**Dove Federation**

**Vision Statement for Art and design.**

“God has given each of you a gift from his great variety of spiritual gifts. Use them to serve one another.”

1 Peter 4.10

At the Dove Federation (Parker’s CE VC Primary Academy and Caston CE VA Primary Academy) the purpose of education is to develop our children and community members, intellectually, physically, morally, and socially according to Christian principles, encouraging and fostering their individual talents.

We provide a broad and balanced, knowledge rich curriculum which is stimulating and challenging, catering for all. It aims to give children secure subject knowledge and skills, an understanding of language and subject specific vocabulary, an ability to reflect and evaluate their work as well as promoting creativity, independence and encourage lifelong enjoyment of the subject. Our curriculum provides opportunities for children to explore and engage with ideas and experiences outside their everyday life experience. In our federation, Art is valued as part of our pupil’s entitlement to a broad and balanced curriculum which is accessible to all.

The aim and purpose of our music curriculum is in line with the National Curriculum which states that: engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We place emphasis on language acquisition across our curriculum areas. Our children learn: how to produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. As pupils progress, we hope they will be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

|  | **EYFS** | **Year 1/2 Year A** | **Year 1/2 Year B** | **Year 3/4 Year A** | **Year 3/4 Year B** | **Year 5/6 Year A** | **Year 5/6 Year B** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn** | All About me!  Terrific Tales! | Drawing: making your mark | Craft and design: map it out | Drawing: growing artists | Drawing: power prints | Sculpture and 3D: interactive installation | Craft and design: photo opportunity |
| **Spring** | Amazing Animals!  Come Outside! | Structure and 3D: paper play | Painting and mixed media: beside the seaside | Craft and design: ancient Egyptian scrolls | Painting and mixed media: light and dark | Drawing: I need space | Drawing: make my voice heard |
| **Summer** | Ticket to ride! | Painting: colour splash | Structure and 3D: clay houses | Sculpture and 3D: abstract shape and space | Craft and design, fabric of nature | painting and mixed media: portraits | Sculpture and 3D: making memories |
| **Summer (Curriculum day)** | Fun at the seaside! | Embellishments | Drawing: telling a story | Painting and mixed media: Prehistoric art | Sculpture and 3D: mega materials | Craft and design: architecture | Painting and mixed media: artist study |

**Key objectives that would be covered in each unit of work**

**EYFS**

| **All About me!**  Explore different materials freely, 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.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | **Terrific Tales**  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.  Explore colour and colour mixing. |
| --- | --- |
| **Amazing Animals!**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning from Autumn term, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | **Come Outside!**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning from Autumn term, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. |
| **Ticket to ride!**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning from Autumn term, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | **Fun at the seaside!**  ELG – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  ELG – Share their creations, explaining the process they have used.  ELG- Make use of props and materials when role playing characters in narratives and stories. |

**Year 1/2**

| **Year A** | **Year B** |
| --- | --- |
| Make your mark   * Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. * Develop observational skills to look closely and reflect surface texture through mark-making. * To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | Craft and design: map it out   * Respond to a simple design brief with a range of ideas. * Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. * Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. |
| Structure and 3D: paper play   * Use their hands to manipulate a range of modelling materials, including paper and card. * Explore how to join and fix materials in place. * Create 3D forms to make things from their imagination or recreate things they have seen. | Painting and mixed media: beside the seaside   * Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. * Create a range of secondary colours by using different amounts of each starting colour or adding water. * Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. |
| Painting: colour splash   * Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. * Begin to explore colour mixing. * Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft | Sculpture and 3D: clay houses   * Develop understanding of sculpture to construct and model simple forms. * Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. * Develop basic skills for shaping and joining clay, including exploring surface texture. |

**Key objectives that would be covered in each unit of work**

**Year 3/4**

| **Year A** | **Year B** |
| --- | --- |
| drawing: growing artists   * Confidently use of a range of materials, selecting and using these appropriately with more independence. * Draw with expression and begin to experiment with gestural and quick sketching. * Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | drawing: power prints   * Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. * Use growing knowledge of different drawing materials, combining media for effect. * Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. |
| craft and design: ancient egyptian scrolls   * Learn a new making technique (paper making) and apply it as part of their own project. * Investigate the history of a craft technique and share that knowledge in a personal way. * Design and make creative work for different purposes, evaluating the success of the techniques used. | painting and mixed media: light and dark   * Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. * Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. * Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. |
| sculpture and 3D: Abstract shape and space   * Able to plan and think through the making process to create 3D forms using a range of materials. * Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). * Experiment with combining found objects and recyclable material to create sculpture. | craft and design: fabric of nature   * Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. * Design and make art for different purposes and begin to consider how this works in creative industries. |

**Key objectives that would be covered in each unit of work**

**Year 5/6**

| **Year A** | **Year B** |
| --- | --- |
| sculpture and 3D interactive installation   * Investigate how scale, display location and interactive elements impact 3D art. * Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. * Persevere when constructions are challenging and work to problem solve more independently. | drawing: photo opportunity   * Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. * Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome |
| drawing: I need space   * To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. * Apply known techniques with a range of media, selecting these independently in response to a stimulus. * Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.over time and applying their understanding of tone, texture, line, colour and form. | Drawing: make my voice heard   * Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. * Apply new drawing techniques to improve their mastery of materials and techniques * Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| painting and mixed media: portraits   * Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. * Develop a painting from a drawing or other initial stimulus. * Explore how collage can extend original ideas. * Combine a wider range of media, eg photography and digital art effects. | sculpture and 3d: Making memories   * Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. * Combine materials and techniques appropriately to fit with ideas. * Confidently problem-solve, edit and refine to create desired effects and end results. |