

Dame Catherine Harpur's Art & Design Curriculum (Jan 24 version)



Our vision for art and design

Expressing who we are as individuals is something we value highly at DCHS and creative expression through art and design is just one of the ways we enable our children to do so. Through the teaching of art and design, our children will be provided with the knowledge, understanding and skills they need to design and create pieces of art. They will be able to demonstrate an understanding of the design process, as well as the ability to develop, evaluate and modify their ideas to produce pieces of art that achieve their intended outcome. They will also gain an understanding of the role art has in our own culture as well as that of other countries, both historically and today. Our vision is that children at Dame Catherine's will be equipped with a foundation of knowledge that enables them to engage in and appreciate our rich and varied art culture along with a strong core of understanding and skills that they will be able to use and further develop for meaningful, personal artistic expression.

Intent : what we teach and why we teach it

We believe that by giving children the skills and knowledge to create and design artistically, we can better foster their creative-thinking and their ability for self-expression. Children are their own individuals with unique interests, values, thoughts and perspectives, and art and design is a wonderful way in which to express and celebrate this individuality. Our much-loved annual community Art Show demonstrates the that we place on creativity at DCHS and children have the opportunity to exhibit and sell art work at this event.

Our intent is to teach our children a broad range of artistic skills and techniques that they can apply and develop in a variety of contexts as they progress through the school, e.g. painting, sculpting, drawing, printing, sewing/weaving. They will experience the whole design process, from finding inspiration, through to planning a piece of work, selecting tools and materials, and evaluating their final piece. We will complement the skills and techniques with an appreciation of significant artists and significant pieces of art. Children will be encouraged to be creative, imaginative, individual and bold in what they create, as well as reflective and evaluative of their own and their peers' work. We are fortunate to often have children from different cultural backgrounds and enjoy celebrating art from these cultures when opportunities present themselves, e.g. making pieces of origami.

Implementation: what this looks like in practice

This will be through a combination of discrete teaching blocks (e.g. art days/art project weeks) as well as through our wider curriculum challenges that progress

over a whole term. Our challenge curriculum allows for flexibility with our project time and we are able to follow the children's interests in order to meet our curriculum goals. Most Curriculum Challenges include an art and design focus as part of one of the mini challenges, and indeed for some Challenges it one of the main focus areas. Our 'Off Piste' work, which responds to current events and interests, will also play a role in supporting this model. By linking projects to our big (and small) questions and allowing proper time for this, we hope to foster high quality art and design work and to give the children opportunities to express themselves artistically in a variety of contexts.

There are details of the themes to be incorporated in our progression document for art and design which will allow us to ensure breadth whilst still being flexible in our incorporation of these skills into our curriculum. This will provide a picture over a rolling 3 to 4 year period. We are fortunate to be able to have a flexible approach, allowing us to cater to the needs and interests of our mixed age and part-time groups. We are able to tailor our approach to the needs of the cohort and provide a progression of knowledge and skills that enable them to become more confident artists as they move through the school. We hope to inspire and enthuse children to create artistically and use this as a form of self-expression during their childhood and beyond.

Impact: the effects of the experiences the children have in DCHS

Through our work with pupils, teaching of skills and provision of opportunities to apply, we hope that our children will be confident in designing art pieces that use a range of artistic techniques, and be able to choose tools and materials suited for the piece in question. They will be able to talk about their work using appropriate vocabulary, explaining the choices they have made in the process of creating their art piece. Where possible we will follow children's interests in order to foster a genuine interest and love of art. As children move through the school they will learn about key artists of the past, and where appropriate, local artists. We aim to provide children with the skills, knowledge, inspiration and confidence they need to express their unique selves and ideas through art, both now and in the future.

Our curriculum overview

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
Contexts		
<p>Communication and Language</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree. • with an adult or a friend, using words as well as actions. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <p>Physical Development</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Use new vocabulary in different contexts. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Personal, Social and Emotional Development: Self -Regulation</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.

<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing 		<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Expressive Art and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
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5-7 years stages D and A	7-11 years stages M, E, C and H
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • The work of great artists and designers, describing similarities and differences • Using key vocabulary to demonstrate knowledge and understanding of the work and styles of chosen artists (see table) • Using a range of materials creatively to design and make products • Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination • developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Great artists, architects and designers in history and in the current day • Using key vocabulary to demonstrate knowledge and understanding of the work and styles of chosen artists (see table) • Expressing opinion and referring to techniques and effect, taking inspiration to replicate or create their own work • Developing sketch books to record observations and use them to review and revisit ideas • Improving techniques in drawing, painting, sculpture, collage, textiles and printing using a range of materials such as pencil, paint, pastels and charcoal and clay.
<p>Possible 'local' artists for inclusion:</p> <ul style="list-style-type: none"> - The Gresley Family (Derbyshire landscapes) - Joseph Wright of Derby (landscapes and depictions of the Industrial Revolution) - Thomas (landscapes) and John Raphael Smith (miniaturist) - George Turner "Derbyshire's John Constable" (landscapes) - Marion Adnams (surrealist painting) 	

Abilities and skills to become a good artist

Area	5-7 years	7-11 years
Designing	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.

		<ul style="list-style-type: none"> • Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> • Use a variety of techniques, eg. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work.
Textiles / collage	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.
3D form	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> • Develop skills in using clay e.g. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.

Dame Catherine Harpur's Art and Design Coverage and Progression year by year

5-7 year olds

Year and term	Coverage	Curriculum question (where relevant)	Focus skill areas	Progression notes (according to year groups or existing art and design knowledge and ability)
2020-21 Summer	Painting (as part of DT project)	What on Earth is Going On?!	Appropriate use of paintbrushes Brush care Appropriate use of paint	EYFS - tripod grip KS1 - manipulation of brushes, choice of brush size, brush strokes/position according to purpose.
2021-22 Autumn	Sketching	N/A	Pencil sketching Shading Observational drawing	1:1 support given at appropriate level for each student to develop their understanding of sketching and observational skills.
2021-22 Autumn	Pieter Bruegel the Elder	What Shall We Play Today?	Appreciation of art Famous artist: Pieter Bruegel the Elder Making observations from art Using art as an artefact to learn about the past	Differentiated questions regarding what could be seen in the piece of art. KS1 developed understanding of why art can be used to learn about history (photography not around at this time).
2021-22 Spring	Well dressing tile	What Makes Derbyshire So Special?	Appreciation of art as part of community tradition Manipulating clay Making choices regarding decoration	KS1 justify choices of decoration, colour combinations etc Higher ability children supported to produce a more detailed/complex design.
2021-22 Summer	Landscape painting of our school	What Colour is Your World?	Appreciation of art Famous artist: John Constable Creating art inspired by a famous artists Wash technique First-hand observation	Support given as appropriate to need regarding paintbrush control.
2021-22 Summer	Pointillism	Queen's Jubilee	Use of fine motor skills to create Union Jack flags using pointillism Personal colour choices Precise application of colour	Differentiated levels of support/expectation of accuracy.
2021-22 Summer	Tie-dyeing		Tie-dyeing technique	

2022-23 Autumn	Self-portrait painting/collage	Visiting artist	Colour-mixing to create accurate hair and skin tones Cutting painted paper to an intended shape Sticking paper pieces to create a collage self-portrait	Support with scissor skills
2022-23 Summer	Significant artists: - Salvador Dahi - Pablo Picasso - Frida Kahlo Traditional Mexican art Evaluating the art of significant artists, peers and themselves	What Makes for a Great Adventure?	Art inspired by Spanish/Mexican artists (Dahli portraits, Picaso-style self portraits, Frida Kahlo portraits with dried flowers) Life events/background of these artists Hojalatas (Mexican tin art) Papel picado (Mexican paper bunting)	Different levels of support to create art pieces.
2023-24 Autumn	Koinobori (koi carp kites) Origami kabuto (Samurai helmets)	Is it all Elemental?	Use of templates, cutting skills Origami, paper folding	Varying levels of support with cutting and tracing Varying levels of support with folding

7-11 year olds

Year and term	Coverage	Curriculum question (where relevant)	Focus skill areas	Progression notes (according to year groups or existing art and design knowledge and ability)
2021-22 Autumn	Pop Art. History of comic art. Roy Lichtenstein and Jack Kirby (Kirby dots and movement lines.) Creation of comic strips	What's Our Power?	Expressing opinion and taking inspiration to create own pieces Drawing : experiment with lines, pattern, colour, shape	JP shared experiences from A level art work and supported various children individually to create movement in their comic drawings
2021-22 Autumn	Parklets	Off piste (linked to work on environment and social responsibility)	Designing: exploring different ideas, gathering thoughts of others Drawing / collage / 3D form (sculpture and modelling clay, use of various materials to create colour and texture)	Children encourage to explore various options according to age and ability Older children encouraged to consider opinions of others)
2021-22 Autumn	Artwork for cookbook	What's Our Power? (linked to power of the plate)	Designing: ideas for different purposes. Use of symbols.	
2021-22 Spring	Printing Pupil led project for art award	Off -piste	Lino-cutting Printing on paper Creating own design	Y6 pupil doing an art award used this as an opportunity to teach a group how to print. She bought in materials from home and led the session for all year 5/6 children.
2021-22 Spring	Africa African patterns in art African scenes	Are Myths Merely Misconceptions?	Create an African scene in pastels. Use of shading and tones	
2021-22 Spring	Greek pottery	Are Myths Merely Misconceptions?	Explore the shapes and designs of Greek pots. Learn about the different designs over periods in Ancient Greek history and representations of daily life. Design and sculpt a pot from terracotta clay.	
2021-22 Spring	Mauri art and symbols Jewellery	Are Myths Merely Misconceptions?	Design: explore work of artists and crafts people from different cultures. Develop skills using modelling clay	Some children extended this and asked to do other pieces of work in this form

2021-22 Summer	Cityscapes	The 2 nd Elizabethan Era: a good review?	Pop art techniques and layering to create effect of 3D	
2021-22 Summer	Scrapbooking (creating a scrapbook of the residential)	Off-piste Linked to residential	Collage Use of colour and texture to match different themes Be expressive to adapt and justify their work	Independent project / activity for the end of term, to take away as a souvenir
2022-23 Autumn	Viking runes: create a Viking runestone using paint	What can we learn from Chris' book?	Paint	
2022-23 Autumn / early spring	Indigenous Australian art Use of symbols and animals Dot painting	Shall we go up above or down under?	Design: explore work of artists and crafts people from different cultures. Painting use of appropriate colours Compare approaches to their own work and adapt their work on 2 nd attempt Use of texture (to create sea turtle)	Share first experimental designs with other children and the younger children. Used ideas to decorate our Christmas tree in the church.
2022-23 Autumn	Props Design and paint a range of props for the school show	Shall we go up above or down under?	Choosing appropriate paints and mixing colours	
2022-23 Spring	3D forms	Shall we go up above or down under	Creating models / sculptures from different materials including clay.	Children involved in groups to design and create a model/ sculpture linked to Jules Verne books eg. Sea monster out of clay
2022-23 Summer	Famous European artists Art in cities: what makes a city welcoming? Art and meaning of Eurovision	What are Europe's awes and abominations?	Design of pedestrian crossing symbols in different countries and designing their own (using Ampelmann as inspiration) Use knowledge of artists from various cities and art within cities to consider which cities they would	

			like the best (and how welcoming they are)	
2023-24 Autumn	<p>Japanese Art in the Edo period</p> <p>Hokusai</p> <p>Block printing and lino printing</p> <p>Daruma Dolls</p>	Is it All Elementary?	<p>Printing: using lino cutting tools to create a print, printing on paper</p> <p>Alter and modify work.</p> <p>Show an awareness of how paintings are created. Create a painting inspired by the Great Wave.</p> <p>Use clay to make a daruma doll</p>	Opportunity for older children to experiment using tools to create lino print
2023-24 Spring and summer	<p>Creating wands</p> <p>Mosaics (link with Romans</p> <p>Art in the 1920s including Art Deco</p>	How Beastly?	Exploring different materials 3D including paper mache, Modroc, paper	