



Jump Primary School

Art & Design Map

I am talented; together we are **AWESOME!**



Intent

A Jump Primary it is our belief that Art & Design provides children with the opportunities to freely express their individual thoughts, ideas and responses to the world that surrounds them. We aim to provide an Art & Design curriculum that stimulates, engages, challenges and inspires children to creatively represent their understanding and experiences, through a heritage rich curriculum. We encourage children to explore and experiment with a variety of media that enables them to develop key skills in drawing, sketching, painting, designing and sculpture. Within the Art & Design curriculum, we aim for children to deepen their ability to evaluate and reflect upon not only their own creations, but that of others including significant figures in a variety of fields.

Pupils at Jump Primary School will leave Year 6 able to:

- ✓ use a range of materials creatively to design and make products
- ✓ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ✓ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ✓ talk, articulately, 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.
- ✓ record observations and use them to review and revisit ideas
- ✓ improve their mastery of techniques including drawing, painting and sculpture with varied materials.
- ✓ learn about great artists, architects and designers, who are from a diverse range of cultures.



Implementation

In the Foundation Stage (Nursery and Reception)

Pupils will be taught the relevant EYFS curriculum development matters in Expressive Arts and Design through the following methods:

- Group time input
- Adult-led small group or individual follow-up activities
- During free play adults will follow pupil's interests

Children are given opportunities to:

- ✓ explore and play with a wide range of media and materials,
- ✓ and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stage One and Two

All of the following points are taught through interactive, practical units of work. Through modelling and support, children are encouraged to think creatively about their work, and develop their own unique style. Developing this so that they can work independently. Our curriculum also includes a wide range of resources which represent the diversity and backgrounds of all our children.

If there are opportunities to make cross-curricular links, these are done so through applying previous knowledge and skills.

At Key Stage One (Years 1 and 2)

Children learn to:

- ✓ experiment with different techniques, and the use of different media and what effects they can create
- ✓ develop their knowledge of art, craft and design, including significant people in those fields.



- ✓ Start taking influence from different art genres and apply these to their own, unique piece of work.
- ✓ Begin recording their ideas and knowledge in sketch books which can be referred back to throughout their learning.
- ✓ Talk about their learning using appropriate, technical vocabulary, as well as being able to evaluate their own and others work.

At Key Stage Two (Years 3-6)

Children learn 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, including significant people in those fields.
- ✓ Take influence from a wide variety of art genres and apply these to their own, unique piece of work.
- ✓ Further develop their use of sketchbooks to record their thoughts, ideas and knowledge, and consistently refer back to this during a unit of work.
- ✓ Talk at length about their learning using appropriate, technical vocabulary, as well as being able to evaluate their own and others work.

We follow the aims and subject content from the National and EYFS curriculum and have produced our own medium term plans to support teaching and learning.



Impact

Throughout all 3 key stages should be able to complete the following points appropriate to their age range and ability.

Children will:

- ✓ be able to produce creative, imaginative work, exploring their ideas and recording their experiences
- ✓ be able to become proficient in drawing, painting, sculpture and other art, craft and design techniques, using the appropriate technical vocabulary for each process.
- ✓ be able to 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.
- ✓ Be able to use this knowledge to create their own, unique final piece of work, showing competent use of previously taught skills.
- ✓ Children will have opportunity to link their artwork and understanding to other areas of learning.



EYFS - Children have access in constant provision to Painting area with self-access poster paint, water colour paint, different rollers, brushes, sponges for printing.
Loose parts area with encouragement to make pictures.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
N	Mr Doodle Patterns in nature Self-Portraits	Exploring how colour, light and pattern are used in celebrations	Sarah Taylor - Farm animals	Painter Merv Georgia O'Keefe Painting Vegetables	Eric Carle – Mini beasts James Brunt - Sculpture	Seaside pictures using sand
R	Lois Elhert, author of The Leaf Man James Brunt	Rangoli patterns Georgia O'Keefe	Magpie in the Snow – Claude Monet	Vincent Van Gogh - Powder paint Flowers	Matisse, The Snail Collage Sketching Printing techniques	Sculpture using recycled materials Robert Bradford Alain Guerra and Neraldo De la Paz



Key Stage One and Two alternate half term is a DT focus

	Autumn	Spring	Summer
1	Painting Portraits Linked with Me and Animals, thinking about the layout of a face.	Sculpture Andy Goldsworthy Creating their own natural sculpture	Printing An introduction Using and creating object to create a repeating pattern.
2	Painting Colour Chaos Creating their own colour scene in the style of the artists that they have looked at.	Sculpture Let's Sculpt Creating their own sculpture using unusual materials	Textiles/Collage Weaving Creating a habitat scene using a variety of materials.
3	Printing Banksy Creating stencils and adding individual details after printing	Sculpture Insects Creating paper sculptures of their own chosen insect	Painting Flowers Creating sketches and paintings of flowers and flowering plants.
4	Textiles/collage Middle Eastern/African textiles Creating their own symbolic piece of material	Sculpture Giacometti – Creating a sculpture based on people	Painting/Collage Franz Marc and Eric Carle The artist who painted a blue horse. Creating their own animal pictures
5	Sculpture Relief tile Based on the school rules and ethos	Printing William Morris Creating a printing template that would then be a repeating pattern, adding detail afterwards.	Painting L.S Lowry Creating their own street scene using perspective
6	Textiles/collage Bayeux Tapestry Linked with their own memorable time	Sculpture /Architecture Gaudi and Hundtwasser Creating their own imaginative building	Painting Painting Selecting their own animal eyes and then creating a collage around them.