

Key Stage 1 Art Long Term Plan

Our Rationale

At Courthill Infant School we believe that art, craft and design embody some of the highest forms of human creativity. Our Art curriculum aims to 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.

Our curriculum enables children to develop the skills in drawing, painting, craft and design techniques whilst at the same time exploring and evaluating the works of great artists, craft makers and designers of the past and present.

In Foundation the children follow the Early Years Foundation Stage Framework in which they work towards Early Learning Goals in Expressive Art and Design. They are given opportunities to explore materials. They are taught how to handle paintbrushes, use printing tools, mix colours and handle sculpting materials.

Children in Key Stage One follow the National Curriculum:

The national curriculum for art and design aims to ensure that all pupils:

- * 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.

Inclusion statement

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

Big ideas	Big Idea 1 That varying techniques and media in art can create different effects	Big Idea 2 That art is influenced by the time, place and culture in which it was made (Art history; different movements and influences, and how art can portray the past as a historical source)	Big Idea 3 That art is produced to express emotions and communicate ideas (appreciation and evaluation)
Knowledge and facts (NC)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour pattern, texture, shape, 	<p>Pupils should be taught:</p> <p>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.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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.
Context	<p>Techniques/Media:</p> <p>Painting – including mixing primary colours to create secondary colours</p> <p>Drawing – light and dark (tone); different lines to create patterns; observational drawing of plants/flowers</p> <p>Self-portraits – increasing accuracy from EYFS; studying Frida Kahlo</p> <p>3d Art, Collage & Sculpture – using a range of paper techniques; collage in the style of Henri Matisse (The Snail)</p>	<ul style="list-style-type: none"> -Know the name of the focus artist (different to EYFS) Artists (focus artist in bold) Yr 1 – Kandinsky (Painting & Drawing) Frida Kahlo (Self-portraits) Henri Matisse (collage) Georgia O'Keefe (drawing) -Know approximately when the piece of art work was made -Describe features of a piece of art (things that can be identified, colours, shapes) -Replicate some of the identified features within their own art work 	<ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -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. -That each individual (including themselves) has a range of experiences and ideas which they can draw upon to help create something imaginative -Talk about how different pieces of art make them feel -Identify what they like (EYFS) and dislike about the artwork

			<p>they are shown (famous artworks) It also runs intrinsically throughout all of the units as children are encouraged to talk about their own artwork (likes/dislikes/meanings/feelings)</p>
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