



Art curriculum path

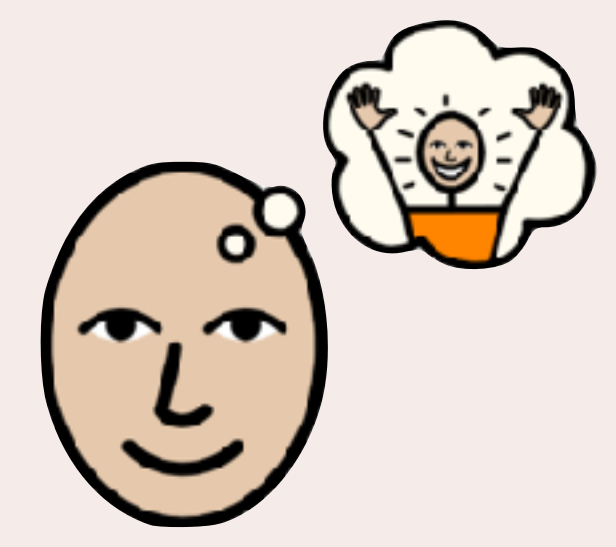
Curriculum Drivers



Aspiration



Community



Creativity



Language and communication

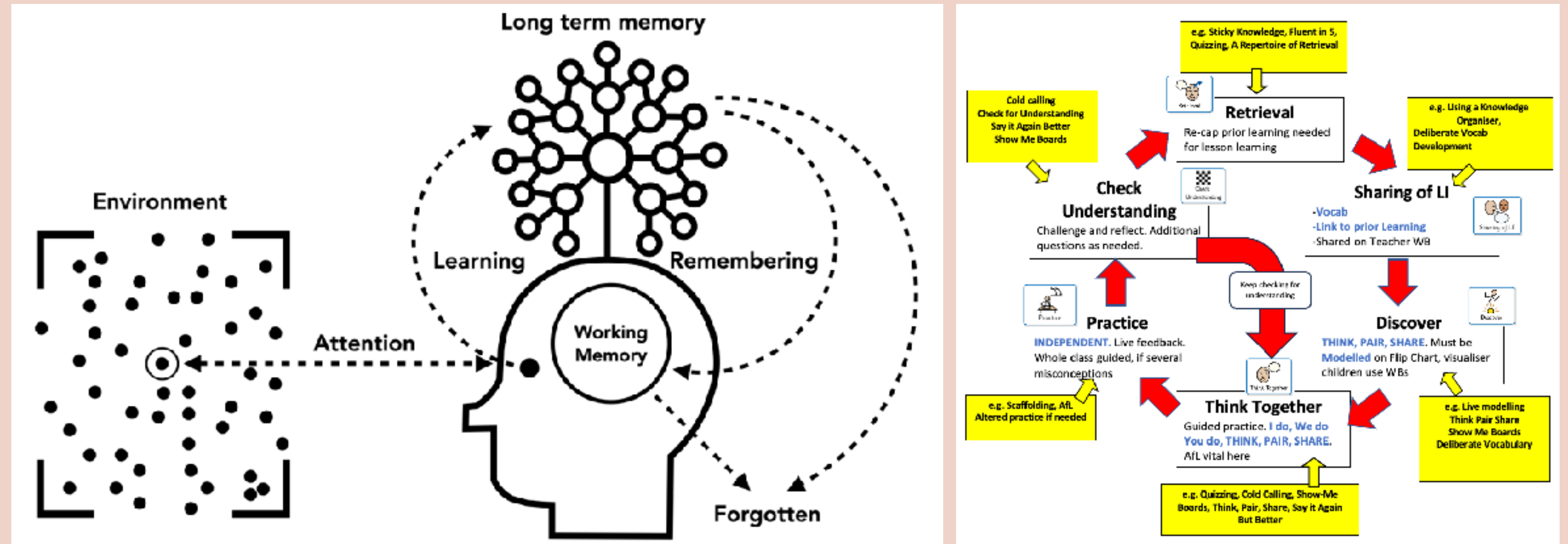


Curriculum Drivers

At Marden Vale we believe that our curriculum should offer not only the national curriculum but life skills and experiences beyond this. When designing our curriculum, we took into account the needs of our learners and community, our vision and values, and the location of our school. These curriculum drivers are used to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families.

Our four key drivers are
Aspiration, Community, Creativity
and Language and
Communication.

Learning model and lesson design



Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Aspiration



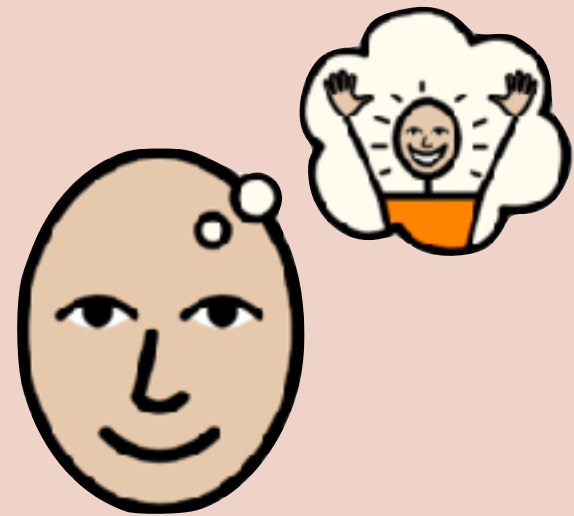
Pupils are inspired and challenged to think creatively and develop a critical understanding of art while becoming proficient with skills in drawing, painting, sculpture and mixed media.

Community



Art at Marden Vale develops discussion and interaction and reflects the whole community values. It allows children the opportunity to work with and appraise each other's work.

Creativity



In art pupils learn to explore using their imagination. They generate ideas, acquire skills and apply judgement.

Language and communication



Developing the vocabulary to respectfully express the impact art has on them, including what they like and dislike. This will include their own artwork and that of their peers. To develop techniques to express themselves as unique individuals through art.

Intent

Here at the Marden Vale, we believe that high-quality art lessons should inspire children to think innovatively and develop their creative understanding. Our art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art, and are given the opportunity to explore and evaluate different creative ideas. Children are introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists from EYFS through to Year 6 through a spiral curriculum. Children are given opportunities to learn about art across the world in conjunction with cultural importance. We strive to create an inclusive environment within our art lessons, where our children feel safe to be fearless with their learning. Children are encouraged to experiment and then reflect on why some ideas and techniques are successful or not, for a particular project. Here at the Marden Vale, we believe and understand that each of our children has a unique artistic style and that every child will have a different perception of the same focus.

Implementation

Within all our classes, our Art curriculum is delivered using Kapow as a vehicle. By using Kapow we are following a spiral curriculum so that key areas are visited again and again, with increased complexity, allowing pupils to revisit and build on their previous learning. Art is taught bi-termly focusing on the Art project that term. Additional concepts are taught through Art days.

By organising Art this way it allows pupils to experience the whole design process from start to finish. The lessons incorporate a range of teaching strategies from independent tasks, paired and group work, including hands-on, computer based and inventive tasks. Knowledge organisers are used for each unit to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.

Art learning is captured within a sequence that is shown in sketchbooks (Year one onwards) and final pieces are collated in floor books (all year groups). EYFS learning skill progression is collated in folders.

Impact

The impact of our curriculum is monitored through both unit entry and unit exit quizzes alongside the evaluations of final pieces where children are encouraged to appraise each other's work, offering constructive feedback verbally to their peers as well as the evaluation of their knowledge and application of skill. Feedback is also given in each lesson to allow the children to work on key skills. Through these actions, we hope to continue to produce confident young artists.

Art at Marden Vale

Early learning goals and National Curriculum

EYFS

Children can safely use and explore a variety of materials, tools, and techniques.

KSI

Pupils should 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.

KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Our Big Ideas that link the learning



Drawing



Painting and mixed media



3D sculpture



Using sketchbooks



Evaluating and analysing



Great artists and craft makers



Tone



Form



Line



Colour



Pattern



Texture



Shape

SCHEME (KAPOW) Programme Second Order Concepts



Our Big Ideas



Drawing



Drawing is when you use lines to make a mark on a surface. It could be a sketch, a figure or a plan

Painting and mixed media



Painting and mixed media is a form of visual art that captures the expression of ideas and emotions on a two-dimensional surface

3D sculpture



Three-dimensional art is defined as art with all the dimensions of height, width and depth

Using sketchbooks



Sketchbooks are a space where children can develop their ideas and artistic skills in an exploratory way. They enable children to try out ideas, techniques and reflect critically on their work

Evaluating and analysing



Looking at our work and thinking about what we have done, how we could improve and what has been successful.

Great artists and craft makers



Studying work created by artists and crafts people who have influenced the artistic world. Learning techniques that have been used over time and implementing these in our own work. Understanding art and craft from different cultures.



Art Curriculum Overview



	Term 1 	Term 2	Term 3 	Term 4	Term 5 	Term 6	Additional units to be taught through the year
EYFS	Drawing: Marvellous marks		Painting and mixed media: Paint my world		Sculpture and 3D: Creation station		
Year 1	Drawing: Make Your Mark		Painting and mixed media: Colour Splash		Sculpture and 3D: Paper Play		Craft and design: Woven wonders
Year 2	Drawing: Tell a story		Painting and mixed media: Life in colour		Sculpture and 3D: Clay houses		Craft and design: Map it out
Year 3	Drawing: Growing artists		Painting and mixed media: Prehistoric painting		Sculpture and 3D: Abstract shape and space		Craft and design: Ancient Egyptian scrolls?
Year 4	Drawing: Power prints		Painting and mixed media: Light and dark		Sculpture and 3D: Mega materials		Craft and design: Fabric of nature
Year 5	Drawing: I need space		Painting and mixed media: Portrait		Sculpture and 3D: Interactive installation		Craft and design: Architecture
Year 6	Drawing: Make my voice heard		Painting and mixed media: Artist study		Sculpture and 3D: Making memories		Craft and design: Photo opportunity

Art at Marden Vale

Year
1

Creation station

Make your mark

Paint my world

Marvellous marks

EYFS

Colour Splash

Paper play

Clay houses

Life in colour

Tell a story

Year 2

Year 3

Growing artist

Prehistoric painting

Abstract shape and space

Mega materials

Light and dark

Power Prints

Year 4

Year 5

I need space

Portraits

Interactive installations

Making memories

Artist study

Make my voice heard

Year 6

Our second order concepts shape the questions we ask

Tone

Tone refers to how light or dark something is. Tones could transfer to black, white and the grey tones between.



Form

Describes a three-dimensional geometrical figure as apposed to a shape - which refers to 2D



Line

Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc and are often very expressive



Colour

Colour in art refers to the way we see different shades and tones in pictures or paintings.



Pattern

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is related is called a motif.



Texture

Texture adds a sense of physicality to an artwork by creating an illusion of three-dimensional surfaces and shapes that can be seen and felt.



Shape

A shape is a two-dimensional area. Shapes have height and width but not depth



Our second order concept questions

Tone

What tones can you see?
How has light and dark been used?
How could I create light and dark in my work?
How do the tones make you feel?



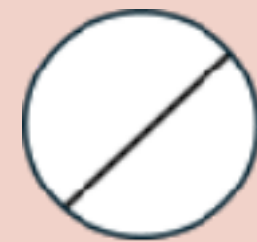
Form

What does the form look like?
What 3D shape links to the form?
Are the edges smooth or pointed?
Does the form look natural?



Line

How are the lines made?
What medium has been used to create the lines?
How could you create thicker/thinner lines?



Colour

What colours have been used?
Have colours been mixed?
Are the colours warm or cold?
What effect would different colours have?



Pattern

What shapes have been used?
How do patterns effect the piece?
Why have those patterns been chosen?



Texture

What texture can you see?
How do the textures feel?
How have the textures been created?



Shape

What shapes can you see?

