## Art

At Brotherton \& Byram Community Primary Academy School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Intent 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.

The teaching and implementation of the Art and Design Curriculum at Brotherton \& Byram Primary Academy School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.
The children are taught Art as part of their termly topic work or in specialist PPA lessons and linked to the topic when possible.
The Areas covered include Drawing, Painting and the study of Artists, Architects and Designers as a standard practice for all artwork. The work of famous, local, national and international artists are explored to enhance the children's learning. In addition to this in line with the National Curriculum the children also get the opportunity to study other areas of art and design such as, 3D, collage, textiles, print and IT

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& \text { More detail can be found in our Art progression plan. } \\
& \text { Earlv Years Foundation Staae Pubils explore, and use }
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Early Years Foundation Stage Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to: Explore the textures, movement, feel and look of different media and materials. Respond to a range of media and materials, develop their understanding of them in order to manipulate and create diferenteffects. Use dferent media and materials to express their own ideas Exp colour and use for a particula use simple tools and techniques competently and appropriately Select appropriate media and techniques and adapt their work where necessary

## Key Stage 1

## Pupils are taught

Implementation
. To 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 create sketch books to record their observations and use them to review and revisit ideas
2. 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] 3. About great artists, architects and designers in history

## Ongoing assessments take place throughout the year

## 1. Generating Ideas - the good use of sketchbooks to research and develop a technique

2. Making - The application of the developed skill into a final outcome, linked to learning intentions.
3. Knowledge and understanding - The children build on their previous skills to further enhance their learning and art outcomes.
4. Evaluation - Using a range of approaches, the children evaluate their work, highlighting good aspects and areas that need further development. This takes the form of formative

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> Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

By the time children leave Brotherton \& Byram Primary Academy School, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.

|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Units | - Self Portraits <br> - Firework painting - Diwali lamps <br> - Transport Printing - Sewing | Pop Art Self Portrait African Printing Earth Art | $\begin{aligned} & \text { Lowry } \\ & \text { Sculpture } \end{aligned}$ | Pastel landscapes Stone Age Art | $\begin{gathered} \hline \text { Jewellery } \\ \text { Tudor Portraits } \end{gathered}$ | Portrait Artist Mayan Masks | Greek Pots Botanical Drawings \& Painting Seascapes |
| Exploring and developing ideas | Children safely use and explore a variety of materials, tools and techniques, experimenting with colour ign, texture, form and function. | - Record and explore ideas from first hand observation, experience and imagination. <br> - Ask and answer questions about the starting points for their work, and develop their ideas. <br> - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | -Record and explore ideas from first hand observation, experience and imagination. <br> -Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. <br> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughffu observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes <br> Question and make thoughtful observations about starting points and ect ideas to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes - Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | Select and record from first hand <br> observation, experience and imagination, and explore ideas for different purposes. <br> Question and make thoughtful observations about starting points and select ideas and processes to use in their work. <br> - Explore the roles and purposes of artists, craftspeople and designers <br> working in different times and cultures |
| Evaluating and developing work | - Reviewing how well the approach worked | - Review what they and others have done and say what they think and feel put it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. | -Review what they and others have done and say what they think and feel ut it. E.g. Annotate sketchbook -Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. | - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them - Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook. | -Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop if further. | Compare ideas, methods and approaches in their own and others work and say what they think and feel about them - Adapt their work according to their views and describe how they might develop it further | - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them - Adapt their work according to their views and describe how they might develop if further. |
| Drawing | - Uses simple tools and techniques competently and appropriately. - Checking how well their activities are going <br> Changing strategy as needed | - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. <br> - Use a sketchbook to gather and collect artwork. <br> - Begin to explore the use of line. shape and colour | -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. <br> -Understand the basic use of a sketchbook and work out ideas for drawings. <br> Draw for a sustained period of time from the figure and real objects, ding single and grouped objects. -Experiment with the visual elements; he, shape, pattern and colour. | Experiment with different grades of pencil and other implements. <br> - Plan, refine and alter their drawings as necessary. <br> Use their sketchbook to collect and record visual information from different sources <br> - Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour shape and pattern. | -Make informed choices in drawing inc. paper and media. <br> -Alter and refine drawings and be changes using art vocabulary. -Collect images and information dependently in a sketchbook. <br> -Use research to inspire drawings om memory and imagination. -Explore relationships between line and tone, pattern and shape, line and texture. | - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape | - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with he elements of art: line, tone, pattern, texture, form, space, colour and shape |
| Painting | Explores what happens when they mix colours. Uses simple tools and techniques ompetently and appropriately. | Use a variety of tools and techniques including the use of different brush izes and types. <br> - Mix secondary colours and shades sing different types of paint. - Create different textures e.g. use of sawdust. | -Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. <br> -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects. | Mix a variety of colours and know <br> which primary colours make secondary colours. <br> - Use a developed colour vocabulary. <br> Experiment with different effects and textures inc. blocking in colour. washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture | -Make and match colours with increasing accuracy. -Use more specific colour language e g. tint, tone, shade, hue. <br> -Choose paints and implements appropriately -Plan and create different effects and textures with paint according to what they need for the task. -Show increasing independence and ativity with the painting process. | - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours - Work on preliminary studies to test media and materials - Create imaginative work from a variety of sources. | Create shades and tints using black and white <br> Choose appropriate paint, paper and implements to adapt and extend their work. <br> - Carry out preliminary studies, test media and materials and mix appropriate colours. <br> - Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition) |
| Printing | - Uses simple tools and techniques ompetently and appropriately. | Make marks in print with a variety of objects, including natural and made objects. <br> Carry out different printing techniques e.g. monoprint, block, relief and resist printing. <br> - Build a repeating pattern and <br> nise pattern in the environment. | -Use a variety of techniques, inc. carbon printing, relief, press and abric printing and rubbings. <br> -Design patterns of increasing complexity and repetition. -Print using a variety of materials, objects and techniques. | - Print using a variety of materials, objects and techniques including layering. <br> - Talk about the processes used to produce a simple print. <br> - To explore pattern and shape. reating designs for printing. | -Research, create and refine a print sing a variety of techniques. <br> -Select broadly the kinds of material to print with in order to get the effect they want. <br> -Resist printing including marbling, \|kscreen and coldwater paste. | Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing - Choose the printing method appropriate to task. - Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles - Choose inks and overlay colours. | - Describe varied techniques. <br> - Be familiar with layering prints. <br> - Be confident with printing on paper and fabric. <br> - Alter and modify work. <br> - Work relatively independently. |


| Textiles/ Collage | - Experiments to create different textures. <br> - Manipulates materials to achieve a planned effect. <br> - Uses simple tools and techniques ompetently and appropriately | - Use a wide variety of media, inc. photocopied material, fabric, plastic, ue, magazines, crepe paper, etc. | -Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. -Make a simple mosaic. -Stitch, knot and use other manipulative skills. | - Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. <br> - Name the tools and materials they have used. <br> - Develop skills in stitching. Cutting and joining. <br> - Experiment with a range of media e g. overlapping, layering etc. | hatch the tool to the material. Combine skills more readily. -Choose collage or textiles as a means xtending work already achieved -Refine and alter ideas and explain oices using an art vocabulary. -Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <br> Experiments with paste resist. | - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely. | - Awareness of the potential of the uses of material. <br> - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work. |
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| 3D Form |  | Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. | -Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. -Build a textured relief tile -Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. | - Join clay adequately and work reasonably independently - Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively <br> - Make a simple papier mache object. Plan, design and make models. | -Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form <br> -Plan, design, make and adapt models: -Talk about their work understanding that it has been sculpted, modelled or constructed <br> -Use a variety of materials. | - Describe the different qualities involved in modelling, sculpture and construction - Use recycled, natural and manmade materials to create sculpture - Plan a sculpture through drawing and other preparatory work. | - Develop skills in using clay inc. slabs, coils, slips, etc. <br> - Make a mould and use plaster safely. <br> - Create sculpture and constructions with increasing independence. |
| Breadth of Study | - Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. | Work on their own, and collaboratively with others, on projects in 2 and 3 ensions and on different scales. Use ICT. Investigate different kinds of art, craft and design. | Work on their own, and collaboratively <br> with others, on projects in 2 and 3 <br> ensions and on different scales. <br> Use ICT. <br> Investigate different kinds of art, craft and design. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. <br> - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | -Work on their own, and <br> collaboratively with others, on projects in 2 and 3 dimensions and on different scales. <br> Use ICT. <br> -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales - Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions | - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. <br> - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. |

