

Art and Design - Our school curriculum

Our aim is for all pupils to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our pupils to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring that their 'love for learning' continues throughout their time at Broadlands. We have a core curriculum that engages and suits the needs of all our pupils and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken down our curriculum into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head – this area of our curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding they have developed.

The Heart – this area of our curriculum focuses on a child's learning behaviour. We look at their enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflection and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and heart approach' with a holistic learning experience. As a school we recognise that there is no 'right way' for a child to learn and each child's learning experience needs to be catered to meet their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands, Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both educational and as they move into their adult life.

Art and Design - Intent, Implementation and Impact

Intent

Here, at Broadlands Primary School, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

Implementation

As a school and in accordance with the National Curriculum's expectations, we aim 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

Class teachers are responsible for teaching art and design technology, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local college, in order to enrich our Art and Design provision.

Impact

Our children enjoy the self-expression that they experience in both Art and Design Technology.

They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

Art and Design - National Curriculum

Art and Design

KS1

Pupils should be taught to:

Ar1.1 - to use a range of materials creatively to design and make products

Ar1.2 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1.4 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.

KS2

Pupils should be taught to:

Ar2.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2.3 about great artists, architects and designers in history.

Art and Design - Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--------------------------------------------------------------|------------------------------------------|----------|-----------------------------------------------|----------|----------------------------------------------------|
| EYFS | | | | | | |
| Year 1 and Year 2 | | Mix it <i>Funny Faces</i> | | Rain <i>Sunrays</i> | | Street View |
| Year 3 and Year 4 | | Tastie <i>Tints, tones and shades</i> | | Line, light and shadows <i>Natures Art</i> | | Expressions and Mixed media |
| Year 4 and Year 5 | | Tastie <i>Tints, tones and shades</i> | | Line, light and shadows <i>Natures Art</i> | | Expressions and Mixed media |
| Year 6 | Trail Blazers Barrier Breakers Tints, tones and shades | | | Inuit <i>Environmental Artists</i> | | Bees and Butterflies Distortion and abstraction |

Art and Design – Year One

| | Head | Hands |
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| Drawing and sketching | <ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? [1, 5] • Can they name the primary and secondary colours? [6, 7, 8] • Can they ask sensible questions about a piece of art? [1, 5] | <ol style="list-style-type: none"> 1. Can they communicate something about themselves in their drawing? 2. Can they create moods in their drawings? 3. Can they draw using pencil and crayons? 4. Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 5. Can they communicate something about themselves in their painting? 6. Can they create moods in their paintings? 7. Can they choose to use thick and thin brushes as appropriate? 8. Can they paint a picture of something they can see? 9. Can they add texture by using tools? 10. Can they make different kinds of shapes? 11. Can they cut, roll and coil materials such as clay, dough or plasticine? |
| Painting | | |
| Sculpture | | |
| Heart | | |
| <ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? | | |

Art and Design - Year Two

| | Head | Hands |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing and sketching | <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? [2, 3, 4, 5, 6, 7, 8, 9] • Can they say how other artist/craft maker/designer have used colour, pattern and shape? [1, 2, 4, 10, 11] • Can they create a piece of work in response to another artist's work? • Can talk about difference and similarities in practises and compare to their own work. • Knows about a famous artist and can talk about the skill they used and the effect it gives. | <ol style="list-style-type: none"> 1. Can they use three different grades of pencil in their drawing (4B, 8B, HB)? 2. Can they use charcoal, pencil and pastels? 3. Can they create different tones using light and dark? 4. Can they show patterns and texture in their drawings? 5. Can they mix paint to create all the secondary colours? 6. Can they mix and match colours, predict outcomes? 7. Can they mix their own brown? 8. Can they make tints by adding white? 9. Can they make tones by adding black? 10. Can they add line and shape to their work? 11. Can they make different kinds of shapes? 12. Do they experiment with and combine materials and processes to design and make 3D form? 13. Can they sculpt clay and other mouldable materials? |
| Painting | | |
| Sculpture | | |
| Heart | | |
| <ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? | | |

Art and Design - Year Three

| | Head | Hands |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing and sketching | <ul style="list-style-type: none"> • Can they compare the work of different artists? [1, 4] • Can they explore work from other cultures? [5, 6, 7, 8] • Can they explore work from other periods of time? [1, 4] • Can they use their own sketch books to record observations and use them to review and revisit ideas. [2, 3] | <ol style="list-style-type: none"> 1. Can they show facial expressions in their drawings? 2. Can they use their sketches to produce a final piece of work? 3. Can they write an explanation of their sketch in notes? 4. Can they use different grades of pencil shade, to show different tones and texture? 5. Can they predict with accuracy the colours that they mix? 6. Do they know where each of the primary and secondary colours sits on the colour wheel? 7. Can they create a background using a wash? 8. Can they use a range of brushes to create different effects? 9. Can they add onto their work to create shape? 10. Can they work with life size materials? 11. Can they add texture to a piece of work? |
| Painting | | |
| Sculpture | | |
| Heart | | |
| <ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? | | |

Art and Design - Year Four

| | Head | Hands |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing and sketching | <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? [1, 2, 3, 4, 5, 6, 7, 8] • Can they explain art from other periods of history? [3] • Can they tell you a famous artist in history and can talk about the skill they used and the effect it gives. [1, 2, 3] • Can talk about difference and similarities in practises and compare to their own work and others giving reasons. [3] | <ol style="list-style-type: none"> 1. Can they identify and draw simple objects, and use marks and lines to produce texture? 2. Can they organise line, tone, shape and colour to represent figures and forms in movement? 3. Can they explain why they have chosen specific materials to draw with? |
| Painting | | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Sculpture | <ul style="list-style-type: none"> • Can use their sketch book to record skills used by other artists with guidance. [7] | 8. Do they experiment with and combine materials and processes to design and make 3D form? |
| Heart | | |
| <ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? | | |

Art and Design – Year Five

| | Head | Hands |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing and sketching | <ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? [5] • Can they learn about the work of others by looking at their work in books, the Internet, and other sources of information? • Can they talk about a famous architect/designer and can talk about the skills they use and the effect it gives. [2, 3, 6, 7, 8] • Can use their sketch book to record skills used by other artists with independence. [4, 5] | <ol style="list-style-type: none"> 1. Can they identify and draw simple objects, and use marks and lines to produce texture? 2. Do they successfully use shading to create mood and feeling? 3. Can they organise line, tone, shape and colour to represent figures and forms in movement? 4. Can they show reflections on work? 5. Can they explain why they have chosen specific materials to draw with? 6. Can they create a range of moods in their paintings? 7. Can they express their emotions accurately through their painting? 8. Do they experiment with and combine materials and processes to design and make 3D form? |

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| Painting | | 9. Can they sculpt clay and other mouldable materials? |
| Sculpture | | |
| Heart | | |
| <ul style="list-style-type: none"> Do they show an age appropriate desire to extend their own learning and find out more? Do they actively share what they have found with others? Do they show enthusiasm and commitment to the topic? | | |

Art and Design - Year Six

| | Head | Hands |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing and sketching | <ul style="list-style-type: none"> Can they make a record about the styles and qualities in their work? [1, 2, 3, 4, 5, 6,] Can they say what their work is influenced by? [4, 5, 6] Can they include technical aspects in their work, e.g. architectural design? [9, 10] Can talk about difference and similarities in practises in comparison to their own work and work of others giving ideas for improvements. [2, 3] Can use their sketch book to record skills used by other artists and refers back to it as a reference. [4, 5, 6] Can talk about the feelings/mood/ atmosphere a famous artist work gives them. [8] | <ol style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? |
| Painting | | |

Sculpture

10. Can they sculpt clay and other mouldable materials?

Heart

- Do they show an age appropriate desire to extend their own learning and find out more?
- Do they actively share what they have found with others?
- Do they show enthusiasm and commitment to the topic?