

**The Art & Design
Curriculum
2024 - 2025**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>At Lincoln Carlton Academy we value Art and Design as a fundamental part of our creative curriculum. The Art and Design curriculum has been designed to allow our pupils' curiosity, creativity and self-expression to flow. We know that our curriculum will help them to develop confidence, resilience and critical thinking skills and that this will, in turn, have an impact on their attainment in other subject areas. The Art and Design curriculum is designed to cover 5 key concepts: Drawing, painting, sculpture, printmaking and responding to art. These are revisited year-on-year with children being given the opportunity to revisit prior knowledge and skills, learn new knowledge and explore different media and materials.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>Art and Design lessons at Lincoln Carlton Academy are designed to be fun and exciting in order to engage pupils and allow an abundance of self-expression and innovation. We teach an art curriculum, which gives our children opportunities to practise and develop mastery in the key processes of art: drawing, painting, craft, sculpture and response to art. This is supported through the study of key artists and the development of a knowledge of their work.</p> <p>Lessons are taught in blocks on a half termly basis and include opportunities to:</p> <ul style="list-style-type: none"> • Study existing pieces of art (paintings, drawings, sculpture, prints, craft and photographs) • Find out about the life and works of a range of classical and contemporary artists. • Use new media and materials. • Explore new techniques and approaches to using new media, as well as deepening their knowledge of media that has been introduced before. • Express themselves imaginatively and creatively to produce works in their own style. <p>Evidence of work is collected within a personal sketch book which follows the child through the school. Larger pieces of work are stored in an individual art folder. Photographs are used to record evidence of 3D work and these are stored in art books.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p>Children will become creative learners, who have a web of knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
EYFS	Painting and Drawing Foundational Skills		Sculpture Exploring a range of malleable materials		Sculpture – Exploring air drying clay Painting – O’Keefe and Matisse	
Year 1		Craft: Collage – Stained Glass WIndows		Painting Primary Colours Piet Mondrian		Drawing Still Life Plants
Year 2	Painting Secondary Colours Paul Klee		Printmaking Polystyrene Tiles Andy Warhol	Sculpture Clay Insects Anthony Gormley		
Year 3		Sculpture and Drawing Pompeii Figures	Painting Graffiti Banksy			Sculpture
Year 4		Printmaking Lino tiles Printing onto fabric MC Escher	Painting Tertiary Colours Joan Miro			Painting Watercolours JM Turner
Year 5		Sculpture Papier Mache 3d planets	Drawing Egyptian artefacts		Sculpture Wire people	
Year 6	Printmaking William Morris Creating wallpaper patterns			Botanical Drawing Pencils, watercolours and charcoal Margaret Mee	Acrylic Painting Impressionism Vincent Van Gogh Claude Monet Paul Cezanne	

Art and Design and children with Special Educational Needs

The graduated approach handbook for SEND students should be used to provide the simple, everyday strategies that should be employed to support learners in the classroom. The strategies below are aimed more specifically at adapting the Art and Design curriculum for SEND learners.

Use clear and simple language and avoid jargon or overly complex terminology.	Keeping instructions and content straightforward will help them understand better.	Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily.	Make tasks accessible through pupils using, where appropriate: eg specialist scissors and cutting tools, frames or adhesives to hold down pupils' work to surfaces.	Provide a range of drawing aids such as grids, templates and viewfinders.	Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts.
Use auditory forms of instructions.	Use real objects related to the topic – eg for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell.	Use the body in direct ways to create outcomes or products – eg using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to create marbling patterns with oil, safe colouring agents and water for a project on water patterns.	Plan for pre-tutoring important art vocabulary, concepts, processes or skills, for pupils who need it.	Steps and processes to be broken down into easy manageable chunks for pupils to be able to understand and follow.	Simple audio recorders can be used instead of written notes.
Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work.	Allow teachers and pupils to review and evaluate work or consider next steps by viewing scanned or photographed images, forms or examples of pupils' work from previous lessons on the interactive whiteboard.	For some pupils, eg those on the autistic spectrum, developing ideas with others can be challenging. Pairings and groupings need to be sensitive to this.	The language of art and design may be challenging for many pupils, eg. the specific uses in art of everyday words such as 'expression'.	Plan opportunities to stop the whole class working during the main phase to share their progress and clarify the learning for the next stage. This might include holding up examples of pupils' work and using focused questioning to guide formative assessment.	Use targeted questioning to check the understanding of students.

Progression in Key Art and Design Concepts				
	EYFS	End of Key Stage One	Lower Key Stage Two	Upper Key Stage 2
Drawing	<ul style="list-style-type: none"> Use a range of media to investigate and explore making marks on a variety of different materials including: HB pencils, wax crayons, colouring pencils, felt tipped pens, chalks, white paper, coloured paper, cardboard. 	<ul style="list-style-type: none"> Use B to 6B pencils to draw lines and make marks from observations (self-portraits). Investigate tone by using light/dark lines, shapes and patterns. Demonstrate control over the types of marks made using a range of media. Understand how tone can be created using different grades of pencil (B to 6B). 	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level of detail. Use 9B to HB pencil grades to experiment with shade, tone, line and texture. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop a personal style of drawing. Use a range of pencil grades to draw from observation and the imagination (9H to 9B). Use a range of media to create line, tone, colour, pattern and texture: watercolour pencils, charcoal
Painting	<ul style="list-style-type: none"> Use a range of different sizes brushes, sponges, natural materials to make marks using poster and powder paints. Name the three primary colours. Explore what happens when paint is mixed and applied to different surfaces: white paper, textured paper, playground, puddles. 	<ul style="list-style-type: none"> Confidently create secondary colours from primary colours. Use an artist's paintbrush to create a primary and secondary colour wheel using poster paints. Use the correct grip to hold the paintbrush and show increasing control. Explore how paint can be made lighter by adding water. Explore how paint can be made lighter and darker by adding white or black paint. 	<ul style="list-style-type: none"> Start to develop a painting from a drawing. Identify complimentary colours on a colour wheel. Confidently mix tertiary colours from a primary and secondary colour. Create a colour wash using an appropriate brush. Add water gradually to lighten the paint. Mix colours and experiment with shades and tones. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. Confidently control the types of marks that are made with a range of brushes. Use acrylic paint with confidence to build colour and texture. Mix colours with confidence to build shades and tones.
Printmaking	<ul style="list-style-type: none"> Use a variety of stampers and poster paint: <ul style="list-style-type: none"> Cotton reels Cotton buds Vegetables Hands 	<ul style="list-style-type: none"> Create an imprint tile using polystyrene and a blunt pencil Use poster paint and rollers to print the image. 	<ul style="list-style-type: none"> Create an imprint tile using soft lino and lino cutters. Use printing ink and rollers Print onto fabric 	<ul style="list-style-type: none"> Print an image in two colours by changing the original tile and then re-printing over the top of the original image with a different colour. Use a repeating pattern to create wallpaper.
Sculpture	<ul style="list-style-type: none"> Children will have the opportunity to explore a wide range of malleable materials in their independent play including: playdough, salt dough, plasticine 	<ul style="list-style-type: none"> Use a wide range of tools, including fingers, to create patterns and textures in malleable materials including air drying clay. Shape and model malleable materials for a purpose using observation and the imagination. Apply simple decoration techniques including paint. Use natural materials to create a piece of transient art. 	<ul style="list-style-type: none"> Mix slip and use cross-hatching to join two pieces of clay. Create a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> Use a range of different armatures to create a sculpture: balloon, wire mesh, wire strips Use papier mache, Modroc and tissue paper to cover an armature. Secure a sculpture to continue at a later date.
Collage	<ul style="list-style-type: none"> Children have the opportunity to explore a wide range of materials for collage: paper, card, fabric, tissue, foil, feathers, sequins. 	<ul style="list-style-type: none"> To know that paper can be cut or torn to create a variety of different effects. To know that different types of paper create different effects when layered. To know that colour and texture can be added by using various materials. 		

Responding to Art	<p><u>Describe</u> a piece of art they have created.</p> <p><u>Evaluate a piece of art:</u> Say if they like or dislike a piece of art.</p>	<p><u>Describe a piece of art:</u> What can you see in the art work? Can you identify the media that has been used? Can you identify the genre?</p> <p><u>Evaluate a piece of art:</u> Do you like the piece of art? Why? Why not?</p>	<p><u>Analyse a piece of art:</u> How are lines, shapes, colours and textures used in a piece of art? Is there a centre of interest/eye grabber?</p> <p><u>Evaluate a piece of art:</u> What is the best thing about the piece? What is the worst thing about the piece?</p>	<p><u>Interpret a piece of art:</u> Can you explain what is going on in the art? What is the purpose of the piece? What is the artist trying to say?</p> <p><u>Evaluate a piece of art:</u> Is this a quality piece of art? Why? Has the artist been successful? Why?</p>
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