

## Art and Design Curriculum

### Intent

At Bacton, Art and Design provides the children with the opportunities to develop and extend knowledge and skills and an opportunity to express their individual interests, thought and ideas.

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.

At Bacton we aim to ensure that all pupils:

1. build up knowledge and skills over time to apply to their artwork
2. produce creative work, exploring their ideas and recording their experiences
3. become expert in drawing, painting, sculpture and other art, craft, and design techniques
4. evaluate and analyse creative works using the language of art, craft, and design
5. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We have carefully developed our curriculum to ensure a breadth of artists and artistic styles are studied by our pupils. We have ensured representation of a variety of cultures, ethnicities, eras of artists and ensured that there is also sufficient representation of female artists.

### SMSC and Art

At Bacton we believe that spiritual, moral, social and cultural education should be evident in everything we do. In Art the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance. Throughout their time at Bacton the children will be introduced to art from various religions and have the opportunity and time to reflect on these. Within Art and Design children will continually be able to enjoy the beauty and awe of the natural world and recognise how artists celebrate this in their art form.

They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. Displays around the school and in classrooms show a variety of different art work from age groups and abilities. This promotes children to be positive about their work and increases self-esteem. Throughout their time in Bacton, the children will frequently need to work in pairs, groups or teams. This will allow the children to work collaboratively building upon the skills of cooperation and communication.

### **Art Implementation**

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught discreetly in 6/7 week blocks, focusing on knowledge and skills stated in the Art and Design curriculum. Over the period of the topic, pupils will learn about any cultural/historical aspects of the art/artists they are studying, skills and knowledge will be built up over the weeks, practised and refined before being applied to a final end of topic piece of art. Finally, work is self-evaluated before being assessed.

### **Early Years Foundation Stage (Reception)**

#### **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.

#### **Early learning goals**

##### **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.

##### **Fine Motor Skills**

Children at the expected level of development will:

- Use the tripod grip in almost all cases
- Use a range of small tools, including scissors and paint brushes
- Begin to show accuracy and care when drawing.

### **Key stage 1**

Pupils are taught:

1. to use a range of materials creatively to design and make products
2. to use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination
3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
4. 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 are 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 are taught:

1. 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]
2. about great artists, architects, and designers in history.

### **Impact of Art**

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Looking at progressions of skills using the children's sketch books
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.

Progress is recorded termly in line with the school's assessment program.

## Progression of skills

Art and Design							
Creativity						Theory	
Drawing	Painting	3D	Textiles	Printing	Collage	Inspiration from great artists	Colour theory

**Drawing:** Pencils Charcoal Chalks Pastels-oil and chalk Felts Colouring pencils Mud and Sticks

Phase	Progression of skills & knowledge
EYFS	<ul style="list-style-type: none"> <li>-Experiment with mark making using a range of different materials.</li> <li>-Use different sized paper and explore using hands, arms and whole body to draw.</li> <li>-Use basic shapes and different lines to create simple images.</li> <li>-Draw lines of different sizes and thickness.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>-Colour (own work) neatly in the lines.</li> <li>-Use shapes and lines to represent observations and ideas.</li> <li>-Show pattern and texture by adding dots and lines.</li> <li>-Record some detail using lines and shading.</li> <li>-Apply pressure to tools to achieve tones.</li> <li>-Work on a sustained drawing, reviewing and refining</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>-Record shapes and lines from observations.</li> <li>-Show where objects overlap and create a sense of perspective.</li> <li>-Use different hardness of pencils to show line, tone and texture.</li> <li>- Annotate sketches to explain and elaborate ideas.</li> <li>-Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>-Use shading to show light and shadows.</li> <li>-Use hatching and cross hatching to show tone and texture.</li> <li>-Work on a sustained drawing, reviewing and refining.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>-Use a choice of technique to depict movement, perspective, shadows and reflection.</li> <li>-Choose a style of drawing suitable for the work (e.g. realistic or impressionist).</li> <li>-Use scale and shadow to show perspective and depth.</li> <li>-Record a broad range of tones</li> <li>-Work on a sustained piece of work and review and refine to improve.</li> </ul>

**Painting:** Powder paints Poster Watercolour Acrylic Fabric Brushes in different sizes and shapes

Phase	Progression of skills & knowledge
EYFS	<ul style="list-style-type: none"><li>- Experimenting with and using primary colours</li><li>-mixing (not formal)</li><li>- Learn the names of different tools that bring colour</li><li>- Use a range of tools to make coloured marks on paper</li></ul>
KS1	<ul style="list-style-type: none"><li>-Use thick and thin brushes for different purposes.</li><li>-Hold the brush appropriately.</li><li>-Load paint onto the bristles of the brush.</li><li>-Rinse brush and remove excess water.</li><li>-Stay within lines when painting with a thin brush.</li><li>-Create different effects with brushes.</li></ul>
LKS2	<ul style="list-style-type: none"><li>-Use a number of brush techniques using thick/thin brushes to produce shapes, textures, patterns and lines.</li><li>-Experiment with creating mood with colour.</li><li>-Use watercolour paint to produce washes for backgrounds then add details.</li><li>-Set up and clear away painting equipment. Select appropriate brush for task and explain why.</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Sketch (lightly) before painting to combine line and colour.</li><li>-Combine colours, tones and tints to enhance the mood of a piece.</li><li>-Use brush techniques and the quantities of paint to create texture.</li><li>-Develop a personal style of painting, drawing upon ideas from other artists.</li></ul>

**3D:** Clay Dough Boxes Wire Paper sculpture Mod roc

Phase	Progression of skills & knowledge
EYFS	<ul style="list-style-type: none"><li>-Begin to be interested in and describe the texture of things.</li><li>-Use various construction materials.</li><li>-Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating space.</li><li>-Join construction pieces together to build and balance</li></ul>
KS1	<ul style="list-style-type: none"><li>-Use a combination of shapes.</li><li>-Include lines and texture.</li><li>-Use paper, card, natural materials and clay as materials.</li><li>-Use techniques such as rolling, cutting, moulding and carving.</li><li>-Experiment with, construct and join recycled, natural and man-made materials.</li><li>-Understand the safety and basic care of materials and tools.</li></ul>
LKS2	<ul style="list-style-type: none"><li>-Create and combine shapes to make recognisable forms (e.g. shapes made from nets or solid materials).</li><li>-Include texture that conveys feelings, expression or movement.</li><li>-Use clay and other mouldable materials.</li><li>-Add materials to provide interesting details.</li></ul>

	-Construct a simple clay base for extending and modelling other shapes.
<b>UKS2</b>	-Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. -Use tools to carve and add shapes, texture and pattern. -Use frameworks (such as wire or moulds) to provide stability and form. -Plan a sculpture through drawing and other preparatory work. -Talk about their work understanding that it has been sculpted, modelled or constructed -Make a simple papier Mache object.

**Textiles:** *(Links with Design and technology curriculum)*

<b>Phase</b>	<b>Progression of skills &amp; knowledge</b>
<b>EYFS</b>	- Begin to weave with a range of different fabrics. -Come in contact with a range of fabrics to explore and experience different textures. - Explore the origins of textiles - for example, wool comes from sheep.
<b>KS1</b>	-Explore ideas through making dip dyes, rubbings, relief, block print and card wraps -Respond to individually selected reproductions from different times and culture -Say how they feel about their own and others' work
<b>LKS2</b>	-Explore ideas about how pattern and colour can be combined and organised -Experiment with dip dye, collograph and relief blocks -Begin to create simple repeat patterns. -Comment on their own and the work of others and adapt and improve their own work according to purpose.
<b>UKS2</b>	-Experiment with combining materials and techniques – dip dyeing, batiq, collage -Compare and discuss methods and ways of working - Adapt and improve work as it progresses, commenting on decisions

**Printing:** Fruit/veg Wood blocks Press print Lino String Printing tile

<b>Phase</b>	<b>Progression of skills &amp; knowledge</b>
<b>EYFS</b>	-Use both natural and man-made resources to create rubbings. -Print with variety of objects. -Print with block colours
<b>KS1</b>	-Use repeating or overlapping shapes. -Mimic patterns from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges). -Press, roll, rub and stamp to make prints. -Apply ink/paint to a printing block/stamp evenly and gently knowing when to reload paint.
<b>LKS2</b>	-Use layers of two or more colours. -Replicate patterns observed in natural or built environments.

	<ul style="list-style-type: none"> <li>-Make printing blocks (e.g. from coiled string glued to a block).</li> <li>-Make precise repeating patterns.</li> <li>-Record work in sketch book, comment on own work and that of others and record ideas for improvements</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Build upon layers of colours.</li> <li>-Create an accurate pattern, showing fine detail.</li> <li>-Use a range of visual elements to reflect the purpose of the work,</li> <li>-Create a printing tile with lines and shapes in varied widths and styles to convey texture.</li> <li>-Record ideas in sketch book and adapt techniques as work progresses, comment on decisions</li> </ul>

**Collage:** Coloured paper Newspaper Tissue Paper Scraps fabric

<b>Phase</b>	<b>Progression of skills &amp; knowledge</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-Draw a simple shape and cut around the lines.</li> <li>-Cut around corners of basic shapes.</li> <li>-Apply glue without waste.</li> <li>-Experiment to create different textures.</li> <li>-Handling, manipulating and enjoying using materials.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>-Use a combination of materials that are cut, torn and glued.</li> <li>-Sort and arrange materials.</li> <li>-Mix materials to create texture.</li> <li>-Select a range of coloured and textured paper to represent ideas.</li> <li>-Layer shapes in a piece of work.</li> <li>-Cut smaller and more intricate shapes-turning paper rather than body when cutting.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>-Select and arrange materials for a striking effect.</li> <li>-Ensure work is precise.</li> <li>-Use, tessellation, mosaic and montage.</li> <li>-Use ceramic mosaic materials and techniques.</li> <li>-Select a range of coloured and textured paper to represent ideas.</li> <li>-Simplify drawings or observed images into shapes ready for collage.</li> <li>-Create own shapes and lines to create composition.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>-Mix textures (rough and smooth, plain and patterned).</li> <li>Use coiling and overlapping to create different effects.</li> <li>-Translate more complex images into shapes suitable for collage.</li> <li>Layer textures and colours to create interest.</li> <li>Cut complex shapes in various sizes to represent ideas.</li> </ul>

Inspiration from great Artists	
Phase	Progression of skills & knowledge
EYFS	
KS1	<ul style="list-style-type: none"> <li>-Describe the work of notable artists, artisans and designers.</li> <li>-Use some of the ideas of artists studied to create pieces.</li> <li>-Discuss what they like/dislike about a piece of art.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>-Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>-Create original pieces that are influenced by studies of others.</li> <li>-Discuss and evaluate a piece of art explaining their thinking.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>-Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>-Show how the work of those studied was influential in both society and to other artists.</li> <li>-Create original pieces that show a range of influences and styles.</li> </ul>

Colour Theory	
Phase	Progression of skills & knowledge
EYFS	<ul style="list-style-type: none"> <li>-Know the names of colours. -Explore colour and how colour can be changed.</li> <li>-Explore what happens when colours are mixed.</li> <li>-Experimenting with and using primary colours.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>-To know the primary colours.</li> <li>-To mix primary colours to make secondary.</li> <li>-To use own colours in work (rather than premixed poster paint).</li> <li>-Create colour wheels.</li> <li>-Make as many tones of one colour as possible (using white).</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>-Mix a variety of colours and know which primary colours make secondary colours.</li> <li>-Mix tints and shades of colours and use them in work.</li> <li>-Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>-Create a colour palette based upon colours observed in the natural or built world.</li> <li>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> </ul>



## Long term plan

Phase		Autumn	Spring	Summer
EYFS		Expressive art and design		
Key Stage One	Year 1	<b>3D collage:</b> Natural art Andy Goldsworthy/Kenojak Ashevak/Lois Ehlert inspired art with found materials	<b>Painting and printing:</b> Stripes, dots and spots- African inspired art. Tinga tinga artist Edward Saidi	<b>Drawing and painting:</b> Spirals, circles and swirls. Kandinsky, Kaffe Fassett, Patrick Heron, Yayoi Kusama, Alma Thomas
	Year 2	<b>Collage:</b> Henri Matisse	<b>3D (clay):</b> Fruit inspired sculpture	<b>Painting:</b> Landscapes local artist Belinda King
Lower Key Stage Two	Year 3	<b>Drawing:</b> Prehistoric art	<b>Painting:</b> Abstract buildings Paul Klee/ Hundertwasser / Lancelot Ribeiro	<b>3D (clay):</b> Iron Age pottery
	Year 4	<b>Collage:</b> Roman mosaics	<b>Textiles/design:</b> Printing on fabric Micheal Brennand-Wood	<b>Painting and printing:</b> Pop art Andy Warhol
Upper Key Stage Two	Year 5	<b>Drawing/Painting:</b> Kadinsky	<b>3D/collage:</b> Mayan masks	<b>Sculpture:</b> Ester Mahlangu
	Year 6	<b>Drawing:</b> Japanese (Hokusai)	<b>Collage:</b> Beatriz Milhazes	<b>Self-portrait/textiles/mixed media:</b> Frida Kahlo