



Art and Design

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: This is what we want for your child

At Barley Fields Primary School, we believe that art is a vital and integral part of our children's education. Creativity takes courage and we are a school that values creativity. Art provides children with opportunities to explore, experiment and play and therefore develop in a range of ways in which they can share and express their individual personalities.

We aim for our children to be fearless, authentic and present so they can communicate their feelings and ideas through self-expression and personal interpretation. We encourage our children to express themselves and we believe that art is an effective and holistic way of achieving this. We want our children to develop a natural sense of wonder and curiosity about the world around them and appreciate and draw inspiration from nature.

Our art curriculum supports our core values of personal development, perseverance and resilience. We want our children to work skilfully and to care about the details when producing their art work, however we aspire to give them the freedom and confidence to feel they don't need to 'stay inside the lines'.

Art affects everyone's life and culture – it is a universal way to send messages between each other and through time and we aspire for our children to have a deep understanding of how it can have such impact. We want our children to explore and celebrate a diverse range of artists from their locality and around the world.

We aspire for our children to have a real love and appreciation of art as they grow. Our intention is to nurture the next generation of artists.

Implementation: This is what it will look like in the classroom.

Our children follow a unique and progressive art curriculum that supports children's creativity from Early Years to Year 6. It is practical in design to ensure children know more, remember more and can do more as they progress through school. 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 curriculum is taught across four main mediums:

- **Painting**
- **Drawing**

- 3D Modelling and Sculpture
- Printing and Collage


Through our four mediums, children will develop skills in the key elements and principles of Art and Design: texture, colour, space, form, shape, line and pattern.

The acquisition of skills and use of techniques in these areas is developed, embedded and applied through thematic topics and links to artists, architects and designers. 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 resources and the progressive use of sketch books underpins and evidences children’s learning and development. The teaching of art is enhanced through the use of carefully sourced tools and materials such as drawing pencils, canvas paper, paints, clay and equipment such as specialist brushes.

Art is taught in blocks of lessons to ensure children have opportunities for sustained periods of study and have time to embed and enhance their knowledge and skills. Our curriculum is designed to offer visual, tactile and sensory experiences through quality first teaching and our school-wide practice of adaptive teaching. Detailed medium-term planning supports appropriate teaching pedagogy in art, ensures continuity and carefully plans for progression and depth. We also regularly enrich the art curriculum with the support of an Artist in Residence who delivers sustained and specialist art teaching to classes during the academic year.

Our curriculum characters are designed to represent the expected art curriculum end points in each key stage. These end points are written in a child-friendly way and they are shared regularly with the children to identify the core skills and knowledge needed to develop as an artist.

Early Years
Alex the Artist
Creating with Materials



- ✓ I enjoy sharing my amazing ideas in drawings and paintings.
- ✓ I can show awareness of colour and shape in my artwork.
- ✓ I like to create artwork using lots of different materials.

Key Stage 1
Alex the Artist

- ✓ I enjoy using lots of skills in my drawings and paintings.
- ✓ I know about the life and work of some famous artists.
- ✓ I enjoy working like an artist to create work in a similar style.
- ✓ I like to create artwork using lots of different materials and equipment.



Key Stage 2
Alex the Artist

- ✓ I enjoy using different skills when drawing and painting.
- ✓ I can develop ideas when I draw and paint.
- ✓ I know about the life and work of some famous artists.
- ✓ I enjoy creating art work in different styles and using different techniques.
- ✓ I like to create sculpture and texture in my art.



Impact: This is what it will mean for our children.

Through the use of assessment, the impact of our art curriculum and our teaching and learning pedagogy leads to children who:

- Are creative and have the courage to explore, experiment and play with artistic possibilities
- Express their individual creativity
- Can communicate their feelings and ideas through self-expression and personal interpretation
- Develop a natural sense of wonder and curiosity about the world around them and appreciate and draw inspiration from nature
- Work skilfully and care about the details in their art work
- Celebrate a diverse range of artists from their locality and around the world
- Have a deep understanding of how art can have such impact on people's everyday lives and cultures
- Have a real love and appreciation of art as they grow




We are very proud of our children's development of skills in art which in turn allows them to leave Barley Fields with a vast range of experience and a passion for the subject. We continually observe and formatively assess children against age-related objectives and use this information to plan the next steps in their learning and to challenge and consolidate their skills. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.

School Overview of Art and Design Teaching - Teaching Sequences in Art and Design



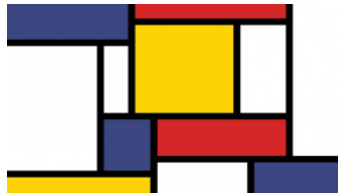
Early Years

Autumn	Spring	Summer
<p>Skill development: Drawing and Painting</p> 	<p>Skill development: Painting and Collage</p> 	<p>Practical application of skills through self-initiated activities.</p> 




Year 1




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




Year 2

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

Year 3

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

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

Year 5		
Autumn	Spring	Summer
 <p>Egyptian Art Sculpture</p>	 <p>Monet and Impressionism Painting</p>	 <p>Mexican Art Drawing Artist – Frida Kahlo</p>
<ol style="list-style-type: none"> 1. What do you already know about Ancient Egyptian Art and Canopic Jars? 2. Can I create a design for a Canopic Jar using my knowledge of Egyptian Art? 3. How can I shape and sculpt with clay? 	<ol style="list-style-type: none"> 1. What is Impressionism and how did it begin? 2. Who is Claude Monet? 3. How did Monet paint his landscapes? 4. How did Monet and the Impressionists use complementary colours? 	<ol style="list-style-type: none"> 1. Who is Frida Kahlo? 2. What is a sugar skull? 3. Who is Vivienne Westwood? 4. Print – Stencil Prints?

4. Can I add colour and design to my Canopic Jar?	5. What do we know about local landscapes/landmarks?	
5. Can I complete my Canopic Jar and evaluate it?	6. Planning a painting	
	7. Create a painting in the style of Monet	

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

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		
	Plants Georgia O'Keeffe	Flanimals - Sculpture	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 drawing with a range of materials						
to improve their mastery of art and design techniques, including painting with a range of materials						
to improve their mastery of art and design techniques, including sculpture 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 drawing with a range of materials						
to improve their mastery of art and design techniques, including painting with a range of materials						
to improve their mastery of art and design techniques, including sculpture with a range of materials						
about great artists in history						
about great architects in history						
about great designers in history						