



Art, Design and Technology



CONTENT & SEQUENCING

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Drawing/ mark making –caveman drawings (Charcoal)	Wax resist - squiggle drawing	Working with Colour (spirals)	Collage (feathers and sculptural birds)	Printing (Plastercine print making)	Consolidate mark making skills – (Making magic spells)
2	Textiles (collage)	Working with colour (Turner’s shades of colour)	Printing (Mono printing)	3D design. (Houses from around the world: Be an Architect)	Sketching (Making money)	2D design with 3D modelling (Carnival of the animals)
3	Drawing and Mark Making (Quentin Blake)	Sculpture and 3D design (Making drawings move/ making articulated beats)	Working With Colour (A cheerful Orchestra)	Creating ideas: inc. drawing and mark making (Typography)	Creating ideas Visual 3D map making	Drawing and mark making. (Drawing and making flowers)
4	Mosaics (Roman/Celtic designs)	figurative drawing /sculpture (Gormley to Moore)	Meet the artists Famous artists and replication of their best works from Picasso to Kahlo.	Meet the artists (12 week unit)	Mark making/3D design (Drawing nest and making nests)	Thoughtful Mark Making/ Birds in Trees Continuous line drawing and technique consolidation.
5	Sculptural masks (Modroc constructions)	Sewing (Design and create Xmas decorations)	Drawing/Mark making (Lifecycle/observational drawings.)	Mastery of drawing/artistic skills. (The Heartstone project)	Casting Plaster casting of natural objects. (Roses and Castles)	Automatic Drawing, Collage and Sculpture (Miro)
6	Watercolours (Scientific observational drawing)	Decoupage Victorian Silhouettes/ Christmas Decoration	Furthering artistic skills and medium (Exploring Portraits with Eleanor Somerset)	Watercolours (Art and Propaganda)	Technical drawings – Perspective. (L.S Lowry)	Access art offers 'wave bowls'. Mindfulness drawing (Fractal geometry – Mandelbrot/flower of life)

Within the creative subjects, children's active participation affords the exploration of imagination, generating concrete/abstract ideas, acquiring and developing new skills and applying these with increasing technical ability.

It lends itself to a multitude of subjects, enhances perception and can solidify a platform to develop reasoning and oracy skills.

Overall, the Arts should celebrate and punctuate all aspects of the curriculum and inspire the cross-pollination of ideas and themes taught in the Primary classroom.



BIG IDEAS

The BIG idea for Art and Design with Ryefield Primary is 'Connection'.

Not only do we want to examine how art flows intrinsically into every subject but also how Art & Design enables us to look within and to listen to ourselves, realise who we are, and what we care about.

It connects us to our thoughts, feelings, perceptions, and our outer realities and experiences.

Art should not be a stand alone subject, it should be encompassed and respected in all subjects. Whether illustrations in Literacy, Mathematical compositions, Geographical models or therapeutic sessions, Art should a representation of the self.

Here at Ryefield we cater for the child holistically. We understand that academic confidence stems from a balanced child.



STRONG LINKS WITH ENGLISH

The Arts contribute to the teaching of English in our school by encouraging children to not only question the surface of what they perceive, but to dig deeper and delve into possibilities, make creative inferences and to cross-reference and compare ideas. Strong links with oracy give rise to critiquing, reflecting and reimagining a range of source material.

Ideally, Art should reinforce and be inspired by Ryefield's adoption of the 'Opening Doors' units of Literacy, where children are exposed to high-level subject matter and guided creatively to discover the power and therefore enjoyment of both the creative and analytical mind.



RETRIEVAL PRACTICE

At Ryefield, we develop and build technical knowledge and skill over time. Units of work develop in complexity, building on prior learning as students progress and skills in a range of mediums and techniques.

By exploring subject specific language and developing key vocabulary/terminology we can develop critical thinking and ideally equip students with the verbal tools needed to articulate themselves fluently when exploring and revisiting specific eras, artists, ideas and concepts.



PROGRESS

Personally, progress in the Arts needs to differ slightly from the usual formative and summative assessment in the Primary curriculum. Although progress can and will be tracked via levels of engagement, the ability to evaluate creations and to link ideas within themes, an individual's art can also be assessed on the development of key skills, enjoyment of tasks and the well-being it affords that particular person.



SUPPORT

Art, craft and design is a subject that engages with pupils' imagination and which values originality, therefore first quality teaching, resourcing and pupil and teacher conferencing can pave the way for positive progress. The Arts provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts people that are studied. Teaching and learning takes place most effectively in an environment that celebrates innovation and is sensitive to personal feelings, values and attitudes. This is what we strive to achieve at Ryefield Primary School.