

Art and Design Curriculum



“Be The Best We Can Be”

National Curriculum Purpose of Study

Art 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.

National Curriculum Aims

The national curriculum for art and design aims 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 that great artists, craft makers and designers, and understand the historical and cultural development of their art forms

How do we grow our Brookfield Artists and Designers to be the best they can be?

What is our INTENT for our Brookfield Artists and Designers?	How do we IMPLEMENT this for our Brookfield Artists and Designers?	How do we measure success for our Brookfield Artists and Designers?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child “To Be The Best They Can Be”. We recognise the importance of art and design in every aspect of daily life. Art should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children’s competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including: colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.	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 as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Brookfield, we ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences. The art and design curriculum at Brookfield is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. Teachers can use this documents to plan their art and design lessons suitable to their class’s interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. When teaching art and design, teachers should try to follow the children’s interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher’s judgement. Art and design provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in art and design will be placed on our schools gifted and	Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods: • Assessing children’s understanding of topic linked vocabulary before and after the unit is taught. • Summative assessment of pupil discussions about their learning. • Images and videos of the children’s practical learning. • Interviewing the pupils about their learning (pupil voice). • Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work. • Annual reporting of standards across the curriculum. • Marking of written work in books.

Our teaching instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The aims of teaching art and design in our school are: • To 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 through school, they should begin 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. • To produce creative work, exploring their ideas and recording their experiences. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To evaluate and analyse creative works using the language of art, craft and design.	talented register. These children will be selected for appropriate enrichment opportunities throughout the year. At Brookfield we provide a variety of opportunities for art and design learning inside and outside the classroom. Educational visits are one way for the teachers to plan for additional art learning outside the classroom.	
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• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.		
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Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
EXPLORING AND DEVELOPING IDEAS	KS1 – to produce creative work, exploring their ideas and recording experiences
	• Children can respond positively to ideas and starting point • Explore ideas and collect information • Describe differences and similarities and make links to their own work • Try different materials and methods to improve • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Work Work of art Idea Starting point Observe Focus Design improve
	LOWER KS2- to be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
	• Children use sketchbooks to record ideas • Explore ideas from first-hand observations • Question and make observations about starting points and respond positively to suggestions • Adapt and refine ideas • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Line Pattern Texture Form Record Detail Question Observe Refine

	UPPER KS2- to be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • Children review and visit ideas in their sketchbooks • Offer feedback using technical vocabulary • Think critically about their art and design work • Use digital technology as sources for developing ideas • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Sketchbook Develop Refine Texture Shape Form Pattern Structure
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Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
DRAWING	KS1- to become proficient in drawing techniques to develop and share ideas, experiences and imagination
	• Children can draw lines of varying thickness • Use dots and lines to demonstrate pattern and texture • Use different materials to draw, for example pastels, chalk, felt tips • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Portrait Self-portrait Line drawing Detail Landscape Cityscape Building Pastels Drawings Line Bold Size Space
	Lower KS2- to become proficient in drawing techniques, to improve their mastery of art and design techniques, including drawing with a range of materials
	• Experiment with showing line, tone and texture with different hardness of pencils • Use shading to show light and shadow effects • Use different materials to draw, e.g. pastels, chalk, felt-tips • Show an awareness of space when drawing • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Portrait Light Dark Tone Shadow Line Pattern Texture

	Form Shape Tone Outline
	UPPER KS2- to become proficient in drawing techniques, to improve their mastery of art and design techniques, including drawing with a range of materials
	• Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • Depict movement and perspective in drawings • Use a variety of tools and select the most appropriate • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Line Texture Pattern Form Shape Tone Smudge Blend Mark Hard Soft Light Heavy Mural Fresco Portrait Graffiti

Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
PAINTING	KS1- to become proficient in painting techniques and to develop and share their ideas, experiences and imagination
	• Children can name the primary and secondary colours • Experiment with different brushes (including brushstrokes) and other painting tools • Mix primary colours to make secondary colours • Add white and black to alter tints and shades • To use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Primary colours Secondary colours Neutral colours Tints Shades Warm colours Cool colours Watercolour Wash Sweep Dab Bold brushstroke Acrylic paint
	LOWER KS2- to become proficient in painting techniques to improve their mastery of art and design techniques, including painting with a range of materials • Children can use varies brush techniques to create shapes, textures, patterns and lines • Mix colours effectively using the correct language e.g. tint, shade, primary and secondary • Create different textures and effects with paint • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Colour Foreground Middle ground Background Abstract Emotion Warm Blend

	Mix Line Tone Fresco
	UPPER KS2- to become proficient in painting techniques to improve their mastery of art and design techniques, including painting with a range of materials
	• Children can create a colour palette demonstrating mixing techniques • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Blend Mix Line Tone Shape Abstract Colour Impressionism Impressionists

Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
SCULPTURE	KS1- to become proficient in sculpting techniques, to develop and share their ideas, experiences and imagination
	• Children can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card • Use a variety of techniques, e.g. rolling, cutting, pinching • Use a variety of shapes, including lines and texture • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Sculpture Statue Model Work of art 3D Sculptor Carving Shapes Materials Abstract Geometric
	LOWER KS2- to become proficient in sculpting techniques and improve their mastery of art and design techniques including sculpting with a range of materials
	• Children can cut, make and combine shapes to create recognisable forms • Use clay and other malleable materials and practise joining techniques • Add materials to the sculpture to create detail KEY VOCABULARY Architect Shape Form Shadow Light
	UPPER KS2- to become proficient in sculpting techniques and improve their mastery of art and design techniques including sculpting with a range of materials
	• Children can plan and design a sculpture • Use tools and materials to carve, add shape, add texture and pattern • Develop cutting and joining skills, e.g. using wire, coils, slabs and slips • Use materials other than clay to create a 3D sculpture

	Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Form Structure Texture Shape Mark Soft Join Cast
Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
COLLAGE	KS1- to become proficient in other art, craft and design techniques-collage
	- Children can use a combination of materials that have been cut, torn and glued - Sort and arrange materials - Add texture by mixing materials - Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Collage Square Gaps Mosaic Features Cut Place Arrange
	LOWER KS2- to improve the mastery of art and design with a range of materials- collage and learn new techniques, montage, tessellation and mosaic
	- Children can select colours and materials to create effect, giving reasons for their choices - Refine work as they go to ensure precision - Learn and practice a variety of techniques - Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Texture Shape

	Form Pattern and mosaic UPPER KS2- to improve the mastery of art and design with a range of materials- collage and learn new techniques, montage, tessellation and mosaic • Children can add collage to a painted or printed background • Create and arrange accurate patterns • Use a range of mixed media • Plan and design a collage • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Shape Form Arrange Fix
Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
TEXTILES	KS1- to become proficient in textiles becoming proficient in a variety of techniques • Children can show pattern by weaving • Use a dyeing technique to alter a textiles colour and pattern • To decorate tiles with glue or stitching to add colour and detail • To use key vocabulary to demonstrate knowledge and understanding of this strand KEY VOCABULARY Textiles Fabric Weaving Woven Loom Alternate Over Under Decoration Dye Wax Resist

	Crayons Apply Batik
	LOWER KS2- to improve their mastery of textiles and be introduced to stitching • Children can select appropriate materials, giving reasons • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Develop skills in stitching, joining and cutting • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Pattern Line Texture Colour Shape Thread Needle Textiles Decoration
	UPPER KS2- to improve their mastery of textiles and be introduced to non-traditional fabrics • Children can experiment with a range of media by overlapping and layering on order to create texture, effect and colour • Add decoration to create effect • Use key vocabulary to demonstrate knowledge and understanding in this strand KEY VOCABULARY Colour fabric Weave Pattern Layer Overlap

Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
PRINTING	KS1- to become proficient in printing and develop a wide range of art and design techniques ion using colour and texture
	• Children can copy an original print • Use a variety of materials, e.g. fruit, sponge blocks • Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing • Use key vocabulary to demonstrate knowledge and understanding of this strand KEY VOCABULARY Colour Shape Printing Printmaking Woodcut Relief printing Objects
	LOWER KS2- to improve their mastery of printing and make their own printing blocks
	• Use more than one colour to layer paint • Replicate patterns from observations • Make printing blocks • Make repeated patterns with precision • To use key vocabulary to demonstrate knowledge and understanding of this strand KEY VOCABULARY Pattern Texture Colour Shape Block Ink Polystyrene Inking rollers
	UPPER KS2- to improve their mastery of printing and reflect on their choice of colour for prints and develop their accuracy with patterns
	• Children can design and create printing blocks/tiles • Develop techniques in mono, block and relief printing • Create and arrange accurate patterns

	Use key vocabulary to demonstrate knowledge and understanding of this strand KEY VOCABULARY Hammering Pattern Shape Tile Colour Arrange
Area of Study	What will the progress of skills be in each key stage (KS1, Lower and Upper KS2)? What will an Age-Related Expected Standard at Brookfield look like?
WORK OF OTHER ARTISTS	KS1- to understand the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines, and making links to their own work
	- Children can describe the work of famous, notable artists and designers - Express an opinion on the work of famous notable artists - Use inspiration from famous, notable artists to create their own work and compare - To use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques
	LOWER KS2- to learn about great artists, architects and designers in history
	- Children can use inspiration from famous artists to replicate a piece of work - Reflect upon their work inspired by famous notable artists and the development of their art skills - Express an opinion on the work of famous notable artists and refer to techniques and effect - To use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques, identifying some artists by their style
	UPPER KS2- to learn about great artists, architects and designers in history
	- Children can give detailed observations about notable artists', artisans' and designers' work - Offer acts about notable artists', artisans' and designers' lives' - To use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style and palette choice