



**Brookside Primary School**  
*Learn Together - Achieve Together*

# Teaching of **Art and Design** at Brookside Primary School



***The intent, implementation and impact for the learning of Art and Design at Brookside Primary School***

# Why is **Art and Design** important at Brookside Primary School?

Here at Brookside we strive to engage, challenge and inspire our pupils.

We give them the knowledge and skills to create their own Artwork by experimenting and inventing for themselves.

We encourage them to think critically and develop a deeper understanding of Art and Design.

Our pupils will become individually successful in drawing, painting, sculpture and further Art, Craft and Design techniques.

Brookside pupils will use Art language to evaluate and analyse creative work completed by themselves and others.

Pupils will understand the Historical and Cultural development of their own Art forms by studying great Artists, Craft makers and Designers.

Our pupils will produce their own creative Artwork, explore their own ideas and record their experiences.

# What is the key vocabulary in **Art** at Brookside Primary School?

Snowy Owls			
Formal elements of art	Art and design skills	Landscapes using different media	Sculpture and mixed media
Abstract Composition Modern art Op art Optical illusion Photorealism Pop art Primary colours Secondary colours Shape	2D shapes 3D Shapes Abstract Contemporary Drawing mediums Narrative Printing Shade Tudor-style house	Figurative Horizon line Impressionism Landscape Post impressionism Representation Shading Tones	Blend Cartoon Colour Wash Comic Dot matrix Illustrator Pop art Sculpture
Tawny Owls			
Formal elements of art	Art and design skills	Prehistoric art	Craft
Tessellation Repeating Pattern Overprinting Rubbing Frottage 3D drawing Dada Surrealism Pop art	Cartoonist Character Minimal Opaque Puppet Sketching Style Three-dimensional Tint Tone	Cave artists Charcoal Geometric shapes Iron age Line drawing Native Prehistoric Proportions Stone age Texture Tone	Interior designer Intersectional points Loom card frame Mood board Personality running- stitch Synthetic materials Textile designer Warp Wax resist Weave weft
Barn Owls			
Formal elements of art	Art and design skills	Every Picture tells a story	Sculpture
3d Form Facial features Geometric shapes Guidelines Shading Sketching Template Tone	Lenticular lens Optical illusion Score Sequential order thematic	Abstract Narrative Pop art Preparatory drawing Re- enact	Composition Contrast Crotchet Geometric pattern Maracas Optical effect Percussion instruments Pitch

			Quaver Recycle Sketch Upcycle Wax resist
<b>Eagle Owls</b>			
<b>Formal elements of art</b>	<b>Art and design skills</b>	<b>Every picture tells a story</b>	<b>Design for a purpose</b>
2D shapes Abstract Charcoal Pattern Reflection Symmetrical Texture	Analytical observational drawing Annotation Collage Computer aided design (CAD) Continuous line drawing Diagram Exploded- diagram Invention Portrait Prototype Sketch Texture	Abstract Anonymous Brexit Emoji's Immigration Mural Pictograms Racism Street art symmetrical	Client Collaboration Design brief Font Heraldry Logo Pitch Persentation Prototype Sketch Slogan Soundbite Template Urban Unique-selling- point
<b>Bay Owls</b>			
<b>Formal elements of art</b>	<b>Art and design skills</b>	<b>Make my voice heard</b>	<b>Photography</b>
Abstract Amphitheatre Ancient Architects Composition Cryptic Legacy Mono-print, Ornate Pattern Plaque Representation Shading Sketch Stadium Symbolism Temple	Abstract Herringbone Milliner Mindfulness Pattern Polyprint tile Prototype Realism Symbolism Zentangle pattern	Abstract Chiaroscuro Composition Figurative Graffiti art Parallel Lines Serif Symbolism tag	Composition Crop Digital Expression Lens Macro Photography Self portrait Technique truism

## Our long-term **Art and Design** Plan KS1/2

	YEAR A			YEAR B		
	Time Travel	Our World	Blast From The Past	Time Travel	Our World	Blast From The Past
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<b>Snowy</b>	<b>Formal Elements Y1</b> Shape/line/ colour	<b>Art and Design Skills Y1</b> Print/media/ colour mixing		<b>Sculpture and Mixed Media Y2</b> Drawing and multimedia		<b>Landscapes using different media</b> Textures, shade, colour, collage
<b>Tawny</b>	<b>Formal Elements Y2</b> Patterns, rubblings, frottage, pencil drawings, colour		<b>Prehistoric Art Y3</b> Charcoal, colour palette, painting		<b>Art and Design Skills Y3</b> Carl Giles, tints and shades, drawing, craft & design	<b>Craft Y3</b> Mood board, Tye dyeing, weaving, sewing

<b>Barn</b>	<b>Formal Elements Y3</b> Shapes, geometry, shading	<b>Art and Design Skills Y4</b> Curators, pattern, sculptures, design, drawing, painting		<b>Sculpture Y4</b> Making, Arcimbolde	<b>Every picture tells a story Y4</b> Analysing pictures, abstract art	
<b>Eagle</b>	<b>Formal Elements Y4</b> Texture, pattern, printing	<b>Art and Design Skills Y5</b> Drawing, packaging, artists		<b>Design for a purpose Y5</b> Designing, adverts	<b>Every picture tells a story Y5</b> Banksy, Rorschach, Sargent, Emojis, Odundo	
<b>Bay</b>	<b>Formal Elements Y5</b> Drawings, monoprints, architect	<b>Art and Design skills Y6</b> Zentangle, hat making, Impressionism		<b>Make my voice heard Y6</b> Graffiti, Kollwitz, Picasso		<b>Photography Y6</b> Photomontages, truisms, macro, self portraits, expressions, zentangle

# Which Artists will we discuss and learn about through our art scheme?

Snowy Owls	Tawny Owls	Barn Owls	Eagle Owls	Bay Owls
Beatriz Milhazes	Max Ernst	Barbara Hepworth	Dominic Wilcox	Hundert Wasser
Bridget Riley	Ed Ruscha	Luz Perez Ojeda	Paul Klee	Jenny Holzer
David Hockney		Giorgio Morandi	Banksy	Edward Weston
Vija Celmins		Cezanne	Warhol	Edvard Munch
Jasper Johns		Arcimboldo	John Singer Sargent	Claude Monet
Kandinsky		Sokari Douglas.	Magdalene Odundo.	Edward Hopper
Louis Wain		El Anatsui.		
Renoir		David Hockney		
Sorolla		Paula Regio		
Peder Severin Kroyer		Edward Hopper		
Roy Lichtenstein		Brueghel		
		Fiona Rae		

**Foreign Female-** Beatriz Milhazes, Vija Celmins, Luz Perez Ojeda, Jenny Holzer

**Foreign Male-** Jasper Johns, Kandinsky, Renoir, Sorolla, Peder Severin Kroyer, Lichtenstein, Ernst, Ed Ruscha, Giorgio Morandi, Cezanne Arcimboldo, El Anatsui, Edward Hopper, Brueghel, Paul Klee, Warhol, John Sargent, Hundert Wasser, Edward Weston, Edvard Munch, Claude Monet,

**British Female-** Bridget Riley, Barbara Hepworth, Sokari Douglas, Paula Regio, Fiona Rae, Magdalene Odundo

**British Male-** David Hockney, Louis Wain, David Hockney, Dominic Wilcox, Banksy

## **How does Brookside Primary School ensure progression in our key knowledge and concepts in **Art**?**

- Key concepts are revised year after year to consolidate pupils' understanding.
- Knowledge continues to build on prior learning and is more in-depth.
- Subject specific language becomes increasingly complex.
- Comparisons are made by pupils between different artists, designers and craft makers that have been studied.

### **EYFS**

#### **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.



## **Expressive Arts and Design at Brookside in Hoot Owls ...**

There is a rich tradition at Brookside of quality Music and Drama. The children can 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 Kapow, 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 can see the work of other Artists and Designers throughout the year.

We strive to make them ready for the more formal Art/DT teaching starting in KS1 by them experiencing a range of techniques Painting, Printing, Collage, Clay, Sewing, Observational drawing, and 3D Sculpture. As part of our DT learning 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.

<b>EYFS</b>	<b>Expressive Arts and Design</b>
Autumn	Natural Autumn Collage pictures <i>-Andy Goldsworthy</i> Diva clay pots Sewing- Snowman Puppets Kapow Music- Celebration Music

	<p>The Nativity Show</p> <p>Puppet theatre (Nativity)</p> <p>Sing and Sign Christmas songs</p>
Spring	<p>Split pin moving parts Polar Bears</p> <p><b>Painting pandas and Chinese Dragons</b></p> <p>Food Technology- Sandwich making</p> <p><b>Observational drawings - fruit&amp;veg</b>  <i>Still Life with Apples and Pitcher</i> – Camille  Pissarro and Giuseppe Arcimbold</p> <p>Kapow Music- Exploring Sound  Kapow Music-Musical Movement</p>
Summer	<p><b>3D sculpture-junk minibeasts</b>  <i>Michelle Reader – 3D sculptor</i></p> <p>Kapow Music- Exploring Stories  Kapow Music- Big Band</p> <p>Food Technology- Fruit kebabs</p> <p><b>Printing-shells/starfish/pebbles</b></p> <p>Design &amp; Make a Boat to Float Challenge  <i>Looking at Tony Castro Designer</i>  <a href="https://www.tonycastroyachts.com/">https://www.tonycastroyachts.com/</a></p> <p><b>ICT Dazzle3- Under the sea pictures</b></p> <p>End of Year Show- acting, singing, dancing</p>

## **How do we know our children have made progress in Art?**

### **End points FS ELG- [Expressive Arts and Design](#)**

#### **Children can**

**ELG: 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.

**ELG: Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### **End points KS1- [Art](#)**

#### **Children can**

- \*Use a range of materials creatively to design and make products.
- \*Use drawing, painting, and culture to develop and share their ideas, experiences and imagination.
- \*Develop a wide range of Art and Design techniques, in colour, patterns, texture, line, shape, form and space.
- \*Talk about the work of a range of Artists, Craft makers and Designers.
- \*Describe their differences and similarities between different practises and disciplines and make links to their own work.

## End points KS2- Art

### **Children can**

\*Create sketch books to record their observations and use them to review and revisit ideas

\*Improve their mastery of Art and Design techniques, including drawing, painting, and sculpture with a range of materials

\*Talk knowledgeably about great Artists, Architects, and Designers in History.