Subject Curriculum Map and Rationale

Art

Art in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Expressive Art and	Explore different materials freely, in order 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. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects 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. Show different emotions in their drawings – happiness, sadness, fear etc	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Communication and Language	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Art Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Colour		Line		Sculpture	
Year 2	Colour, Shape and Texture		Portraits		Murals and Tapestries	
Year 3	Still Life and Form		Art of Ancient Egypt		Architecture	
Year 4	Light		Monuments of Ancient Rome		Embroidery, Needlework and Weaving	
Year 5	Islamic Art		Art from Western Africa		Print Making	
Year 6	Art in the Italian Renaissance		William Morris		Art in the 20th Century	

Art Rationale

Our curriculum is knowledge rich and coherently sequence, developed using the curriculum map from Primary Knowledge Curriculum combined with subject leader expertise to create the 'St Wilfrid's Catholic Curriculum' ensuring the best possible provision to meet the needs of all of our pupils.

The foundations of our Art curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers and their own work, which they evaluate and relate back to the works they have studied.

Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist. Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art.





Art Rationale

The overall scheme of the curriculum provides for gradual progression in terms of skills, introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art).

The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2.

The curriculum fulfils the requirements of the National Curriculum for England and seeks to show how art shapes our history and contributes to our culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle-ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines



Art Rationale

It is recognised that a study of Western art lacks cultural diversity, and therefore specific units and artists have been added to the curriculum to introduce balance, particularly bearing in mind the cultural diversity of many primary schools. Year 5 study art from the Islamic world, western Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world.

Women artists have also been consciously included in the curriculum, and in key stage 2 there is provision for discussing why women are under-represented in traditional Western art history narratives. Study of modernism and art from the 20th century in year 6 provides an opportunity to study art by women and artists from ethnic groups traditionally underrepresented in British art.



