



# Moorside Primary School, Lancaster EYFS & National Curriculum 2023 – 2024

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is... <b>Painting</b> Choosing and using a range of tools Mark making	I wonder what is out there... <b>Painting</b> Choosing and using a range of tools Mark making	I wonder who lives there... <b>Sculpture</b> <b>Collage</b> <b>Printing</b> Colour mixing, pattern Pattern, line, colour	I wonder how things grow... <b>Sculpture</b> <b>Collage</b> <b>Printing</b> Colour mixing, pattern Pattern, line, colour	I wonder how things change... <b>Sculpture</b> <b>Collage</b> Space, shape, colour	I wonder how people help us... <b>Sculpture</b> <b>Collage</b> Space, shape, colour
Year 1	Under the Sea	<b>Seasonal Change</b> <b>Collage</b> Mark making Colour, pattern, texture Mark making build up to creating large seasons trees. Clare Youngs	Castles	<b>Wild Things</b> <b>Drawing/painting</b> Colour mixing, pattern Pattern, line, colour Designing a wild thing Abel Rodrigues Rosalind Monks Maurice Sendak	Explorers	<b>Growing</b> <b>Sculpture</b> Paper sculpture Form Creating a paper flower Amy Williams Paper artists
Year 2	<b>Coasts</b> <b>Textiles</b> Weaving, drawing Texture, Colour Using images of Morecambe Bay, create large scale weaving. Chas Jacobs	People in the Past		<b>China</b> <b>Painting and sculpture</b> Coil pots Line, Form Creating a thumb coil pot Chinese painting	<b>Plants and Habitats</b> <b>Printmaking</b> Relief printing Designing and making an EVA foam printing plate – printing plants Pattern, shape Artist?	
Year 3	Birds	<b>Stone Age</b> <b>Drawing, (painting)</b> Mark making, colour wash Line, form, colour pastels	<b>Ancient Civilizations</b> <b>Sculpture</b> Thumb pots, coil pots form and pattern		World Food	<b>Soils</b> <b>Collage</b> watercolour colour Line and texture Watercolour and drawing
Year 4	Celts and Romans <b>Printmaking</b> Relief printing using polystyrene Line, pattern Making patterns and designing and printing a repeating pattern Andy Goldsworthy	Physical Science		<b>History of Lancaster</b> <b>Drawing</b> Line, form Drawing architectural features Drawing en plein air - Lancaster Child's choice of technique to develop their sketches Urban Sketchers	<b>Forests and Rainforests</b> <b>Painting</b> Stippling, pointillism, wash Line, form Child's choice of technique to develop their painting	
Year 5	<b>Space</b> <b>Collage</b> selecting, cutting and layering Space, shape, colour Creating a space collage	Vikings		<b>Water</b> <b>Painting</b> Watercolour techniques – washes and overlaying Colour, texture Experimenting with watercolour paints and painting a scene Samantha French	<b>Water</b> <b>Textiles</b> Select and weave fabrics Texture, colour Weaving on a cardboard loom – embellishing Batique workshop Local artist	20 <sup>th</sup> Century
Year 6	World War I		<b>Survival</b> <b>Drawing and Painting</b> Colour mixing and techniques to develop tone Colour, line, space (perspective) Painting, colour mixing/drawing with different grades of pencil Wolf drawing and perspective drawing. Mountain scenes, full range of mediums Artists -		<b>Human Body</b> <b>Mixed Media</b> Designing, artists study, evaluating work Shape, form, colour and line Modigliani – chalk oil pastels Picasso - painting Zizi - claywork Matisse – collage	

**Process used**  
**Skills developed**  
**Visual elements covered**  
**Brief content**  
**Artists, craftspeople and designers explored**

## **Do I know more? Do I remember more?**

Rationale for the order in which knowledge is taught *from year group to year group*:

The 6 key areas of Art and Design are taught over a two year period, three are taught in each year group and are then built upon each stage (years 1-2, then years 3-4 and final rotation years 5-6). This is to ensure an even coverage of skills. These areas are as follows: drawing, painting, sculpture, textiles, collage and printmaking.

Rationale for the order in which knowledge is taught *within each year group*:

As above, although there was much discussion with year group representatives over topics which lent themselves to certain skills, such as collage for the seasons in Year 1. Sculpture in Year 2 using clay for the China topic.

How the curriculum has been designed to meet the needs of *Moorside learners*:

The Art and Design units have been designed around our curriculum topics, enabling pupils to make connections across subjects and strengthens their knowledge and understanding. We have a very diverse range of pupils at Moorside so we ensure the sources of inspiration we use in Art and Design reflects this. Art and Design is about observing and representing what they see, what they imagine and therefore bring their ideas to life. It also ensures that children are continuously developing their skills. We use our own school and local environment as a source of inspiration, and we engage with our local community to enrich our Art & Design curriculum.

How teachers are expected to teach this subject:

Teachers are expected to teach this subject as part of their topic. With initial support for ideas if necessary. The Art and Design team have provided lists of artists, progression documents for each of the 6 strands by year group and PowerPoints referencing and explaining specific terms such as line and form. We also provided a planning template, which gives an idea of how the build up would look over a six-week unit:

Inspirational start, skills development, planning, designing and development of ideas, creating and making for 2 weeks, then evaluation.

We expect them to model skills either personally or with the use of an instructional clip online if it fits well and the teacher feels less confident. They can come to us for support at any time.

*How is this subject assessed? How do teachers make a judgement?*

Using the skills progression documents, teachers will be able to judge where a particular child is and whether they have reached the age appropriate criteria. Equally whether they have surpassed them by including elements from higher year groups.

What is expected in terms of recording and evidencing:

We expect that all work is captured in the sketchbooks – drafts, modifications, notes and evaluation of their work. KLIPS should be apparent to reference the skills being worked on. In EYFS, floor books are used to capture the class learning. Teachers will make individual notes on children's progress as outlined in the Framework.

How do you know that end points are met?

All the Art and Design units work towards a final outcome, such as a drawing/painting or textile piece. Some pieces are individual and some are collaborative. All finished piece of work will self-evaluated.

How is ambition for all promoted within this subject?

As part of the inspiration at the start of each topic, units should reference a specific artist or artists, trying to select them from a broad range of backgrounds and cultures. Lists of these have been given out per skill, to give the teachers a starting point for investigation. Differentiation in art and design is often by outcome.

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

Subject leaders will talk to the teachers to see how they feel it worked and what might need to change or what could enhance the unit. Teachers will mark GD, EXP or WTS at the end of the unit and these will be captured on the foundation subject data sheets every term. Work can be celebrated by using them on displays in corridors and online – FB and website.