



Bollinbrook CE Art and Design Curriculum

‘And the child grew and was strong in spirit ‘

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Art and Design

Art and Design

At Bollinbrook, experiences in art, craft and design enable our children to learn how to reflect critically on their own and others' work. It provides children with regular opportunities to think imaginatively and creatively and develop confidence in other subjects. We follow the national curriculum for art and design and focus on key knowledge that we want the children to retain. From these aims, we have identified five strands which run throughout our scheme of work: Making skills, generating ideas, Formal elements, Knowledge of Artists and Evaluating. Art and Design and Formal elements teach art skills discreetly whilst other units allow children to apply their skills.

Implementation

With the exception of Year 6, each year group has a unit called 'Formal elements of Art' which focuses on the discrete skills of the formal elements of art which are: Line, Shape, Tone, Texture, Pattern and Colour. Art and design skills' focus specifically on developing pupils art, craft and design skills in a discrete way. In all year groups, a teacher will plan art and design following the units in the 'Access Art' Scheme. Our units contain five/ six lessons. The lessons in each unit are designed to be taught in sequential order, with the exception of the lessons in the Skills and Formal elements units which can be taught in any order. Teachers lead discussions and model skills to pupils. Art enriches the other curriculum areas focusing on knowledge and skills stated in the National Curriculum. Discreet vocabulary progression also form part of the units of work. Pupils are guided by teachers but have some freedom to be creative with the materials used in the topic and have opportunities to discuss and critique each other's work in order to develop it further.

Assessment

We assess art in a variety of ways in order to demonstrate the impact. Pupils' sketch books demonstrate that control and technique with media such as pencil, pastel and paint improve significantly through their time at Bollinbrook. Their sketch books provide a journal to record observations, they are used to review and revisit ideas. Sketch books will contain experimentation, photographs and reflections, showing ideas and development rather than final pieces. Children are also given the opportunity to feedback on each others work and discuss what they like and next steps for other pupils. Throughout the year their progress will be rag rated against objectives for each unit and then a moderation will be held annually for a final assessment.

Key Stage 1

National Curriculum Objectives

Pupils should be taught:

- o to use a range of materials creatively to design and make products
- o to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
- o to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- o about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Breadth of Study

Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.

Use ICT

Investigate different kinds of art, craft and design.

Key Stage 2

National Curriculum Objectives

Pupils should be taught:

- o 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
- O to create sketch books to record their observations and use them to review and revisit ideas
- O to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- O about great artists, architects and designers in history

Breadth of Study

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

Long Term Plan 2023-24

Year Group	Unit 1- Autumn Term	Unit 2 – Spring Term	Unit 3- Summer Term
Willow	How can we explore colour	How can we explore 3D materials	How can we use our bodies to make art?
Oak	Spirals: drawing	Exploring water colour: Painting	Playful making: sculpture
Sycamore	Drawing with charcoal: Drawing	Working with shape and colour: Painting	Making stories through drawing and making: Sculpture
Rowan	Story telling through drawing: Drawing	Exploring patterns: Painting	Festival feasts: Sculpture
Ash	2D drawings to 3D making: Drawing	Exploring identity: painting	Take a seat: Sculpture

Willow Class Overview EYFS

By the end of the year children will have had the opportunity to:	By the end of the year, children will know the vocabulary:
<ul style="list-style-type: none">• Colour recognition• colour mixing• explore line• mark making• explore shape• fine motor skills, modelling• reflecting and talking• visual literacy	Colour, drawing, painting, mixing, shape, spiral, dark and light, line, watercolour, pattern, size, big, small, shading

Oak Class Overview Year 1 and 2

By the end of the year children will have had the opportunity to:	By the end of the year, children will study the work of the artists:	By the end of the year, children will know the vocabulary:
<ul style="list-style-type: none"> • 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 • to use a range of materials creatively to design and make products • to know 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>Molly Haslund, Paul Klee, Emma Burleigh Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p>	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think Watercolour, Brush, Wash, Mark making, Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop, Scale, Sculpture, Sculptor, Three Dimensions, Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance</p>

Sycamore Class Overview Year 3 and 4

By the end of the year children will have had the opportunity to:	By the end of the year, children will study the work of the artists:	By the end of the year, children will know the vocabulary:
<ul style="list-style-type: none"> ● 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] ● to know about great artists, architects and designers in history. 	Edgar Degas, Laura McKendry, Heather Hansen Paul Cezanne, Claes Oldenberg, Lucia Hierro, Nicole Dyer Alice Kettle, Hannah Rae	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting "Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback, Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond Response, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Photograph, Lighting, Composition, Focus, Intention,

Rowan Class Overview year 4 and 5

By the end of the year children will have had the opportunity to:	By the end of the year, children will study the work of the artists:	By the end of the year, children will know the vocabulary:
<ul style="list-style-type: none"> ● 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] ● to know about great artists, architects and designers in history. 	<p>Laura Carlin, Shaun Tan Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidisz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	<p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition</p>

Ash Class Overview Year 6

By the end of the year children will have had the opportunity to:	By the end of the year, children will study the work of the artists:	By the end of the year, children will know the vocabulary:
<ul style="list-style-type: none"> ● 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] ● to know about great artists, architects and designers in history. 	<p><u>Lubaina Himid</u>, <u>Claire Harrup</u> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett, Yinka Ilori</p>	<p>2D Drawing, 3D Object, Packaging, Negative space, Grid method Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function</p>