

Our Early Years Curriculum Aims:

- For children to sing songs make music and dance and experiment with ways of changing them
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour design texture and form
- For children to use what they have learnt about media and materials in original ways, thinking about uses and purposes
- Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Our National Curriculum Aims:

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



2018-2019

At Cranmere art is an important subject that aims to stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Art develops spiritual values and contributes a wider understanding of the experience of life. We seek to engage, inspire and challenge pupils equipping them with the knowledge and skills to experiment and create their own works of art using a variety of mediums.



Extra-curricular activities

We recognise that extra-curricular activities make a vital contribution to children's Enjoyment and Achievement and are keen to provide additional opportunities in art to make it come alive.

These may include:

- School visits
- Workshops and talks provided by professionals
- Visits from parents, governors and other contacts with expertise
- After school clubs



Inclusion

We are committed to ensuring that the full art curriculum is accessible to pupils of both genders and different faiths and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary.

	Autumn Term	Spring Term	Summer Term
Nursery	<p>EAD:BI-(22-36) Beginning to use representation to communicate e.g. drawing a line and saying 'That's me</p> <p>EAD:E&UMM(22-36) Experiments with blocks, colours and marks</p> <p>L:W (22-36)Distinguishes between the different marks they make</p> <p>.</p>	<p>EAD:E&UMM-(30-50)Explores colours and how colours can be changed</p> <p>EAD:E&UMM-(30-50) Understands they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>EAD:E&UMM (30-50)Beginning to be interested in and describe the texture of things</p> <p>EAD:E&UMM (30-50) Realises tools can be used for a purpose</p> <p>EAD:E&UMM (30-50) Captures experiences and responses with a range of media, such as music dance paint and other materials or words</p> <p>L:W (30-50) Gives meaning to marks they make as they draw, write & paint.</p>	<p>BI (40-60)- Create simple representations of events, people and objects.</p> <p>BI (40-60)-Chooses particular colours to use for a purpose</p> <p>E&UMM (40-60) Explores what happens when they mix colours</p> <p>E&UMM (40-60)Experiments to create different textures.</p> <p>L:W (30-50) Gives meaning to marks they make as they draw, write & paint.</p>
Reception	<p>MH6 - Uses simple tools to effect changes to materials.</p> <p>MH8 - Shows a preference for a dominant hand.</p> <p>BI1 - Create simple representations of events, people and objects.</p> <p>.</p> <p>MH8 - Shows a preference for a dominant hand.MH6 - Uses simple tools to effect changes to materials.</p> <p>W1 Gives meaning to marks they make as they draw, write & paint. (BI1)</p>	<p>MM4 Experiments to create different textures.</p> <p>MM5 Understands that different media can be combined to create new effects.</p> <p>MM6 Manipulates materials to achieve a planned effect</p> <p>.</p> <p>MM9 Selects appropriate resources & adapts work where necessary.</p> <p>BI ELG 2 They represent their own ideas, thoughts & feelings through design & technology & art.</p> <p>MM ELG 2 They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</p> <p>HSC 4 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>HSC 5 Shows understanding of how to transport and store equipment safely. (HSC6)</p> <p>HSC 6 Practices some appropriate safety measures without direct supervision. (HSC5)</p>	<p>BI ELG 2 They represent their own ideas, thoughts & feelings through role play & stories (S ELG3)</p> <p>BI ELG 2 They represent their own ideas, thoughts & feelings through music & dance. (MM ELG 1)</p> <p>BI ELG 2 They represent their own ideas, thoughts & feelings through design & technology & art.</p> <p>BI ELG 1 Children use what they have learnt about media and materials in original ways, thinking about uses & purposes.</p> <p>MM ELG 2 They safely use & explore a variety of material tools & techniques, experimenting with colour, design, texture, form & function.</p>

<p>Year 1</p>	<p>Christmas cards-collage Firework pictures-pastels</p> <p>To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>pointilism, cubism, colour, shading</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practises and disciplines, and making links to their own work</p>
<p>Year 2</p>	<p>Florence Nightingale portraits Great Fire of London paintings Making Tudor houses</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To use a range of materials creatively to design and make products Guiseppe Arcrimboldo To learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practises and disciplines, and making links to their own work</p>	<p>African art</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 3D globes (linked to geography) To use a range of materials creatively to design and make products</p>	<p>Props for school production</p> <p>To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p>Year 3</p>	<p>Sculpture Light and dark pictures Cave paintings</p> <p>To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing, painting, sculpture and other art, craft and design techniques 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]</p>	<p>Sculpture</p> <p>To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Holbein</p> <p>To learn about great artists, architects and designers in history.</p>

Year 4	<p>Roman mosaics</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Sculptures around the world</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To learn about great artists, architects and designers in history.</p>	
Year 5	<p>Printing</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Boats</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p> <p>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]</p>	<p>Artist Study</p> <p>To learn about great artists, architects and designers in history.</p>
Year 6	<p>Ancient Greek vases</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Carnival masks</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p>	<p>Art study-display of different artists</p> <p>Rousseau</p> <p>To learn about great artists, architects and designers in history.</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>