

Highly-engaging      Building schemas      Retrieval practice      Expert modelling and exposition      Adaptive Teaching

## Art & DT



Intent	Implementation
--------	----------------

We have designed our curriculum with the intent that our pupils will, from the early years, develop a sense of creativity, self-expression, excellence and high attainment. We deliver a curriculum that exposes all pupils to the arts giving them a chance to experience and participate in a range of creative activities and events. It gives pupils a wide range of experiences as part of and in addition to the curriculum and gives them the opportunity to explore, develop and communicate their personal responses. It develops their knowledge and skills within a wide range of activities and introduces them to an appreciation of the arts that will last a lifetime. We relate our art teaching to focus artists from different genres and periods, cultures and places that reflect our diverse cultural heritage within the school and local community. Our curriculum encourages children to express themselves creatively using a wide range of media and ensures a secure progression of skills from EYFS to Year 6.



Our curriculum meets the requirements of the National Curriculum and the learning and developmental needs of our pupils. The sequencing enables all to follow a program of progressive skills in art and design technology. These take place in discrete art and design lessons. Skills are taught across: drawing, painting, textiles, sculpture and printing. Each discipline is studied through the lens of a focus artist. Teaching is delivered in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown. In group and individual work, pupils have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement. Lessons are differentiated to ensure that all pupils can access the tasks and have an appropriate level of challenge. In the EYFS there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. Teachers are supported in planning lessons by the Art & DT leader as well as an Art Teacher. There are CPD opportunities throughout the academic year. The impact and quality of the curriculum is monitored via learning observations, sketchbook and planning checks.



Impact
--------

Every pupil experiences a broad, balanced art and design curriculum. Work is proudly presented in sketchbooks and in displays around the academy. The curriculum ensures that pupils are ready for secondary school, being confident discussing artists and applying learnt knowledge and skills. Teachers use a variety of strategies such as regular feedback, coherently planned and demanding learning experiences and the use of individual sketchbooks to evaluate the knowledge, skills and understanding that our pupils have gained. Teachers also use retrieval practice at the start of each lesson, to ensure pupils can recall key knowledge regarding artists, building on this over time.



Progression
-------------

The art curriculum is designed so that each lesson builds coherently on the skills and knowledge taught in previous lessons and previous year groups. The key knowledge and skills that students acquire throughout each unit have been carefully mapped to ensure progression between year groups throughout the school. Vocabulary is also meticulously mapped between each lesson and throughout the Key Stages. MRA have carefully selected units of painting, drawing, textiles and collage to allow for progression of specific skills across the Key Stages.























Enrichment
------------

Pupils have the opportunity to develop skills and interests in the Enrichment programme through a diverse range of clubs from drawing to art clubs. They have workshops facilitated by skilled artists and creative professionals and lessons at MRA are planned and taught by a specialist art teacher. Pupils visit galleries, museums and venues to deepen their knowledge. The local art community provide opportunities for children to access clubs after school, such as Art Bash. Due to our proximity to the V&A Museum in Hackney Wick, we ensure that all pupils have access to the wide range of exhibitions they offer and ensure that engaging and skill-led workshops are ran across the academy.



# Art &DT

## Year Group Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	DT week
EYFS	<b>Fine motor skills</b> Drawing, painting, sculpture, collage, model making to develop a tripod grip, scissors skills and strong fine motor control.						<b>Construction</b> Bug Hotels
Year 1	<b>Painting</b> <i>Introduction to Painting - Yayoi Kusama</i> (Introduction to how to paint – using a brush, mixing paint, colour theory) End outcome: Yayoi Kusama inspired still life.	 ♀ 	<b>Drawing</b> <i>Introduction to Drawing – Blackwell, Hendry, Monet, O’Keeffe</i> (Introduction to drawing – exploring drawing mediums) End outcome: multiple different sketches in different mediums, line drawing of flower with chalk and glue.	♀ 🇬🇧 	<b>Sculpture</b> <i>Tile Art - Islamic tile art, William Morris</i> (Introduction to clay – slab making, scoring, impressions, simple joins) End outcome: 4 tiles, inspired by the 4 seasons		<b>Food technology</b> Soup
Year 2	<b>Drawing/Painting</b> <i>Watercolour Illustration - Beatrix Potter</i> (Introduction to shading – pencil pressure, hatching, cross-hatching, tracing, using watercolour) End outcome: an illustration in the style of Beatrix Potter.	♀ 	<b>Textiles</b> <i>Talking Textiles – Faith Ringgold</i> (Introduction to sewing – tying knots, threading needles, learning running stitch, backstitch and cross stitch) End outcome: pillow with cross stitch embroidery.	 ♀	<b>Printmaking</b> <i>Introduction to Printing – Karen Lederer, Elizabeth Catlett</i> (Introduction to printing – rubbing, stamping, one colour printing, Styrofoam printing) End outcome: class repeated pattern print.	♀ 	<b>Construction</b> Tudor Houses
Year 3	<b>Drawing/Painting</b> <i>Abstract Art – Kandinsky, Mondrian, Pollock, Zao Wou-Ki, Deanna Sirlin, Jade Fadojutimi. Joan Miró</i> (Introduction to genre – what is genre? What is abstract art?) End outcome: Mondrian inspired artwork, Kandinsky inspired artwork	♀ 	<b>Painting</b> <i>Creative Colours – Alma Thomas</i> (Colour theory – tints, tones and shades, complementary, analogous) End outcome: artwork in the style of Alma Thomas.	 ♀	<b>Sculpture</b> <i>Pottery Throwdown! - Rose Schmits</i> (Pot making – pinch pot, coil pots, ding pots) End outcome: simple coil pot with handle, legs and basic decorations.	♀ 	<b>Construction</b> Cars
Year 4	<b>Drawing</b> <i>Bodies in Motion - Michelangelo, Keith Haring</i> (Introduction to figure drawing – proportions of the body, the body in motion) End outcome: drawing a figure in movement, with realistic proportions.		<b>Drawing/Painting</b> <i>Portraiture – Kahlo, Picasso, Eli Waduba</i> (Introduction to portraiture – proportions of the face, realism, cubism, mixing paint – skin tones) End outcome: realistic self-portrait using a grid and a Picasso inspired portrait.	    ♀	<b>Printmaking</b> <i>Layered Prints - Hokusai, Blexbolex</i> (2 tone printing – review styrofoam printing, printing technique, layering prints) End outcome: woodblock inspired print.	<b>Food technology</b> Breadmaking	
Year 5	<b>Painting</b> <i>Expressionism – Basquiat</i> (Comparison with other genres studied in previous years.) End outcome: self-portrait in expressionistic style, self-portrait in the style of Basquiat.		<b>Textiles</b> <i>Fashion Rulebreakers - Alexander McQueen/Dapper Dan</i> (Refreshing sewing skills, blanket stitch, attaching fastening devices) End outcome: simple bag with a closing mechanism.		<b>Sculpture</b> <i>Environmental Sculpture - Andy Goldworthy</i> (Environmental art – found objects, making 3D art out of natural and man-made materials) End outcome: 3D plastic fish, plastic pom-poms for the fence, Wick Woods trip.		<b>Food technology</b> Food safety and meal planning
Year 6	<b>Drawing</b> <i>Perspective - Henry Moore</i> (Exploring shelter drawings, perspective – 1 point, 2 point) End outcome: 2 point perspective artwork of a simple building with coloured pencil shading.		<b>Printmaking</b> <i>Street Art – Banksy, Zaki Dee, Teddy Baden</i> (Stencil, layering colours in prints, links with local artists – zaki_dee, teddybaden) End outcome: 3 stencils that layer to create a graffiti monogram.		<b>Right Here, Right Now - Contemporary art – inspired by current exhibitions in London.</b>	<b>Construction</b> Architectural design	