

Brompton and Sawdon CP Whole School Art and Design Curriculum

Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school Art and Design curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver **(and go beyond)** the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's Art and Design curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

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KS1 Art and Design

Intent - What is taught? (Objectives) Beyond?	Milestones (Skill progression)	Implementation – When, How, Where and Why?
<p><u>Year 1 and 2 Students will:</u></p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn 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. 	<p><u>Milestone 1</u></p> <p><u>Develop ideas</u></p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p><u>Master techniques</u></p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>All children Y1-6 are given access to an extra curricula Art Club where art skills are specifically taught. The children learn about the work of artists e.g. Kandinsky and Andy Warhol. They also explore historic art e.g. Chinese Opera Masks.</p> <p><u>Class 1 - Year 1</u></p> <p>All children begin EYFS with their own sketchbook for exploring media, patterns, line, shape, form and colour.</p> <p>Children use a range of materials within topic activities e.g. the children created representations of vegetables during harvest using oil pastels. The children explore how to blend and develop their art work.</p> <p>Children explore artists through topic. E.g. During Space, children looked at Starry Night by Van Gogh. They discuss names that this art ‘could be called’, before making their own representation. We look at the links this work has to our own village.</p>

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Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Print

- Use repeating or overlapping shapes.
- Mimic print 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.

Textiles

- Use weaving to create a pattern.

Children have free access to the creative area in Class 1 which has development activities for promoting skills in line drawing, shape and pattern. E.g. During a safari topic, repeating patterns and designs are modelled for the children to recreate and develop using their own ideas.

Children participate in drawing and painting around the village whilst engaging in Forest Schools. They use their sketch pads to create line drawings and sketches of the wildflowers.

Children explore shape and space through other topics including maths - practising how to create triangles, squares and hexagons accurately.

Within topic, children experience planning and designing their own work - using junk modelling to create STEM representations of the human body, as well as bridges. They also have the opportunity to experience sculpture using modelling materials, for example using clay and clay tools to create small fish as part of the 'Only one you' story.

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- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.

Digital media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Milestone 2

Develop ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Class 2 - Year 2

Children continue to use their sketch books to develop artwork and their mastery of drawing and painting.

Children use a range of materials within topic activities, for instance during the 'Anglo Saxon' topic, children created clay shields and pots, used various grading of pencil to develop shaded drawings and colouring pencils and paints to design their own shields.

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Master techniques

Painting

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.

Children develop their understanding of colour, pattern, texture, line, shape, form and space through self-portraits and the copying of existing images by completing a quadrant at a time to produce the finished image. Also completing splatter painting, creating their own splatter volcano as part of the topic.

Children also improve their mastery alongside studies of famous artists and their style of painting, such as Guiseppe Arcrimboldo and Salvador Dali. Then they use this knowledge to design images based on the style of the artist (composite, surreal), e.g. making a composite volcano using various coloured materials as part of volcano topic.

Children also use art as cross-curricular activities such as using paints, crayons, pastels, oils or chalks to evidence fractions and shapes or as part of Forest School activities.

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- Add materials to provide interesting detail.

Drawing

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.

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	<ul style="list-style-type: none">• Quilt, pad and gather fabric. <p><u>Digital Media</u></p> <ul style="list-style-type: none">• Create images, video and sound recordings and explain why they were created. <p><u>Take inspiration from the greats</u></p> <ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others.	
<p><u>IMPACT:</u></p> <ul style="list-style-type: none">•		

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KS2 Art and Design

Intent - What is taught? (Objectives) Beyond?	Milestones (Skills progression)	Implementation – When, How, Where and Why?
<p><u>Year 3, 4, 5 and 6 Students will:</u></p> <ul style="list-style-type: none"> • 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 • learn about great artists, architects and designers in history. 	<p><u>Milestone 3</u></p> <p><u>Develop ideas</u></p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p><u>Master techniques</u></p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. 	<p><u>Class 2 - Year 3</u></p> <p>Children continue to use their sketch books to develop artwork and their mastery of drawing and painting.</p> <p>Children use a range of materials within topic activities, for instance during the ‘Anglo Saxon’ topic, children create clay shields and pots, use various grading of pencil to develop shade drawings and use colouring pencils and paints to design their own shields.</p> <p>Children develop their understanding of colour, pattern, texture, line, shape, form and space through designing images from a description in a book, e.g. designing and producing an image of the BFG and other characters from information in the novel. This includes proportion, colour and use of varying materials. Children also develop their learning with understanding and producing the 3 types of tessellation, linking it to their shape work in Maths.</p>

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- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Sculpture

- 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.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

Children develop their mastery by studying a greater range of famous artists and their style of painting, such as Paul Cezanne, Henri Matisse and Pablo Picasso. Then they use this knowledge to design images based on the style of the artist (impressionism, cubism), e.g. looking at still life and following the structure of the relevant artists.

Children develop their artistic skills when producing recreations of Tudor building as part of their history and design and technology work (using as many materials from the period that are available). Children also use their artistic learning to help create historic and present-day maps of the village, looking at the architecture and features that make up our village.

Children design and produce several flags as part of the 'Around the World' topic, using a variety of materials and processes to make a unique final product.

Children also use art as cross-curricular activities such as using paints, crayons, pastels, oils or chalks to evidence fractions and shapes or as part of Forest School activities.

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Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Print

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

Digital media

- Enhance digital media by editing (including sound, video,

Class 3 - Year 4, 5 & 6

Students continue to use their sketch books to develop art work and their mastery of drawing and painting. They also use them to create diagrams for Design and Technology projects (e.g. exploded diagrams of a 'Dunkirk' boat)

Children improve their mastery of art and design by topic-based projects that sometimes require the use of different mediums e.g. Brompton & Beyond topic and 'Arts Award Explore' project – children recreated famous and notable buildings from the village by planning through detailed drawings; sketching building features and combining paint colours and techniques to represent the exterior of the buildings.

Also, as part of their 'Arts Award Explore', children work with professional artists and curators from Woodend Museum, Scarborough, using local heritage and history to base their art projects. This includes looking at and revisiting pieces of artwork relating to building sketches and building, as well as investigating

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animation, still images and installations).

Take inspiration from the greats

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

artwork created by local artists in Museum's gallery (cultural capital).

Students also improve their mastery alongside studies of famous artists and their style of painting. For example, in their topic 'Lights, Camera, Action', students create a self-portrait and then colour each 'quarter' of this in the following paint styles: Fauvism, Impressionism, Pointillism & Pop Art, whilst learning about the famous artist associated with these styles, such as: Seurat, Warhol, Monet and Matisse.

Children also study more abstract styles, such as the paintings of Peter Thorpe as part of their 'Space' topic.

Students learn about architects/designers as part of topics such as 'Greeks', which focuses on the developments of Archimedes, using the recreated Screw at Eureka Museum as an impetus. They also study the use of columns in Greek buildings as part of Design and Technology.

Local designer, George Cayley, is also taught alongside the topic 'Brompton & Beyond', emphasising the achievements he made, especially in aviation design.

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<p><u>Year 6 students at Greater Depth will (key stage 3):</u></p> <ul style="list-style-type: none">• use a range of techniques and media, including painting• increase their proficiency in the handling of different materials• analyse and evaluate their own work, and that of others, in order strengthen the visual impact or applications of their work		<p>When the above is secure and refined, students begin to develop and combine different techniques and materials. For example, students, as part of their 'Lights, Camera, Action' topic, create Greek theatre masks using a combination of materials that are functional and aesthetic, such as gummed paper.</p> <p>Students provide peer feedback during their extended artist study (as above) and also debate between the merits of different styles of painting as a class (praised during Ofsted, 2014).</p>
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Overview of Art skills progression at Brompton and Sawdon Primary school				
<ul style="list-style-type: none"> • Ambitious milestones designed to stretch learning and understanding <p style="text-align: center;">Teachers able differentiate down to previous milestone, or up to the next, as required</p>				
Concept	Area	Class 1 Skills Milestones	Class 2 Skills Milestones	Class 3 Skills Milestones
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.

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				<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • 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. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.

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	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print 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. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

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