



Brookside Primary School - OUR ART AND DESIGN CURRICULUM

Our Aspirations

Our vision is for all pupils to be engaged and inspired by art and to learn the skills to enable them to experiment, invent and create their own works of art, craft and design. We want our pupils to be able to express their feelings through art and to have the opportunity to use creativity to lead mentally healthy lives, both now and in the future. We want our pupils to learn to appreciate the work of great artists and understand how art and design reflects and contributes to the history, heritage and culture of our nation and beyond.

Our art and design curriculum aims to break down social and cultural barriers to learning by bringing the subject alive in the classroom by using resources that are inspired by a diverse range of real artists and craftspeople who are experts in their trade.

The aims of Art & Design are to enable pupils to:

- Engage in practical lessons that encourage experimental and exploratory learning.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject specific language
- Know about great artists and the historical and cultural development of their art
- Meet the end of key stage expectations outlined in the National Curriculum for Art and Design
- We aim to teach Art and Design in a fun and creative way. Our aspiration is to ensure that children are engaged, inspired and challenged throughout each topic. We believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences

Art should enable the children to communicate what they see, feel and think. Children should experiment with their ideas, their use of colour, texture, form, pattern and different materials and processes therefore enabling them to continue to develop and secure their skill base and become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children are encouraged to use their skills to create their own independent works of art, craft and design. In order to achieve their best potential the children will have access to a range of good quality resources that will support each topic and enable a confident approach.

National Curriculum

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.

The national 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.

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.

Art and design – key stages 1 and 2

Subject content

Key stage 1

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 2

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
- about great artists, architects and designers in history.

Our Curriculum Design

A key consideration with the organisation of our curriculum has had to be our mixed age classes, to ensure that no matter of their route through school, our pupils cover all the knowledge and skills required. In EYFS our pupils are in a single age year group, which enables all the knowledge and skills to be embedded within a set of units in a yearly cycle. However, in KS1 and KS2, to ensure that pupils do not repeat the same units each of these classes follow a separate 2-year cycle. Which ever route a child navigates through KS2 we have ensured all pupils cover all national curriculum components. This is crucial, as when pupils enter KS2 there are 4 different routes a pupil might take across their time in our school, which are highlighted below.

The Big Ideas

	Pupil A	Pupil B	Pupil C	Pupil D
EYFS	Hoot	Hoot	Hoot	Hoot
Y1	Tawny	Tawny	Tawny	Tawny
Y2	Tawny	Tawny	Tawny	Tawny
Y3	Barn	Barn	Barn	Barn
Y4	Barn	Eagle	Barn	Eagle
Y5	Bay	Eagle	Eagle	Bay
Y6	Bay	Bay	Bay	Bay

Our curriculum is split into four core areas, repeated across Key Stage One and Two. Children are given opportunities to develop core subject knowledge by revisiting it and applying that knowledge practically in a range of contexts with growing complexity.

The four areas are:

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
- Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. - Using sketchbooks to record observations and plans as drawings. - Learning about how artists develop their ideas using drawings.	- Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. - Exploring the interplay between different media within an artwork.	- Investigating ways to express ideas in three-dimensions. - Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. - Developing drawn ideas into sculpture.	- Designing and making art for different purposes, considering how this works in creative industries. - Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome - Developing personal, imaginative responses to a design brief

Art and Design Long Term Plan

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Hoot	Drawing: Marvellous Marks Painting and Mixed Media	3D Sculpture: Creation Station	Craft and Design			
Tawny Year 1/2	Drawing: Tell a story	Craft and design: Map it out	Painting and mixed media: Life in colour	Drawing: Make you Mark	Sculpture and 3D: Paper Play	Painting and mixed media: Colour Splash
Barn Year 3/4	Drawing: Power prints	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Prehistoric Painting	Drawing: Growing artists	Painting and mixed media: Light and dark	Sculpture and 3D: Abstract shape and space
Eagle Year 4/5	Drawing: I need space	Sculpture and 3D: Interactive installation	Painting and mixed media: Portraits	Sculpture and 3D: Mega Materials	Painting and mixed media: Collage	Craft and design: Fabric of nature
Bay Year 5/6	Drawing And Painting: Still Life	Sculpture and 3D: Making Memories	Craft and Design: Architecture	Craft and design: Photo opportunity	Drawing: Make my voice heard	Painting: Artist Study

	Year A			Year B		
Tawny	Autumn	Spring	Summer	Autumn	Spring	Summer
	Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Craft and design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Painting and mixed media: Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	Drawing: Make you Mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Sculpture and 3D: Paper Play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois	Painting and mixed media: Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.

	Year A			Year B		
Barn	Autumn	Spring	Summer	Autumn	Spring	Summer
	Drawing: Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Craft and design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Drawing: Growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Painting and mixed media: Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.

	Year A			Year B		
Eagle	Autumn	Spring	Summer	Autumn	Spring	Summer
	Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and	Sculpture and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the	Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Sculpture and 3D: Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.	Painting and mixed media: Collage experiment using paper to create different collages, fine line drawings, and a selection of coloured surfaces, developing textures that are inventive and unique	Craft and design: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating

	printmaking to create a piece in their own style.	display environment and possibilities for viewer interaction with their piece.				pattern suitable for fabric.
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	Year A			Year B		
Bay	Autumn	Spring	Summer	Autumn	Spring	Summer
	Drawing And Painting: Still Life Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box.	Sculpture and 3D: Making Memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	Craft and Design: Architecture Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	Craft and design: Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.	Drawing: Make my voice heard On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	Painting: Artist Study Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.

How our Art Curriculum meets the National Curriculum

Key Stage 1 - National curriculum Art and design content Pupils should be taught:	Drawing	Painting and mixed media	Sculpture and 3D	Drawing	Painting and mixed media	Craft and design
	Make your mark	Colour splash	Paper play	Tell a story	Life in colour	Map it out
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	✓	✓	✓	✓	✓	✓

Overview of Progression of Skills

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	● 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
Sketchbooks	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; ● Use a range of small tools, including scissors, paint brushes and cutlery; ● Begin to show accuracy and care when drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	● To use a range of materials creatively to design and make products. ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	● To create sketch books to record their observations and use them to review and revisit ideas
Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	● 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] ● 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.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	About great artists, architects and designers in history.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	- 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. - About great artists, architects and designers in history.

Early Years Foundation Stage

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EAD at Brookside

There is a rich tradition at Brookside of quality music and drama. The children have the opportunity to watch the Brass Band to see instruments and hear the sounds they make. We also want children to sing songs, make music, dance and perform. We have regular music lessons and the children take part in 2 productions during their Reception year. Children are given time to play imaginative games and make up stories, songs and dances. Our Music curriculum develops through Charanga, which is a class favourite.

In both Art and Design Technology, the children learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We want the children to become confident and independent artists/designers who are not afraid to express themselves as an individual. Child-initiated art/DT activities are encouraged during continuous provision as well as art and crafts skills learnt directly. We endeavour that children leave Reception with good art/DT skills, as well as encouraging them to use their own ideas and techniques in their art and design work. The children have the opportunity to see the work of other artists and designers throughout the year.

We strive to make them ready for the more formal art teaching starting in KS1 by them experiencing a range of techniques Painting, Printing, Collage, Clay, Sewing, Observational drawing, and 3D Sculpture. We hold a Design a 'Boat to Float' Challenge, which encourages the children to come up with a boat design using junk modelling. It must carry 4 Compare Bears and float for at least 1 minute (timed). The children discuss adaptations they could make to make it better.

Inclusive Practice

Art and Design Graduated Response for SEND and children not working at ARE

Buff paper, Screen Share, Seating Plan, Move and cushion, weighted blanket, Timetable/timelines, Letter/number formation cards/orientation sheets, Access to word processing/alternative recording, Individual reward chart, Time out cards, Home School communication books, Magnifying glass, Social stories, TEACCH trays for independence. **Pre teach Vocabularly, Adult support, pre cut shapes/pictures, templates different scale of paper, adapted scissors, recording verbal responses, use of visual sequencing, larger scale as appropriate.**

Writing Grips, Chunky pencils, Fidget toys, Targeted TA or Teacher Support, enlarged fonts, coloured overlays, High frequency word mats, Printed date and LO, Opportunities to report in different ways, Check ins throughout the lesson.

Different sized paintbrushes, sponges, more time adult group support, vocab prompts, opportunities for skills training with LSA e.g colour mixing, frottage; differentiated questioning.

Visual Timeline, Kagan Cooperative Strategies, Pre-teaching Vocabulary, Mini White boards, Rephrasing questions or content, WAGOLLS, highlighting key points, Dyslexia friendly font- comic Sans, Paired Reading, Verbal reminders and modelling of presentation, Word mats, scaffold sheets, Vocabulary and wall displays (e.g. Phonics), Share question you want them to answer before the information, Achievement certificates, Individual spellings, Movement breaks, Visual prompts, Whiteboard non-white background, Tokens for rewards, I do, we do, you do. **Range of materials, modelled examples of sketchbooks, video of processes, recap prior learning, knowledge organisers available, display e.g. colour mixing, vocabulary on display, celebrate individual efforts, environmental Art – outdoor opportunities to work with natural materials, recording with photographs (esp KS1 and reception)**

INDIVIDUALISED
PROVISION



Brookside Primary School
Learn Together - Achieve Together

TARGETED
PROVISION

UNIVERSAL
PROVISION