



# Art and Design

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### Intent: Why our Art curriculum looks like this?

At Barley Fields Primary School, we provide a rich, stimulating environment in which we encourage and value creativity. We have designed an Art curriculum which provides high-quality, sequenced and progressive teaching and learning and which includes opportunities for children to develop skills in drawing, painting, printing, collage, textiles, 3D work and digital art.

Our curriculum offers children opportunities to study a range of significant artists, architects and designers. It provides children with opportunities to use a wide range of media and allows them to develop a mastery of art and design techniques. Children have opportunities to work alongside professional Artists and engage in a variety of enrichment opportunities. Our staff have high expectations to nurture the next generation of artists and designers.

#### Implementation: How will we achieve this?

Our children follow a carefully structured Art curriculum which is designed to ensure children know more and remember more as they progress through our school. Art and design is loved by teachers and pupils across school and we have identified specialist teachers and a local artist who enrich the curriculum and support teachers to deliver the best lessons to our pupils. Our curriculum is taught across five skills led strands:

Art and Design Skills led strands of learning				
Painting	Printing and Collage	Drawing	3D Modelling & Sculpture	Digital Art and Media

The acquisition of skills and use of techniques in these areas is developed, embedded and applied through thematic topics and links to Artists and Architects. This approach allows children to use their art skills to reflect on and explore Art within a context. Our children have access to high quality art material and resources and the progressive use of sketch books underpins and evidences children's learning and development .

Visiting experts are employed to enhance the children's learning experience in Art and the school environment actively promotes the display and celebration of children's artwork.

## Our Teaching Approach

Art is taught in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. We also regularly enrich our teaching with the support of an Artist in Residence who delivers sustained and specialist art teaching to classes across the academic year. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in Art. All teaching and learning in Art is designed to be practical and hands on and children have opportunities to use high quality resources and materials to support their learning.

Our children understand the core skills needed to work as an artist with the use of the school curriculum character – Alex the Artist. These characters are regularly used to encourage children to reflect on the key skills needed when working within the Art and Design curriculum.



## Impact: How will we know that our children are achieving?

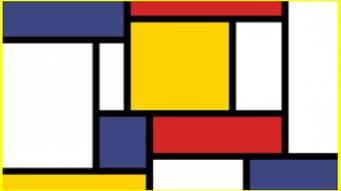
By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in Art and Design curriculum plan.

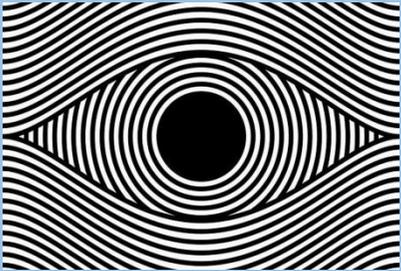
Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.

In addition, we measure the impact of our curriculum through the following methods:

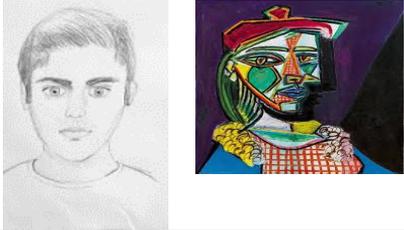
- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book and Art Display);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2

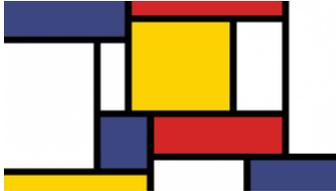
School Overview of Art and Design Teaching

	Autumn	Spring	Summer
Year 1	<p>Colour Creations Painting Artist: Kandinsky</p> 	<p>Self Portraits Drawing Artist: Picasso</p> 	<p>Earth Art Sculpture Artist: Andy Goldsworthy</p> 
Year 2	<p>Fire and Sparks Painting Topic Link – Great Fire of London</p> 	<p>Aboriginal Art Collage Topic Link – Captain Cook</p> 	<p>3D Paper Art Sculpture Artist: Mondrian</p> 
Year 3	<p>Plants Painting Artist Study: Georgia O'Keeffe</p> 	<p>Roman Art and Jewellery Sculpture</p> 	<p>Famous Buildings Drawing</p> 

<p><b>Year 4</b></p>	<p><b>The Pop Art Movement Modelling and Sculpture Andy Warhol / Yayoi Kusama</b></p> 	<p><b>Portraits / Tudor Art Drawing</b></p> 	<p><b>Printing and Pattern Painting William Morris</b></p> 
<p><b>Year 5</b></p>	<p><b>Egyptian Art Sculpture</b></p> 	<p><b>Monet and Impressionism Painting</b></p> 	<p><b>Frida Kahlo / Mexican Art Drawing</b></p> 
<p><b>Year 6</b></p>	<p><b>In Flanders Fields Painting and Textile</b></p> 	<p><b>Street Art Drawing and Painting Banksy – Artist</b></p> 	<p><b>Art Illusions / Bridgit Riley Drawing</b></p> 

Teaching Sequences in Art and Design

Year 1		
Autumn	Spring	Summer
 <p><b>Colour Creations Painting Artist: Kandinsky</b></p>	 <p><b>Self Portraits Drawing Artist: Picasso</b></p>	 <p><b>Earth Art Sculpture Artist: Andy Goldsworthy</b></p>
<ol style="list-style-type: none"> <li>1. What is colour?</li> <li>2. Can you make primary colours?</li> <li>3. How do you make secondary colours?</li> <li>4. What is shading?</li> <li>5. Who is Kandinsky?</li> <li>6. Can you create a piece of artwork in the style of Kandinsky?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a self-portrait?</li> <li>2. Does a portrait tell a story of the person?</li> <li>3. How many ways can you use a pencil?</li> <li>4. How can you create a self-portrait through observation?</li> <li>5. Can colour be used to create mood?</li> <li>6. Who is Picasso?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have you ever built a sculpture in the snow/sand?</li> <li>2. How can we create earth art using natural materials?</li> <li>3. Who is Andy Goldsworthy</li> <li>4. Can I develop sculpting techniques?</li> <li>5. Can I create a joint art work?</li> <li>6. Can I use natural materials such as leaves and flowers to create an 'animal' sculpture or a create artwork?</li> </ol>

Year 2		
Autumn	Spring	Summer
 <p><b>Fire and Sparks Painting Artist – Rita Greer</b></p>	 <p><b>Aboriginal Art Collage Topic Link – Captain Cook</b></p>	 <p><b>3D Paper Art Sculpture Artist: Mondrian</b></p>
<ol style="list-style-type: none"> <li>1. What is the difference between foreground and background?</li> <li>2. Who is Rita Greer?</li> <li>3. Can paint be used to create detail?</li> <li>4. Does colour mixing create effect?</li> <li>5. Can art capture emotion?</li> <li>6. How are flames used for decoration?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is aboriginal art?</li> <li>2. Can symbols be used in art?</li> <li>3. What is a dreamtime story?</li> <li>4. Can I use pattern, colour and line to create art?</li> <li>5. Can dots be art?</li> <li>6. Does your art tell a story?</li> </ol>	<ol style="list-style-type: none"> <li>1. Is all paper the same?</li> <li>2. What is a collage?</li> <li>3. Can paper be used to represent an effect?</li> <li>4. Who is Piet Mondrian?</li> <li>5. What is a 3D paper sculpture?</li> <li>6. What is a paper Mache sculpture?</li> </ol>

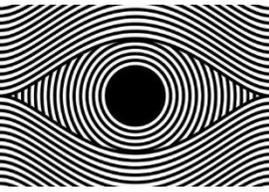
**Year 3**

Autumn	Spring	Summer
 <p style="text-align: center;"><b>Plants Painting Artist Study: Georgia O'Keeffe</b></p>	 <p style="text-align: center;"><b>Roman Art and Jewellery Sculpture</b></p>	 <p style="text-align: center;"><b>Famous Buildings Drawing</b></p>
<ol style="list-style-type: none"> <li>1. Exploring Plant Art</li> <li>2. Who was Georgia O'Keeffe?</li> <li>3. What is open and closed composition?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is mosaic?</li> <li>2. What was Roman Art like?</li> <li>3. What was Roman Jewellery like?</li> <li>4. Can you design and make a piece of jewellery inspired by the Romans?</li> <li>5. Can you choose a colour sample?</li> <li>6. Can you make and evaluate jewellery</li> </ol>	<ol style="list-style-type: none"> <li>1. Are buildings are designed for specific purposes?</li> <li>2. Who was Christopher Wren?</li> <li>3. What colour and patterns are used in St Basil's Cathedral?</li> <li>4. What are the symmetrical features of the Taj Mahal?</li> <li>5. What is the Sydney Opera House?</li> <li>6. Can you design a building?</li> </ol>

**Year 4**

Autumn	Spring	Summer
<p style="text-align: center;"><b>The Pop Art Movement Modelling and Sculpture Andy Warhol / Yayoi Kusama</b></p> 	<p style="text-align: center;"><b>Portraits / Tudor Art Drawing</b></p> 	<p style="text-align: center;"><b>Printing and Pattern Painting William Morris</b></p> 
<ol style="list-style-type: none"> <li>1. Who is Andy Warhol?</li> <li>2. Who is Yayoi Kusama?</li> <li>3. Can I create in the Pop Art style?</li> <li>4. Can I create a design for a piece of 3D art work in Pop Art style?</li> <li>5. Can I create a clay sculpture?</li> <li>6. Can I complete and evaluate a Pop Art sculpture?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a portrait?</li> <li>2. What is proportion?</li> <li>3. Who was King Henry VIII?</li> <li>4. Can I create a Tudor portrait?</li> <li>5. Can I design a Coat of Arms?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who was William Morris?</li> <li>2. Can I sketch natural objects using line, shade and colour?</li> <li>3. Can you design your own wallpaper?</li> <li>4. Can you create a repeating pattern?</li> <li>5. Can you use a printing block?</li> </ol>

Year 5		
Autumn	Spring	Summer
 <p><b>Egyptian Art Sculpture</b></p>	 <p><b>Monet and Impressionism Painting</b></p>	 <p><b>Mexican Art Drawing Artist – Frida Kahlo</b></p>
<ol style="list-style-type: none"> <li>1. What do you already know about Ancient Egyptian Art and Canopic Jars?</li> <li>2. Can I create a design for a Canopic Jar using my knowledge of Egyptian Art?</li> <li>3. How can I shape and sculpt with clay?</li> <li>4. Can I add colour and design to my Canopic Jar?</li> <li>5. Can I complete my Canopic Jar and evaluate it?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Impressionism and how did it begin?</li> <li>2. Who is Claude Monet?</li> <li>3. How did Monet paint his landscapes?</li> <li>4. How did Monet and the Impressionists use complementary colours?</li> <li>5. What do we know about local landscapes/landmarks?</li> <li>6. Planning a painting</li> <li>7. Create a painting in the style of Monet</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is Frida Kahlo?</li> <li>2. What is a sugar skull?</li> </ol>

Year 6		
Autumn	Spring	Summer
 <p><b>In Flanders Fields – WW1 Art Artist - Paul Nash Painting and Textile</b></p>	 <p><b>Street Art Drawing and Painting Artist - Banksy</b></p>	 <p><b>Art Illusion Drawing Artist- Bridgit Riley Drawing</b></p>
<ol style="list-style-type: none"> <li>1. What do the children already know about WW1 Art?</li> <li>2. Who was Paul Nash?</li> <li>3. Can I create art using a wet on wet water colour technique?</li> <li>4. Can I create Art work in the style of Paul Nash?</li> <li>5. How can I create textile art – felt pictures?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do you already know about graffiti? What is street art?</li> <li>2. How do graffiti artists create their lettering?</li> <li>3. How can street art be used to improve a space?</li> <li>4. Can street art have a message?</li> <li>5. How are stencils made?</li> <li>6. How can stencil design be enhanced?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is an illusion?</li> <li>2. What is perspective and how-to artists use this to trick our eyes?</li> <li>3. What is a vanishing point and horizon line?</li> <li>4. Who is the artist Bridget Riley?</li> <li>5. What can be designed using optical illusion art?</li> </ol>

## **Art and Design Subject Content (National Curriculum)**

### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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 should be 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 should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

## National Curriculum Coverage Matrix

Key Stage 1 Art Curriculum - Objective Coverage	Year 1			Year 2		
	Colour Creations	Self Portraits	Earth Art & Andy Goldsworthy	Sparks and Flames	Aboriginal Art	Paper Art
to use a range of materials creatively to design and make products						
to use drawing to develop and share their ideas, experiences and imagination						
to use painting to develop and share their ideas, experiences and imagination						
to use sculpture to develop and share their ideas, experiences and imagination						
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
to explore 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						

Lower Key Stage 2 Art Curriculum - Objective Coverage	Year 3			Year 4		
	Roman Art & Jewellery	Plants Georgia O'Keeffe	Famous Buildings	Pop Art Andy Warhol / Yayoi Kusama	Portraits Tudor Art	Printing and Pattern William Morris
to create sketch books to record their observations and use them to review and revisit ideas						
to improve their mastery of art and design techniques, including <b>drawing</b> with a range of materials						
to improve their mastery of art and design techniques, including <b>painting</b> with a range of materials						
to improve their mastery of art and design techniques, including <b>sculpture</b> with a range of materials						
about great artists in history						
about great architects in history						
about great designers in history						

Upper Key Stage 2 Art Curriculum objective coverage	Year 5			Year 6		
	Monet and Impressionists	Mexican Art Frida Kahlo	Egyptian Art	In Flanders Fields	Street Art Banksy	Art Illusions Bridgit Riley
to create sketch books to record their observations and use them to review and revisit ideas						
to improve their mastery of art and design techniques, including <b>drawing</b> with a range of materials						
to improve their mastery of art and design techniques, including <b>painting</b> with a range of materials						
to improve their mastery of art and design techniques, including <b>sculpture</b> with a range of materials						
about great artists in history						
about great architects in history						
about great designers in history						