Art and Design Curriculum Framework

Intent:

The Futura Learning Partnership intent for Art and Design is that learners will explore a diverse range of traditional and contemporary Artists, Craftspeople and Designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are the following key **substantive and disciplinary** concepts:

- developing ideas through investigations, demonstrating critical understanding of sources.
- refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- recording and communicating ideas, observations and insights relevant to intentions as work progresses.
- presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Final outcome)

Further details on these concepts, including how they progress from EYFS to Yr 11, on p20

Year Group	**Skills development and progression**	**Suggested lesson activities/projects**	**Suggested resources**	**Suggested artist/theme/concept**
EYFS	Creating with materials Nursery: ● Explores colour and how colours can be changed ● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Drawing to music – representing sound with line. Colour could be added to the strongest shapes. Use the painting 'Composition II in Red, Blue, and Yellow.' Create their own Mondrian with black tape and paint. Use different size brushes to paint in the shapes in primary colours. All About Me Painting - Self Portraits, Family, Home, Pets etc.	Charcoal, pencils, crayons Poster paints, brushes	Kandinsky-Abstract Art Mondrian-Abstract/Modern Art

	● Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ● Uses tools for a purpose Reception: ● Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking ● Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ● Expresses and communicates working theories, feelings and understandings using a range of art forms including visual art.	Harvest / Autumn Drawing / Printing leaves, fruit and vegetables Festivals and Celebrations Diwali / The Christmas Story (Printing, Painting, Textiles) Weather – Hot and Cold Colours Animals in hot and cold places Sculpture – Construct 3D Forms Chinese New Year - Textiles / Sculpture – Chinese Dragon Animals Easter – Cards / Baskets / Gifts Drawing/ Painting/ Printing/ Sculpture Growth and Change Drawing / Painting Our Community Traditional Stories	Poster paints, leaves, hands, potatoes etc Play dough, clay, salt dough, recycled and natural materials. A range of fabrics A range of card, crepe paper, tissue paper etc. Boxes, crepe paper, glitter, card tubes, material, ribbons, foil etc. Printing objects ICT, photographs, digital media	

	Being imaginative and expressive ● Creates representations of both imaginary and real-life ideas, events, people and objects ● Initiates new combinations of colours and materials for their own imaginative purposes ● Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping ● Responds imaginatively to art works and objects, e.g. that sculpture is squishy. ● Introduces a storyline or narrative into their play **End of Reception ELG:** - 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.			

1-2	**Drawing** – Draw from observation, imagination and memory. Create different types of line, eg zig zag, wavy, curved. Colour within lines. Begin mark making to show pattern and texture. **Painting** – Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels. **Printing** – Use press print to create repeating or overlapping patterns. Use objects to create repeat patterns. **Sculpture** - Use a range of soft and hard materials to construct 3D forms from observation/imagination.	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Use of sketchbooks Self-Portraits From observation, draw buildings in their local area. Food and Farming - Draw / paint / print with fruit and vegetables Religious Art / Festivals / Seasons Mixing colours to paint trees or flowers. Take their colour wheels outside and find the colours they have created. Wonderful Wildlife – Animal, leaf or flower printing Food and Farming – Printing with fruit and vegetables Investigating printing with a range of objects Dinosaur footprints Pirate flags Outdoor sculptures Dinosaur eggs, mould superheroes	Pencil, biro, crayon Poster paints Watercolours Different objects Poster paint	Vincent Van Gogh Rembrandt Picasso Monet Henri de Toulouse-Lautrec William Morris

	Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple.	Installation art as inspiration Dye / Tie n Dye T-Shirts Woven / plaited headbands (50s / 60s topic) Carnival/ animal masks Sewing stuffed shapes Drawing self - Portraits Drawing a digital alien	Printing block made from card and string. Natural materials Clay, playdoh combined with rigid materials. Add texture with sand or glitter etc. Use wire frame to combine art work for sculpture. Salt dough Plasticine Card base and sticking sequins, wool, materials, tissue paper etc. Felt, needle and thread. IPad or computer- Dazzle, paint, 2simple etc.	Georg Gerster Andy Goldsworthy Henry Moore Charles Rennie Mackintosh Anthony Gormley Michael Kalish Janet Brooke – buildings/city scenes Mateusz Urbanowicz – shop fronts

		Drawing a digital castle using 2D shapes Festival / Seasonal Art		Caroline Ashwood – Abstract flowers/trees. 
3-4	**Drawing** – Draw from observation, imagination and memory with increasing control. Use different grades of pencil to show line, tone and texture. Use mark making to show light and shadow. Begin to show an awareness of a third dimension and perspective. **Painting** - Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour families and create a colour wash. **Printing** - Use press print to create precise repeating or overlapping	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object. Self-Portraits Cave Paintings Colour wash with sunset backdrops with black card in front. Eg Stonehenge image. Use warm and cool colours- eg Van Gogh Sunflowers Seasonal Art	Water colours and card Poster paint Polystyrene blocks, or coiled string on card.	Pete Scully – Illustrator who uses mark making. His shoe drawings would be good to look at for this. Mary Anning Van Gogh- looking at warm and cool colours

	patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation. Make printing blocks (e.g from coiled string). **Sculpture** - Use a range of soft and hard materials to construct 3D forms from observation/imagination. Be able to use joining techniques. Carving/scoring in clay. Start to add detail to 3D forms to convey feelings, expression or movement. **Textiles** – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a range of stitches. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings.	Ancient Greek or Roman repeating patterns. Mosaic Tessellations Egyptian/ Bronze Age Clay pots (coiled and joined) Recycling Collage Fabric collages Weaving baskets or with natural materials in outdoor area. Batik art	Clay, mod roc Fabric Weaving material Batik	Barbara Hepworth Michelangelo Rodin Donatello Picasso Mario Testino

		Use a range of stitches. Quilt, pad and gather fabric. Create and manipulate images, videos and sound recordings. Photo editing	IPads Photo manipulation software	Campbell Goferman
5-6	**Drawing** – Draw from observation, imagination and memory with control and purpose. Use different grades of pencil to show line, tone and texture. Begin to develop techniques to depict movement, perspective and reflection. Develop an awareness of composition, scale and proportion. Use mark making to show light and shadow. **Painting** - Mix primary colours to make secondary colours. Create colour wheels and colour palettes. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object. Sketching Landscapes Portraits Extreme Weather – 'Painting up a Storm' Vikings and Anglo Saxons - Seascapes	Watercolours	Lorraine Shemesh is a good artist to look at here for her use of light and shadow – especially her object series. You could work from real food packaging, or photos from a birds-eye viewpoint. Kurt Jackson Hans Holbein Joseph Turner Hokusai

	families and create a colour wash. Explore blending techniques and application to create different artistic styles. **Printing** - Use press print to create precise repeating or overlapping patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation. Make printing blocks (e.g from coiled string). Use mono print techniques to create an image and add text or photographic samples to a print. Begin to experiment with other mixed media. **Sculpture** - Use a range of soft and hard materials and tools to construct 3D forms/sculptures from Observation / imagination and own designs. Be able to use joining techniques confidently. Start to build armatures or wire structures to provide stability and form. Use carving/scoring in clay. Start to add detail and decoration to 3D forms and explore finishing techniques such as paint and glaze.	Mountains / Valleys Greek Pots Local Area – Georgian Bath Ceramic Tiles	Printing blocks Rollers Clay, paint Ceramic tiles	Lichtenstein Warhol Josiah Wedgewood Kuresumi

	Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a range of stitches with increasing confidence and precision. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings. Enhance digital media by editing.			Stern Rieger Bircken Hicks McLeod McMennamy Seveso

KS3 and KS4

Assessment

Assessment	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3						7-9 Futura
KS4			Y11 5hr final piece mock exam	Y10 5hr mock exam	Y11 10hr exam	

Standardisation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3						7-9
KS4		Y11	Y10	Y11		

7	**Suggested themes** Under the Sea Plastic Ocean project Around the world Still life	**Explore** – Mind map Mood board How to transcribe and analyse an artist's work	**Explore** – • Know of artists linking to a theme • Know of key words and art terms linking to a theme	Henry Matisse Angela Pozzi Aurora Robson Millie Morotta Ernst Haeckel Courtney Mattison

	Day of the dead	Research artists and cultures suggested to develop ideas surrounding a theme **Record** – Tone Line Shape Colour theory Shadow Form **Experiment** – Collage Clay relief sculpture Glaze Recycled materials Painting techniques Monoprinting Pattern Wax resist **Present** - Layout Titles	• Know of and use techniques used by artists **Record** – • Lighter and darker shades • Drawing using simple shapes • Know Primary/Secondary/Tertiary/ Contrasting/ Warm/ Cool • Use line to create pattern **Experiment** – • Use positive and negative space to arrange different elements • Know how manipulate a range of materials **Present** - • Develop your own response inspired by artists studied • Know how to present work using various background techniques	Fauvism MC Escher Aboriginal art Native Americans Day of the dead Islamic art Michael Craig-Martin The Aztecs Indigenous tribes
8	Portraiture Landscapes Creatures and Characters	**Explore** – Research artists suggested to develop ideas surrounding a theme	**Explore** – • Know of artists linking to a theme • Know of key words and art terms linking to a theme	Pablo Picasso Frida Kahlo Julian Opie Josh Bryan Bisa Butler Hundertwasser

	Coraline Illustration Project Computer Game Project	**Record** – Proportion and scale drawing facial features Mark making techniques Meaning and mood of colours Caricature, Scale Proportion Symmetry **Experiment** – Mixed media Collage Clay Armature Sculpture Pinch pots **Present** - Layout Titles Typography Design ideas Composition ideas Embellishment	• Know of and use techniques used by artists • In depth annotation and opinions and ideas **Record** • Tonal range using different materials • Tints and shades with paint • Drawing from primary and secondary sources • **Experiment** – • Know how to manipulate a range of 3D materials with growing confidence • Combining and layering materials **Present** - • Develop your own response inspired by artists studied • Know how to present work using relevant background techniques and typography	Monet Sara Fannelli Tim Burton Hans Christian Anderson John Tenniel Surrealism Salvador Dali Michel Gagne
9	Environment	**Explore** –	**Explore** –	Martina Zoltasek

	Architecture Past, Present, Future Lettering/Typography Photography	Research independent artists suggested to develop ideas surrounding a theme **Record** – Drawing using the grid technique Painting with watercolour Perspective drawing Framing **Experiment** – Mod Roc Stenciling Clay Photo montage Digital manipulation **Present** - Layout Titles Typography Design ideas Composition ideas	• Select artists linking to a theme • Use key words and art terms linking to a theme to analyse an artwork • Know of and use techniques used by artists to explore a range of ideas • In depth annotation, opinions and ideas **Record** – • Scaling up using the grid technique • One point perspective • Foreground • Background • Rule of thirds **Experiment** – • Know how to manipulate a range of 3D materials independently • Develop, refine and be rigorous with drafting ideas • Use materials and resources with precision **Present** - • Develop your own response inspired by selected artists studied • Confidently select relevant background techniques	Alex Lucas Andy Warhol Ben Eine Banksy Environmental art Graffiti art Impressionism Antoni Gaudi The civil rights movement Dadaism Architecture Surrealism Salvador Dali Andy Warhol

		Embellishment	and typography suited to selected artists	
10 Skills project	A series of workshops that develop students skills in more depth	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO4 – Presentation of practical work	Henry Moore Yumi Okita Lisa Milroy Kate Malone Pablo Picasso Wayne Thiebaud

10 Mini project	Surrealism, Natural forms, the History of Art	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation.Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, final outcome, presentation, reflection and annotation	Abby Diamond Vincent Van Gogh Ernst Haeckel Andy Warhol Redmer Hoekstra Carole King Salvador Dali Renee Magritte
10 Unit 1	Identity In the News Childhood Detail It matters to me	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work.	Leah Saulnier Sarah Graham Shepard Fairey James Judge Robert Crumb Kurt Jackson Elizabeth Forbes Olivia Kemp Zory Shahroki

		A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, final outcome, presentation, reflection and annotation	Louis Jover
11 Unit 1	Identity In the News Childhood Detail It matters to me	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Kerby Rosanes Thumbs Louise McNaught Jenny Saville Stephanie Le Doux Grayson Perry Andy Warhol Pacita Abad

		intentions and demonstrates understanding of visual language.	AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, larger scale final outcome, final piece plans and drafts. presentation, reflection and annotation,	
11 Exam Unit 2	Set externally by the exam board students choose from a set of different themes	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea.	Artists suggested by the exam board

			AO4 - Personal responses, larger scale final outcome, final piece plans and drafts. presentation, reflection and annotation, 10 hr exam	

Substantive and disciplinary concepts

Year Group	**To develop ideas through investigations, demonstrating critical understanding of sources. To record and communicate ideas, observations and insights relevant to intentions as work progresses.**	**To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**	**To record and communicate ideas, observations and insights relevant to intentions as work progresses.**	**To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Final outcome).**
EYFS	To state simple facts about what they can see in different pieces of art work.	To experiment with different materials or techniques. eg. printing with leaves compared to pine cones.	To communicate with an adult or peer about how they are going to make their desired creation and what they will use to make it.	Make simple evaluations about what is good about their work.
1	To respond to ideas. To explore ideas and collect visual information.	To discuss and collect different ideas.	To record their ideas and make a list of materials.	Evaluate their work stating what was successful and what could be improved.

2	To respond to ideas. To explore ideas and collect visual information. To explore different methods and materials as ideas develop.	To select and refine materials as ideas develop.	To record and refine ideas.	To say how improvements could be made.
3	To develop ideas from starting points throughout the curriculum.	To adapt and refine ideas as they progress.	To record, refine and communicate ideas and intentions.	To comment on their artwork using visual language.
4	To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources.	To adapt and refine ideas as they progress. To explore ideas in a variety of ways.	To record, refine and communicate ideas and intentions.	To comment on their own and others artwork using visual language.
5	To develop and extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas in a sketch book.	To use the qualities of materials to enhance ideas.	To spot the potential in unexpected results as work progresses.	To be able to comment on artworks with a fluent grasp of visual language.
6	To develop and imaginatively extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas imaginatively in a sketch book.	To use the qualities of materials to enhance ideas. To experiment with different materials to produce a variety of effects.	To spot the potential in unexpected results as work progresses. To follow through and extend new ideas.	To be able to comment on artworks with a fluent grasp of visual language. To be able to compare and contrast artworks by different artists.
7	Artists analysis, What, How, Why? Artists studies. Draft ideas. Critique. Labelling on ideas to explain thoughts.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Still life painting, sea creature sculpture, painted clay skull.

8	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Mixed media landscape, Coraline book, Character model.
9	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic. Own photos relevant to theme/topic.	Final Outcome e.g - 3D letter, Digital portrait collage, Turret sculpture.
10	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work.	Material experiments. (Begin to select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to theme/idea. Mind maps exploring theme/idea. Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	Final Outcome – Surrealist painting, illustration, sculpture, mixed media piece.
11	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how	Material experiments. (Select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea.	Final outcome/response to personal project.

	they have been inspired by the artist's work.	Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Mind maps exploring theme/idea. Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	