

## Our Art and Design Curriculum

### Intention:

Our vision for Art and Design is:

For all our pupils to have a knowledge base of a range of artists from a range of countries and periods in history as well as a range of styles and techniques and be able to discuss these pieces with others – *Cultural capital*

For all our pupils to have a variety of skills across a range of techniques to be able to design and create art work of their choice. For our pupils to feel that they are and can be an artist – *Courage and creativity*

For all our pupils to enter their secondary education excited by the next stage of learning in Art and Design and continue this passion into their lives.

For all our pupils to understand the value of art to their lives and/or the lives of others as a creative outlet which can support mental health, well-being and build life skills - *Care*

**Implementation:** Every year, each class will study three famous artists: a drawer/painter, a sculptor and a collage/print/fabric artist. Over the course of a Key Stage, pupils will learn about Artists from a range of countries and periods in history as well as a range of styles and techniques. To ensure full coverage of all skills, techniques, materials and media, pupils may study a particular artists and piece of art, but may produce their own work in a different medium, for example, to cover fabric in KS1, pupils may study the work of Henri Matisse, but produce collage using fabric. Each theme has been mapped out over the course of a 2-year cycle, linking to '*echoes and ripples*' (looking at prior learning and future learning). This provides pupils with not only skills and techniques in Art, but how these skills and areas of art link. Studying a particular artist or piece of art does not necessarily mean the pupils will recreate this art, but rather use ideas, techniques or themes from the art to inspire, research and design their own pieces.

In **Early Years**, pupils follow the Development Matters curriculum but specific objectives will be taught to prepare pupils for the KS1 Brook curriculum, ensuring they enter KS1 ready for the next stage in learning.

**Impact:** Our curriculum is designed so that over the course of their Primary Curriculum, our pupils will know around 17 artists and pieces of famous art work, which will serve them in their future lives with a base of cultural knowledge. Our pupils leave Brook wanting to continue to learn in Art and improve their skills and knowledge further. Our Art curriculum means our pupils understand the value of art enriching lives and the lives of others.



## Art & Design Curriculum Map

Art & Design Curriculum Map								
	Art within EYFS:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
EYFS	<b>Expressive Arts and Design - Creating with Materials</b>  Physical Development: Fine Motor Skills	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings. Explore colour and colour mixing.	Use drawing to represent ideas like movement or loud noises.	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	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	Begin to show accuracy and care when drawing	
	<b>Art &amp; Design specific learning</b>	Engage with and respond to a variety of art work and know art comes in different forms Know that a gallery is a place which displays 'works of art.' Know that a 'work of art' can be created by anyone but there are people who work as artists						
Year	Objectives throughout the year	Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SAPLINGS - Yr1&2	<ul style="list-style-type: none"> <li>➤ I can say what I like about other people's artwork</li> <li>➤ I can use art to share my ideas.</li> <li>➤ I can give reasons for my opinions when I look at art/craft or design work.</li> <li>➤ I can understand that different artistic works are made by craftspeople from different cultures and times.</li> <li>➤ I can choose the right materials to use for my artwork and use them well</li> </ul>	<b>Odd</b>	<b>Printing: David Hockney</b>		<b>Drawing and Painting: Vincent Van Gogh and Post-Impressionism</b>		<b>Collage: Pablo Picasso</b>	
			<ul style="list-style-type: none"> <li>➤ I can make marks in print using different objects and basic tools and use these to make repeating pattern</li> <li>➤ I can use different techniques like carbon printing, relief, press and fabric printing and rubbings</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can draw things I have seen or imagined using lines.</li> <li>➤ I can paint and make things I have seen, remembered or imagined</li> <li>➤ I can try out making different tones using pencils, chalk or charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can experiment with basic tools on rigid and flexible materials.</li> <li>➤ I can make collages by folding, crumpling and tearing materials.</li> <li>➤ I can develop techniques to join fabrics and apply decorations such as a running or over stitch.</li> </ul>			
		<b>Even</b>	<b>Drawing and Painting: L.S. Lowry and People</b>		<b>Sculpture: Andy Goldsworthy</b>		<b>Collage and Fabric: Henri Matisse and Mondrian</b>	
			<ul style="list-style-type: none"> <li>➤ I can try out ways mark-making using different tools.</li> <li>➤ I can draw things I have seen or imagined using lines.</li> <li>➤ I can try out making different tones using pencils, chalk or charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can make structures by joining simple objects together.</li> <li>➤ I can try out different materials to design and make products.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can cut, glue and trim material to create new pictures.</li> <li>➤ I can sort, cut and shape fabrics and experiment with ways of joining them</li> <li>➤ I can try out different materials to design and make products.</li> </ul>			



<b>YOUNG OAKS - Yr 3&amp;4</b>	<ul style="list-style-type: none"> <li>➤ I can say what I like or dislike about my work</li> <li>➤ I can talk about some of the great artists, architects and designers in history and describe their work.</li> <li>➤ I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</li> </ul>	<b>Odd</b>	<b>Fabric:</b> Enid Marx – textiles <ul style="list-style-type: none"> <li>➤ I can add detail to my work using different types of stitch, including cross-stitch.</li> <li>➤ I can print on fabrics using tie-dyes or batik.</li> <li>➤ I can talk about and identify complementary colours, colour as tone, warm and cold colours.</li> </ul>	<b>Sculpture:</b> Damien Hirst - anatomy <ul style="list-style-type: none"> <li>➤ I can plan my sculpture using drawings or other preparatory work.</li> <li>➤ I can compare and recreate form of natural and manmade objects</li> </ul>	<b>Drawing and Painting:</b> Georgia O’Keefe and Modern Art <ul style="list-style-type: none"> <li>➤ I can draw familiar objects with correct proportions</li> <li>➤ I can use shading, using different media.</li> </ul>
		<b>Even</b>	<b>Sculpture:</b> Auguste Rodin <ul style="list-style-type: none"> <li>➤ I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt</li> <li>➤ I can plan my sculpture using drawings or other preparatory work.</li> </ul>	<b>Drawing and Painting:</b> JMW Turner <ul style="list-style-type: none"> <li>➤ I can use different techniques e.g. marbling, silkscreen and coldwater paste.</li> <li>➤ I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</li> </ul>	<b>Collage and printing:</b> Andy Warhol <ul style="list-style-type: none"> <li>➤ I can create a collage using overlapping and layering. I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt</li> <li>➤ I can create printing blocks using relief or impressed techniques.</li> </ul>
<b>MIGHTY OAKS Yr 5&amp;6</b>	<ul style="list-style-type: none"> <li>➤ I can talk about my work and how close it came to what I wanted to do.</li> <li>➤ I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> <li>➤ I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>➤ I can explain and justify my preferences towards different styles and artists</li> <li>➤ I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt</li> </ul>	<b>Odd</b>	<b>Fabric and Collage:</b> William Morris <ul style="list-style-type: none"> <li>➤ I can add a collage to a background that I have already painted, drawn or printed.</li> </ul>	<b>Sculpture and Fabric:</b> Yayoi Kusama <ul style="list-style-type: none"> <li>➤ I can use different techniques, colours and textures in my artwork and explain the choices I have made.</li> <li>➤ I can mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>➤ I can return to work over longer periods of time and use a wider range of materials.</li> </ul>	<b>Sculpture:</b> Barbara Hepworth <ul style="list-style-type: none"> <li>➤ I can use a variety of techniques when I use clay, including slabs, coils and slips.</li> <li>➤ I can produce intricate patterns in a malleable media.</li> </ul>
		<b>Even</b>	<b>Drawing and Painting:</b> Leonardo Da Vinci and Renaissance, engineering inventions <ul style="list-style-type: none"> <li>➤ I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>➤ I can explain how I have used composition, scale and proportion in my work.</li> </ul>	<b>Drawing and Painting:</b> Banksy and Street Art <ul style="list-style-type: none"> <li>➤ I can use simple perspective in their work using a single focal point and horizon.</li> <li>➤ I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</li> </ul>	<b>Printing:</b> Propaganda prints (WW2) <ul style="list-style-type: none"> <li>➤ I can experiment with using layers and overlays to create new colours/textures.</li> <li>➤ I can create intricate printing patterns by simplifying and modifying sketchbook designs.</li> <li>➤ I can follow a design brief to achieve an effect for a particular function.</li> </ul>



	techniques within my work.				
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<b>Skills and Knowledge Progression Sequence</b>				
	EYFS	Year 1 and 2 (over 2-years)	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>➤ Draw, paint, colours, make, build</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw, marks, print, structure, repeating pattern, join, material, design, product</li> <li>➤ Tone, relief, rubbings, rigid, flexible, collage, fold, tear, crumple, fabric, stitch, crafts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Proportion, shading media, effects, bleeds, washes, complementary, warm and cool, mood, blocking, impression, natural, manmade, sculpt, recreate, overlap, layer, dye, cross stitch,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Line, three-dimensional, foreground, background, textures, represent, composition, scale, perspective, brushstroke, stippling, intricate, malleable, design brief</li> </ul>
<b>Drawing and Painting</b>	<ul style="list-style-type: none"> <li>➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>➤ Use drawing to represent ideas like movement or loud noises.</li> <li>➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>➤ Explore colour and colour mixing.</li> <li>➤ Develop their small motor skills so that they can use a range of</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can draw things I have seen or imagined using lines.</li> <li>➤ I can try out ways mark-making using different tools.</li> <li>➤ I can use the names of tools, techniques and elements I use in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can draw familiar objects with correct proportions</li> <li>➤ I can use shading, using different media.</li> <li>➤ I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</li> <li>➤ I can use different techniques e.g. marbling, silkscreen and coldwater paste.</li> <li>➤ I can experiment with creating mood, feeling, movement and areas of interest by choosing the right</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>➤ I can use different techniques, colours and textures in my artwork and explain the choices I have made.</li> <li>➤ I can mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>➤ I can explain how I have used composition, scale and proportion in my work.</li> </ul>



	tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		materials and using techniques I have learnt ➤ I can talk about and identify complementary colours, colour as tone, warm and cold colours.	➤ I can use simple perspective in their work using a single focal point and horizon. ➤ I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
<b>Printing</b>		➤ I can make marks in print using different objects and basic tools and use these to make repeating patterns. ➤ I can use different techniques like carbon printing, relief, press and fabric printing and rubbings	➤ I can create printing blocks using relief or impressed techniques.	➤ I can experiment with using layers and overlays to create new colours/textures. ➤ I can create intricate printing patterns by simplifying and modifying sketchbook designs. ➤ I can follow a design brief to achieve an effect for a particular function.
<b>Structures and Sculptures</b>		➤ I can make structures by joining simple objects together. ➤ I can experiment with basic tools on rigid and flexible materials.	➤ I can plan my sculpture using drawings or other preparatory work.	➤ I can use a variety of techniques when I use clay, including slabs, coils and slips. ➤ I can produce intricate patterns in a malleable media.
<b>Collage</b>		➤ I can cut, glue and trim material to create new pictures. ➤ I can make collages by folding, crumpling and tearing materials.	➤ I can create a collage using overlapping and layering.	➤ I can add a collage to a background that I have already painted, drawn or printed.
<b>Fabric</b>		➤ I can sort, cut and shape fabrics and experiment with ways of joining them ➤ I can develop techniques to join fabrics and apply decorations such as a running or over stitch.	➤ I can add detail to my work using different types of stitch, including cross-stitch. ➤ I can print on fabrics using tie-dyes or batik.	➤ I can experiment with using layers and overlays to create new colours/textures.
<b>Design and Investigation</b>	➤ Explore different materials freely, to develop their ideas about how to use them and what to make. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them.	➤ I can try out different materials to design and make products. ➤ I can choose the right materials to use for my artwork and use them well	➤ I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work ➤	➤ I can return to work over longer periods of time and use a wider range of materials. ➤ I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. ➤ I can follow a design brief to achieve an effect for a particular function.



<p><b>Opinions and Research</b></p>	<ul style="list-style-type: none"> <li>➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>➤ Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can say what I like about other people's artwork.</li> <li>➤ I can use art to share my ideas.</li> <li>➤ I can give reasons for my opinions when I look at art/craft or design work.</li> <li>➤ I can understand that different artistic works are made by craftspeople from different cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can say what I like or dislike about my work</li> <li>➤ I can talk about some of the great artists, architects and designers in history and describe their work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can talk about my work and how close it came to what I wanted to do.</li> <li>➤ I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> <li>➤ I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>➤ I can explain and justify my preferences towards different styles and artists</li> </ul>
<p><b>End of Key Stage NC end points</b></p>	<p><b>ELGs:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Begin to show accuracy and care when drawing.</b></li> <li>➤ <b>Use a range of small tools, including scissors, paint brushes and cutlery;</b></li> <li>➤ <b>Share their creations, explaining the process they have used;</b></li> <li>➤ <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>I can use a range of materials creatively to design and make products</b></li> <li>➤ <b>I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination</b></li> <li>➤ <b>I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></li> <li>➤ <b>I know 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 my own work.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>I will develop my techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></li> <li>➤ <b>I can create sketch books to record my observations and use them to review and revisit ideas</b></li> <li>➤ <b>I can improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b></li> <li>➤ <b>I know about great artists, architects and designers in history.</b></li> </ul>	

