



The Northaw Curriculum

Art and design

Yet you, Lord, are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:8
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Added value

At Northaw, we recognise that art and design have found expression in art and design for centuries. Influenced by Access Art, Bloomsbury and Take One Picture from the National Gallery, we have developed our own unique scheme of work, incorporating the five main skill areas (drawing, painting, collage, sculpting and printing) plus digital art, formal elements (pattern, colour, texture, tone, shape and line) and key artworks, showcasing talents from around the world. The teaching of the formal elements as discrete lessons is more appropriate in key stage 1. As the children get older and more familiar with the formal elements, they should become an integral part of art and design lessons and discussions. Teachers make subject-specific adaptations to activities for pupils with SEND. Our newly refurbished design hub is used for exhibiting artworks and projects, inspiring creativity, and storing materials and tools. Pupils understand how art and design differs from design and technology. Ofsted's research review series has informed our practice in this area.

Aims

The Northaw 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.

Early years foundation stage – nursery and reception

Expressive arts and design

Creating with materials

Children at the expected level of development will:

- 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.

Children in nursery will be learning to:	Examples of how we support this:
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Offer opportunities to explore scale.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p>
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours. Help them to explore and</p>

	<p>refine their colour mixing – for example: “How does blue become green?”</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p>
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Children in reception will be learning to:	Examples of how we support this:
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>

In the early years foundation stage, art and design is not taught discreetly but through following children’s interests, planned topics, and curriculum ambitions linked to activity zones and unpacked as core skills. Progress is logged on Tapestry.

Early years foundation stage planned topics

	Autumn	Spring	Summer
Year A	All about me Harvest Diwali Christmas	Growing Lunar New Year Shrove Tuesday Easter	Once upon a time Bear topic When I grow up Be active week
Year B	Welcome to Acorns Harvest Under the sea Christmas	Spring We are scientists Shrove Tuesday Easter	Tell me a story Express yourself Moving on Be active week

Early years foundation stage curriculum ambitions

Activity zones	Curriculum ambitions	Core skills
Creative area	Collaborate with a friend to make something from reclaimed materials Independently paint a picture using watercolour and poster paints	<ul style="list-style-type: none"> • To be able to cut accurately using scissors • To be able to select and use the most appropriate type of glue • To be able to use a range of joining techniques • To be able to effectively use watercolour and poster paints independently • To make choices independently
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	<ul style="list-style-type: none"> • To be able to develop and extend a narrative • To be able to engage with purposeful symbolic play • To use familiar vocabulary
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	<ul style="list-style-type: none"> • To be able to grasp, hold and carry containers • To be able to manipulate sand creatively • To be able to move water successfully from one place to another • To know that the texture of sand changes when water is added
Construction	Build an intricate, stable model with friends or independently	<ul style="list-style-type: none"> • To be able to select and use a range of fixing and joining materials • To seek help from peers

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		<ul style="list-style-type: none"> • To talk about what they are doing and give instructions
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	<ul style="list-style-type: none"> • To be able to manipulate Play-Doh skilfully • Knows how to select and use different tools to make marks and help manipulate the Play-Doh
Music and dance	Enjoy creating musical and dramatic performances	<ul style="list-style-type: none"> • To know some rhymes and songs • To be able to move rhythmically • To be able to use their imagination • To know about places performances take place
Physical	<p>Ride a two-wheeled bike safely and confidently</p> <p>Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree</p>	<ul style="list-style-type: none"> • To hold own body weight • To have strong core balance • To have good spatial awareness • To understand about the safety of others
Cooking	Follow a recipe to make a cake	<ul style="list-style-type: none"> • To know that text and images convey meaning • To be able to coordinate hand-eye and fine motor skills to mix and pour • To be able to select the right utensils

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – years 1 and 2

Key stage 1 programme of study

Pupils should be taught:

- 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, line, shape, form and space
- 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.

Key stage 1 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	Printing with Suzie MacKenzie	Drawing with Corné Akkers and/or Käthe Kollwitz	Painting with Wassily Kandinsky
Year B	Painting with Danny Eastwood	Collage with Augustin Edouart	Sculpting with Andy Goldsworthy

Developing application of skills is further detailed in long-term plans.

Art and design is taught each term in rotation with design and technology. It is timetabled for at least 45 minutes every week. Observations, ideas and artworks are recorded both in sketchbooks and on Seesaw. The beginning of each unit is marked with a knowledge organiser. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Key stage 1 progression framework

Year 1

Generating ideas

- Recognise that ideas can be generated through doing as well as thinking
- Recognise that ideas can be expressed through art
- Experiment with an open mind

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Making

- Try out a range of materials & processes and recognise they have different qualities
- Explore materials in a playful and open-ended manner
- Use materials purposefully to achieve particular characteristics or qualities
- Be excited by the potential to create
- Understand that art is different to many subjects at school: through art, they can invent and discover

Evaluating

- Show interest in and describe what they think about the work of others
- Take pleasure in the work they have created and see that it gives other people pleasure
- Begin to take photographs and use digital media

Knowledge and understanding

- Formal
 - How to recognise and describe some simple characteristics of different kinds of art, craft and design
 - The names of tools, techniques and formal elements
- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Begin to feel confident to express a preference in...
 - Understand ideas can come through hands-on exploration
 - Begin to build knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups

Year 2

Generating ideas

- Recognise that ideas can be generated through doing as well as thinking
- Recognise that ideas can be expressed through art
- Experiment with an open mind
- Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas
- Use drawing to record and discover ideas and experiences

Making

- Try out a range of materials & processes and recognise they have different qualities
- Use materials purposefully to achieve particular characteristics or qualities
- Be excited by the potential to create
- Understand that art is different to many subjects at school: through art, they can invent and discover
- Deliberately choose to use particular techniques for a given purpose

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- Develop and exercise some care and control over the range of materials they use

Evaluating

- Show interest in and describe what they think about the work of others
- Take pleasure in the work they have created and see that it gives other people pleasure
- Understand how evaluating creative work during the process, as well as at the end, helps feed the process
- Begin to take photographs and use digital media as a way to re-see work
- When looking at creative work express clear preferences and give some reasons

Knowledge and understanding

- Formal
 - Know how to recognise and describe some simple characteristics of different kinds of art, craft and design
 - Know the names of tools, techniques and formal elements
 - Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes
 - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Begin to feel confident to express a preference in...
 - Experience the connection between brain, hand and eye
 - Understand ideas can come through hands-on exploration
 - Begin to build knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Lower key stage 2 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	Collage with Henri Matisse	Painting with Claude Monet	Sculpting with the Benin
Year B	Printing with Hokusai	Drawing with Michelangelo	Digital art with Sally Gabori

Developing application of skills is further detailed in long-term plans.

Art and design is taught each term in rotation with design and technology. It is timetabled for at least 45 minutes every week. Observations, ideas and artworks are recorded in sketchbooks. The beginning of each unit is marked with a knowledge organiser. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Lower key stage 2 progression framework

Year 3

Generating ideas

- Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions
- Use a sketchbook for different purposes, including recording observations, planning and shaping ideas

Making

- Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques

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- Select and use appropriately a variety of materials and techniques in order to create their own work
- Be excited by the potential to create and feel empowered to begin to undertake their own exploration

Evaluating

- Take pleasure in the work they have created and see that it gives other people pleasure
- Take the time to reflect upon what they like and dislike about their work in order to improve it
- Understand how evaluating creative work during the process, as well as at the end, helps feed the process
- Take photographs and videos and use digital media as a way to re-see work

Knowledge and understanding

- Formal
 - Know the names of tools, techniques and formal elements
 - Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes
 - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
 - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
 - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with
- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Experience the connection between brain, hand and eye
 - Understand ideas can come through hands-on exploration
 - Develop their knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups
 - Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
 - Share their journey and outcomes with others
 - Feel celebrated and feel able to celebrate others

Year 4

Generating ideas

- Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential
- Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration
- Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects

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Making

- Investigate the nature and qualities of different materials and processes
- Apply technical skills to improve quality of work, combined with beginning to listen and trust 'instinct' to help make choices
- Be excited by the potential to create and feel empowered to undertake their own exploration

Evaluating

- Reflect regularly upon their work, throughout the creative process
- Look to the work of others (pupils and artists) to identify how to feed their own work
- Take photographs and videos and use digital media as a way to re-see work

Knowledge and understanding

- Formal
 - Know the names of tools, techniques and formal elements
 - Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes
 - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
 - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
 - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with
- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Experience the connection between brain, hand and eye
 - Understand ideas can come through hands-on exploration
 - Develop their knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups
 - Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
 - Share their journey and outcomes with others
 - Feel celebrated and feel able to celebrate others

Upper key stage 2 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	Sculpting with Henry Moore	Collage with Gustav Klimt	Printing with William Morris
Year B	Drawing with Jose Vergara	Digital art with Vincent van Gogh	Painting with Frida Kahlo

Developing application of skills is further detailed in long-term plans.

Art and design is taught each term in rotation with design and technology. It is timetabled for at least 45 minutes every week. Observations, ideas and artworks are recorded in sketchbooks. The beginning of each unit is marked with a knowledge organiser. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Upper key stage 2 progression framework

Year 5

Generating ideas

- Engage in open-ended research and exploration to initiate and develop personal ideas
- Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information
- Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

Making

- Confidently investigate and explore new materials, beginning to lead their own search for new experiences
- Use acquired technical expertise, combined with beginning to listen and trust 'instinct' to help make choices, to make work which effectively reflects ideas and intentions
- Feel safe enough to take creative risks

Evaluating

- Regularly analyse and reflect upon progress taking into account of intention
- Look to the work of others (pupils and artists) to identify how to feed their own work
- Take photographs and videos and use digital media as a way to re-see work

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Knowledge and understanding

- Formal
 - Know the names of tools, techniques and formal elements
 - Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes
 - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
 - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
 - Describe processes used and how they hope to achieve high quality outcomes
 - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with

- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Experience the connection between brain, hand and eye
 - Understand ideas can come through hands-on exploration
 - Develop their knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups
 - Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey
 - Share their journey and outcomes with others
 - Feel celebrated and feel able to celebrate others

Year 6

Generating ideas

- Independently develop a range of ideas which show curiosity, imagination and originality
- Investigate, research and test ideas and plans using sketchbooks and other approaches
- Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

Making

- Independently take action to refine technical and craft skills to improve mastery of materials and techniques
- Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices
- Independently select and effectively use relevant processes in order to create successful and finished work
- Feel safe enough to take creative risks, enjoying the journey

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Evaluating

- Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts
- Regularly analyse and reflect upon progress taking into account of intention
- Take photographs and videos and use digital media as a way to re-see work

Knowledge and understanding

- Formal
 - Know the names of tools, techniques and formal elements
 - Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes
 - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
 - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
 - Describe processes used and how they hope to achieve high quality outcomes
 - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with
- Experiential
 - Discover that art is subjective (we all have our own legitimate understanding)
 - Experience the connection between brain, hand and eye
 - Understand ideas can come through hands-on exploration
 - Develop their knowledge of what different materials and techniques can offer the creative individual
 - Work at different scales, alone and in groups
 - Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey
 - Share their journey and outcomes with others
 - Feel celebrated and feel able to celebrate others