital media</p>	<p><b><u>Surface and Colour</u></b></p> <p><b>Printmaking:</b> Block printing, stamping.  <b>Painting:</b> Watercolours, acrylics, poster paints.</p>	<p><b><u>Working in Three Dimensions</u></b></p> <p><b>Sculpture:</b> Clay, papier-mâché, wire.  <b>Collage:</b> Mixed media, layering materials.  <b>Textiles:</b> Weaving, fabric crayons, dyeing.</p>
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### **During Non-Art Half Terms - Drawing Exercises**

Teachers continue with simple drawing exercises through the half terms when you are focussing on DT. Even 2 x 10 minutes a week will help ensure the continuation of sketchbook and drawing skill development.

## **Implementation and Curriculum Overview**

Our Art and Design rolling program is designed flexibly to adapt to children's needs across various age groups. Children may explore units beyond their typical age bracket. For younger-focused units, teachers will employ open-ended questioning to stimulate deeper thinking and reflection. Children will articulate ideas with evidence and evaluate art's impact on societies, reflected in their work and discussions.

For units targeted at older age groups, adaptive teaching ensures accessibility, enabling children to convey key artistic concepts, regardless of language skills. This approach reinforces our belief that there are no limits on a child's ability to learn.

In our Art curriculum, EYFS activities are crafted to meet the Early Learning Goals while seamlessly aligning with the Key Stage 1 program of study. For instance, the goal "Exploring and using media and materials" (*Development Matters Sept. 2023*) can be advanced through units on colour and texture. Children might experiment with various artistic tools, like paintbrushes and clay, to discover texture, colour, and form, fostering creativity and fine motor skills.

### **Acorn Class – KS1**

<b>Cycles</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b>	<p><b>Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks</p>	<p><b>Simple Printmaking</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p>	<p><b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</p>
<b>Cycle B</b>	<p><b>Explore and Draw</b> Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills</p>	<p><b>Exploring the World Through Mono Print</b> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>	<p><b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms.</p>



## Oak Class – KS2

Cycles	Autumn	Spring	Summer
Cycle A	<p><b>Gestural Drawing with Charcoal</b></p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance</p>	<p><b>Working with Shape and Colour</b></p> <p>“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p><b>Telling Stories Through Drawing and Making</b></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
Cycle B	<p><b>2D Drawing to 3D Making</b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p><b>Exploring Identity</b></p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><b>Take a Seat</b></p> <p>Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality</p>
Cycle C	<p><b>Typography &amp; Maps</b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p><b>Fashion Design</b></p> <p>Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.</p>	<p><b>Architecture: Dream Big or Small?</b></p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model</p>
Cycle D	<p><b>Storytelling Through Drawing</b></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p><b>Exploring Pattern</b></p> <p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p><b>The Art of Display</b></p> <p>Explore how the way we display our work can affect the way it is seen.</p>

