



ART CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
<p>ART</p> <p>EXPRESSIVE ART AND DESIGN</p> <p>STRANDS</p> <p>Exploring and Using Media and Materials</p> <p>Being Imaginative</p>	<p>ARTIST - Pablo Picasso</p> <p>‘Woman in a Hat & Fur Collar’</p> <p>TOPIC WORK</p> <p>Drawing our faces and bodies – careful observation.</p> <p>Show understanding of colour.</p>	<p>ARTIST - Pablo Picasso</p> <p>‘Woman in a Hat & Fur Collar’</p> <p>TOPIC WORK</p> <p>Making plans and realising the plans.</p> <p>Using texture to create an effect.</p>	<p>ARTIST – Katsushika Hokusai, ‘Wave’</p> <p>TOPIC WORK</p> <p>Experimenting with different shades of colours sea scape pictures</p>	<p>ARTIST – Katsushika Hokusai, ‘Wave’</p> <p>TOPIC WORK</p> <p>Creating images that match their knowledge – draw characters from traditional stories</p>	<p>ARTIST – Vincent Van Gogh, ‘Sunflowers’</p> <p>TOPIC WORK</p> <p>Summer 1</p> <p>Printing tp create different effects</p>	<p>ARTIST – Vincent Van Gogh, ‘Sunflowers’</p> <p>TOPIC WORK</p> <p>Using appropriate colours that match objects – food form hungry caterpillar</p>	<p>Exploring and using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>



ART CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 - Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>
<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p>ART</p> <p>EXPRESSIVE ART AND DESIGN</p> <p>STRANDS</p> <p>Exploring and Using Media and Materials</p> <p>Being Imaginative</p>	<p>ARTIST - Leonard Da Vinci – Mona Lisa</p> <p>TOPIC WORK</p> <p>Drawing our faces and bodies – careful observation. Show understanding of colour.</p>	<p>ARTIST – Leonard Afrenov – The Beauty of Dance or Movie Theatre</p> <p>TOPIC WORK</p> <p>Making plans and realising the plans. Using texture to create an effect.</p>	<p>ARTIST – Claude Monet – Water Lillies</p> <p>TOPIC WORK</p> <p>Use texture and colour to create water. Explore colour mixing</p>	<p>ARTIST – Georgia O’Keefe – Golden Hibiscus or York City With Moon</p> <p>TOPIC WORK</p> <p>Creating images that match their knowledge, chose the correct colour to match image.</p>	<p>ARTIST – Mary Cassatt – Children Playing On the Beach or Breakfast in Bed</p> <p>TOPIC WORK</p> <p>Experimenting with media to create a design linked to our body.</p>	<p>ARTIST – Henri Matisse – Icarus</p> <p>TOPIC WORK</p> <p>Plan, gather materials and create an image to match their plan.</p>	<p>Exploring and using media and materials</p> <p>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p> <p>Being Imaginative</p> <p>Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>	<p>Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p>



ART CURRICULUM OVERVIEW

	Year 1			Year 2		
<p>Key Stage 1 – Subject Content</p> <p>Scheme of Work – Beech Hyde’s own</p> <p>National Curriculum</p>	<p>Fireworks</p> <p>KEY Skills & Techniques: colour & texture</p> <p>KEY Areas of Study: collage, textiles & painting.</p>	<p>Self Portrait</p> <p>KEY Skills & Techniques: line, shape & space</p> <p>KEY Areas of Study: drawing & painting & digital media</p>	<p>Bugs and Beetles</p> <p>KEY Skills & Techniques: shape and form using clay</p> <p>KEY Areas of Study: sculpture & textiles</p>	<p>Make a Rainbow</p> <p>KEY Skills & Techniques: colour, shape, space</p> <p>KEY Areas of Study: painting</p>	<p>Mother Nature, Designer</p> <p>KEY Skills & Techniques: line, shape, colour & texture</p> <p>KEY Areas of Study: drawing, collage, textiles & digital media</p>	<p>Fruity</p> <p>KEY Skills & Techniques: pattern, line</p> <p>KEY Areas of Study: printing</p>
Explore To use a range of materials creatively to design and make products	✓	✓	✓	✓	✓	✓
Media To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	✓	✓	✓	✓	✓	✓
Techniques To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		✓	✓	✓	✓	✓
Great Artists Learn 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.	✓	✓	✓	✓	✓	✓
Choice of artist Beech Hyde Curriculum	<p>Artist: Vincent Van Gogh ‘The 14th July Celebration in Paris’,</p> <p>Artist: Salvador Dali ‘Fiesta in Figures’</p> <p>Artist: William Turner ‘Venice: Fireworks on the Molo’.</p>	<p>Artist: Vincent Van Gogh ‘Self Portraits’</p> <p>Artist: Pablo Picasso ‘Self Portraits’</p> <p>Artist: Zinaida Serebriakova ‘Self Portraits’</p>	<p>Artist: Matisse ‘Snail’</p> <p>Artist: Damian Hirst ‘Hearts and Butterflies.</p> <p>Artist & Sculptor: Louise Bourgeois: ‘Maman’</p>	<p>Artist: Paul Klee, ‘Castle and Sun’, ‘Fire in the Evening’, ‘Senecio’, ‘Letters’</p> <p>Artist: Wassily Kandinsky, ‘Squares with concentric Circles’, ‘Yellow-Red-Blue-’</p>	<p>Artist: Georgia O’Keefe: ‘Golden Hibiscus’, ‘Light of Iris’</p> <p>Artist & Sculptor: India Flint: various works including Eco dyeing – ‘wrapped bundles morna’</p> <p>Andy Goldsworthy</p>	<p>Artist: William Morris, ‘Strawberry Thief’, ‘Pimpernel’</p> <p>Designer: Cath Kidston ‘Mini Strawberry’, ‘British Birds’, (‘London Streets’ shows repeats well). Artist: Henry Rousseau, ‘Surprised’, ‘The Tropics’</p>



ART CURRICULUM OVERVIEW

	Year 3			Year 4		
<p style="text-align: center;">Key Stage 2 – Subject Content</p> <p style="text-align: center;">Scheme of Work – Beech Hyde’s own</p> <p>National Curriculum</p>	<p>Starry Night KEY Skills & Techniques: colour & texture KEY Areas of Study: painting & textiles</p>	<p>Relationships KEY Skills & Techniques: line, shape & space KEY Areas of Study: drawing & digital media</p>	<p>Can art improve your environment? KEY Skills & Techniques: form, shape & line KEY Areas of Study: drawing & sculpture</p>	<p>Weaving rainbows KEY Skills & Techniques: form, colour, pattern KEY Areas of Study: textiles & drawing</p>	<p>Landscapes KEY Skills & Techniques: colour, line, space KEY Areas of Study: painting</p>	<p>Dream prints KEY Skills & Techniques: pattern, space, texture KEY Areas of Study: printing</p>
Explore/ Techniques / Media To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓	✓	✓	✓
Explore To create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓	✓	✓	✓
Techniques / Media To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	✓	✓	✓	✓	✓	✓
Great Artists Learn about great artists, architects and designers in history.	✓	✓	✓	✓	✓	✓
Choice of artist Beech Hyde Curriculum	<p>Artist: Vincent Van Gogh ‘Starry Night’ Artist: Helen Frankenthaler ‘Star Gazing’ Artist: Joseph M W Turner, ‘The River Tyne’, ‘Fishermen at Sea’.</p>	<p>Artist: David Hockney ‘Mr and Mrs. Clark and Percy’, ‘Shirley Goldfarb & Gregory Masurovsky’. Artist: Mary Cassatt ‘Breakfast in Bed’, ‘The Sisters’</p>	<p>Henry Moore ‘Large Figure in a Shelter’, ‘Double Oval’. Artist & Sculptor: Diane Maclean ‘Mountain’, ‘Forest of Light – Keele University’</p>	<p>Artist: Judith Shaw ‘Dawn Mandala’, ‘Lotus Mandala’. Artist: Unknown, from the Yuan Dynasty ‘Vajrabhairava Mandala’</p>	<p>Leonid Afremov, ‘Sunset’ Claude Monet, ‘Water Lillies’ Lowry, ‘Urban Landscape’ Suggested by A.Dell for perspective examples Artist: Emily Carr, ‘Totem walk in Sitka’, ‘Autumn in France’</p>	<p>Artist: Salvador Dali ‘The Elephants’, ‘The Persistence of Memory’. Artist: Megan Duncanson, ‘Little Village’, ‘Winter Sparkle’, ‘</p>



ART CURRICULUM OVERVIEW

	Year 5			Year 6		
<p style="text-align: center;">Key Stage 2 – Subject Content</p> <p style="text-align: center;">Scheme of Work – Beech Hyde’s own</p> <p>National Curriculum</p>	<p>Cultural Art</p> <p>KEY Skills & Techniques: pattern, form, line</p> <p>KEY Areas of Study: painting, drawing, sculpture</p>	<p>Objects and Meaning</p> <p>KEY Skills & Techniques: line, shape, space, colour</p> <p>KEY Areas of Study: drawing & painting</p>	<p>William Morris</p> <p>KEY Skills & Techniques: colour, pattern, space</p> <p>KEY Areas of Study: drawing & printing (on fabric)</p>	<p>Tin Textiles</p> <p>KEY Skills & Techniques: texture, form, shape</p> <p>KEY Areas of Study: 3D textiles including sewing & collage</p>	<p>Cityscapes</p> <p>KEY Skills & Techniques: line, shape, texture</p> <p>KEY Areas of Study: painting & sculpture</p>	<p>Me, Me, Me!</p> <p>KEY Skills & Techniques: colour, line, pattern, space</p> <p>KEY Areas of Study: drawing, printing, painting</p>
Explore/ Techniques / Media To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design	✓	✓	✓	✓	✓	✓
Explore To create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓	✓	✓	✓
Techniques / Media To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	✓	✓	✓	✓	✓	✓
Great Artists Learn about great artists, architects and designers in history.	✓	✓	✓	✓	✓	✓
Choice of artist Beech Hyde Curriculum	<p>Artist: Ancient Greek works, British Museum & The Met Museum authentic examples</p> <p>Artist: Aboriginal Art example Clifford Possum Tjapaltjarri, Aboriginal animals various</p>	<p>Artist: Pierre Renoir ‘Still Life with Fruit 1881’, ‘Pomegranates’.</p> <p>Artist: Hans Holbein, ‘The Ambassadors’</p> <p>Artist: Clara Peeters, ‘Still Life with Cheeses, Almonds and Pretzels’, ‘Still Life with Crab, Shrimp and Lobster’</p>	<p>Artist: William Morris, ‘Strawberry Thief’, ‘Pimpernel’, ‘Acanthus’.</p> <p>Designer: Cath Kidston ‘Hello Hydrangea’, ‘Blossom Birds’, ‘Kensington Rose Blue’ (‘London Streets’ shows repeats well).</p>	<p>Artist: Andy Warhol ‘Campbell’s Soup Cans’, ‘Green Coca-Cola bottles’.</p> <p>Artist: Debbie Smyth ‘Trolley’, ‘Chair’</p> <p>Artist: Lindsay Taylor, ‘Teacup & Saucer’, ‘Crocus Bag’.</p>	<p>Architect: Antoni Gaudi ‘La Sagrada Familia’, ‘La Pedrera’.</p> <p>Artist: Sue Averall, ‘Frank’s Way’, ‘Journey’, ‘NYC Dreaming’.</p> <p>Artist: Georgia O’Keefe, ‘The Shelton with Sunspots’, ‘New York City with Moon’, ‘Radiator Building, Night, New York’.</p>	<p>Artist: Sandhi Schimmel ‘Gold’ & various eco-friendly recycled paper portrait works</p> <p>Artist: Pablo Picasso ‘Dora Maar’, ‘Self Portraits’</p> <p>Artist: Andy Warhol ‘Blue Marilyn’</p> <p>Artist: Mickalene Thomas ‘Don’t Forget About Me’</p>



Curriculum Drivers

Subject: Art

Challenge	<p>We provide opportunities for children to share skills through house events and art days</p> <p>We celebrate art within the classrooms by displaying the work that is done by each individual</p> <p>We talk to the children about how to develop their skills and challenge them to create more detailed work</p>
Inclusion	<p>Differentiation (through task, resources, support or outcome) ensures all pupils are included in art lessons</p> <p>Art is a representation of what a child sees and feels. The children are supported in producing a piece of art that meets their understanding of the stimulus.</p> <p>The children explore art through a range of different artist each term and have the opportunity to see how a theme is represented by different people.</p>
Positive Minds	<p>Resilient tortoise Through art we recognise mistakes are a way to improve our skills and work towards a refined finished product. Art is an expression of what children see and feel and therefore children are encouraged to recognise their own style within their art work.</p> <p>Independent rhino The children will work on a piece of art independently, using all the building blocks given to create an accurate piece of work.</p> <p>Risk-taking penguin Art provides the opportunity to try new techniques and skills and experiment with how that effects the look of a piece of work.</p> <p>Reflective owl The children are given the opportunity to reflect on their art work and make decisions about how they can improve.</p> <p>Curious and creative chameleon The art curriculum allows the children to explore a range of artists and use this as a stimulus for their own creativity.</p>