

# Bricknell Primary School

## Art & Design Curriculum Overview



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CONSTELLATION  
TRUST



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*Knowledge*

*Achievement*

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# The Curriculum – our approach

Bricknell Primary School’s curriculum has been developed over a period of 36 months. Much thought has gone into the research foundations for how children learn, the implication of subject specific best practice and the context of our school.

Through collaboration, rigours attention to detail and consultation with primary practitioners, trust leaders, secondary and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced form Early Years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and world beyond education.

The curriculum design has a progressive approach at its core with a built in Aspiration Curriculum at the heart.



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## Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

### Aspiration

- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

### Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

### Achievement

- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.



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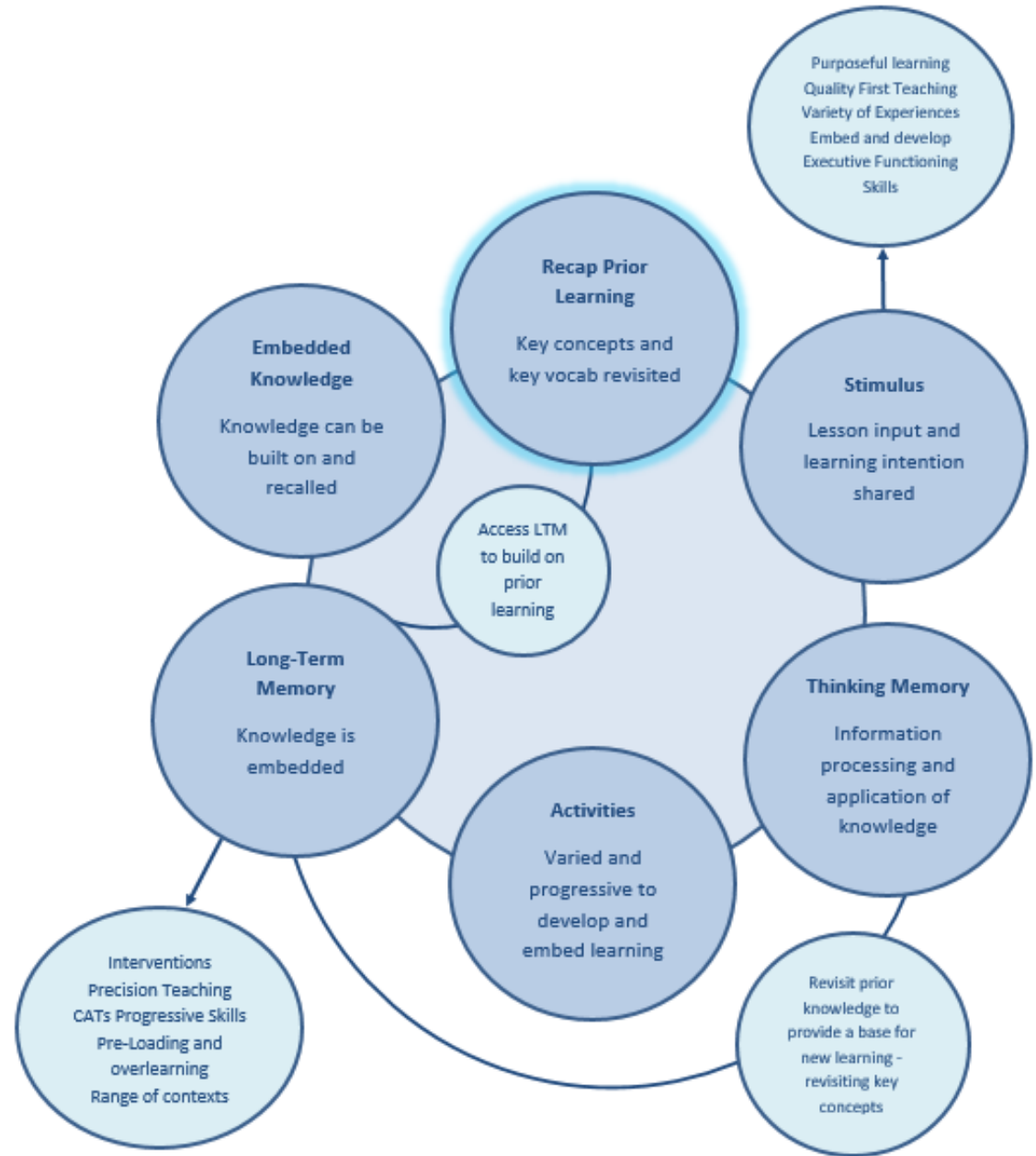
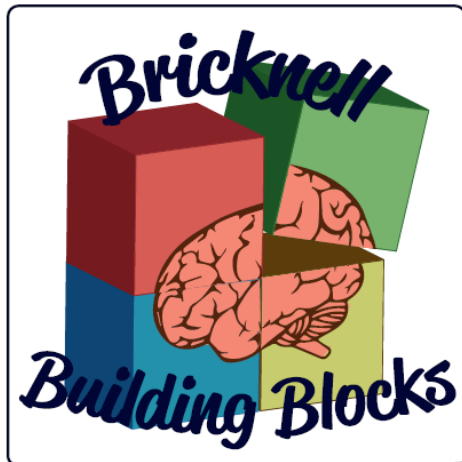
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## Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.



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## A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
<b>English</b>		
<b>Reading</b>	<b>78</b>	195
<b>Writing</b>	<b>117</b>	
<b>Maths</b>		
<b>Maths</b>	<b>195</b>	195
<b>Computer Science</b>		
<b>Science</b>	<b>78</b>	117
Computing	39	
<b>Humanities</b>		
<b>RE</b>	<b>39</b>	75
History	18	
Geography	18	
<b>Creative</b>		
Art	18	54
Design Technology	18	
Music	18	
<b>Additional</b>		
<b>Physical Education</b>	<b>78</b>	156
<b>PSHE</b>	<b>39</b>	
<b>MFL</b>	<b>39</b>	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

**Reading, Writing and Maths are taught daily.**  
**Science Physical Education, PSHE, RE and MFL are required to be taught weekly.**

**These are highlighted in blue**

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.



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## Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Art & Design.

### Art and Design

					
Knowledge of artists and designers	Exploring and developing ideas	Drawing	Painting	Mixed media & 3D	Evaluating
		Making skills			



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## Key concepts (Big Ideas) in ART and DESIGN

Pupils **theoretical knowledge** will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their **practical knowledge** through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' **disciplinary knowledge** will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.

### Knowledge of artists and designers



Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.

### Exploring and developing ideas



Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce

- **Fluency:** Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- **Experimentation:** Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- **Authenticity:** Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art

### Making skills: Drawing, painting, mixed media and 3D



Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.



They will develop their knowledge of

- **Methods and techniques**, such as shading, printing or collage
- **Media and materials**, including pencil, pen, paper, wire, clay and paint
- **Formal elements** of line, tone, shape, colour, form, pattern and texture



(See table overleaf)

### Evaluating



Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What counts as art?' 'What makes an artist?' by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways.





















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## Art and Design Key Concepts Year Group Mapping

	Autumn	Spring	Summer
<b>EYFS</b> <b>Expressive Arts and Design</b> <b>Physical Development</b>	<p style="text-align: center;">In EYFS pupils are taught Art and Design through the strands <b>Expressive Arts and Design</b> and <b>Physical Development</b></p> <p style="text-align: center;">Throughout the year pupils will be taught:</p> <p style="text-align: center;"><b>Nursery</b> - Brushes and painting, colour mixing and collage using cutting and sticking</p> <p style="text-align: center;"><b>Reception</b> - Drawing a self-portrait, colour mixing and making props for play and performance</p> <p style="text-align: center;"><b>Building towards the Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
Year 1	David Hockney – Abstract 	Yayoi Kusama – Japanese Contemporary 	Matisse – Collage/Sculpture 
Year 2	Da Vinci - Classical 	Roy Lichtenstein – Pop Art 	Orla Kiely – Printmaking 
Year 3	M.C. Escher - Geometric 	Mary Delany – Botanical illustration 	Hannah Rae – Printing/Sewing 
Year 4	Paul Cezanne – Post Impressionism 	Story-telling through drawing 	Barbara Hepworth – Sculpture 
Year 5	Van Gogh – Post Impressionism 	Banksy – Graffiti 	Dong Yuan – Perspective drawing 
Year 6	Various – Dutch Golden Age 	Grayson Perry – Maps 	Nick Park – Sculpture/Set design 






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## A Summary of the component knowledge for the making skills

Practical –Domains of Knowledge				
Specialisms	Media and materials	Methods and techniques		
<b>Drawing</b> 	Graphite Pen (2b, 4b, 6b, 2h) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon	Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing		
<b>Painting</b> 	<table border="1"> <tr> <td>           Watercolour (pan &amp; tube)            Acrylic            Gouache,            Tempera,            Oils         </td> <td>           Papers            Brushes            Palette knife            Rollers            Sponges         </td> </tr> </table>	Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges	Under painting, blocking in, wet on wet, building up, dry brushing, s'graffito, washes, underpainting, glazing, stippling, dabbing, palette, wax resist
Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges			
<b>Sculpture</b> 	Clay Card & cardboard Plaster Wax Wood Textiles	Modelling, carving, fixing or joining materials such as card, metals and plastics, using processes such as soldering, brazing, welding, gluing,		




Formal elements of art and design	
Visual tools that the artist uses to create a composition	
<b>Line</b>	A line is the path left by a moving point
<b>Shape</b>	A shape is an area enclosed by a line
<b>Form</b>	Form is a 3D shape such as a sphere, cube or cone
<b>Tone</b>	Tone means the lightness and darkness of something
<b>Colour</b>	Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple
<b>Texture</b>	Texture is the surface quality of something, the way something feels or looks like it feels
<b>Pattern</b>	A pattern is the design that is created by repeating other formal elements eg: line, shape, colours






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Knowledge and skills sequencing		ART and DESIGN					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge of artists and designers</b> 	To give simple opinions about the work of an artist or designer	I am able to give my opinion about the work of other artists  To say something about the style of an artist or designer	To describe the similarities and differences between pieces of work by other artists  To recognise some of the styles of artists and designers and use these ideas to inform my own work	I am able to research and appraise work of artists and designers and show their influences in my work	I have an understanding of significant artists throughout history and am able to link my work to them  To explain the historical or cultural significance of the work of a chosen artist or art form	To research and develop the techniques of great artists and designers and apply this in my own work  I am able to critically analyse the work of artists, architects and designers throughout history  To explain how an idea or theme has been communicated through different forms and styles	
<b>Exploring and developing ideas</b> 	To safely use and explore a variety of materials, tools and techniques to create my own artwork	To create a piece of art from either imagination or as a response to an experience  To talk about the choices of tools, materials and media I have used  To use sketchbooks through teacher modelling to record thoughts and ideas and to experiment with materials	To develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences  To take inspiration from an artist to develop my own artwork  I am showing confidence when working creatively	I use my sketchbook to experiment with techniques used by studied artists  I am able to talk about my artistic intention and how I want my audience to feel or think  I show confidence and independence when working creatively  To use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments  To use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique		To investigate different starting points for my work and choose which idea to develop further  To produce personal and imaginative responses to a theme  To explain how I am developing and refining ideas using language appropriate to the chosen style of art  I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations  To use my sketchbook to record experiments with media and to try out new techniques and processes	
<b>Making skills: Drawing</b> 	To explore mark making in different ways with a variety of different tools	To explore mark making, experiment with drawing lines and using 2D shapes to draw	To explore drawing techniques and begin to apply tone to show form	To draw from direct observation, applying shapes and some tonal shading when drawing  To develop my drawing techniques using different media		To use and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing  To draw using precision, perspective and detail	

			I am developing skill and control with different drawing materials	I show an understanding of geometry and proportion in my drawings	
<b>Making skills: Painting</b> 	<p>To explore making patterns, shapes and pictures using paints</p> <p>To experiment with mixing colours</p>	<p>I am developing skill and control when using paint</p> <p>To use my knowledge of colour theory to help communicate my ideas through paint</p>		<p>To use some different media and materials to communicate my ideas through painting</p> <p>To control brush strokes and apply tints and shades when painting</p>	<p>To use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint</p> <p>To apply tonal techniques and more complex colour theory to my own work</p>
<b>Making skills: Mixed media and sculpture</b> 	<p>To explore using different materials to create texture or shape</p>	<p>To manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>	<p>To use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>To use a range of materials and techniques such as sewing, weaving, printmaking, sculpture, clay to communicate my ideas</p>	<p>To use and apply my knowledge of a range of methods and techniques to communicate my ideas through a range of media in 2D and 3D form</p>
<b>Evaluating</b> 	<p>To say what I like or don't like about my artwork</p>	<p>To describe some of the art and design techniques I have used in my work</p> <p>To talk about the features I like in a piece of artwork, including my own and what I might change in my own work</p>	<p>To talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>To describe how I changed or adapted my work for a specific purpose</p>	<p>To compare ideas, methods and approaches used in my own artwork and the work of others</p> <p>To use appropriate vocabulary to talk about details of the work</p>	<p>To explain how an idea or theme has been represented in different ways through art</p> <p>To use language specific to a range of techniques to evaluate my own work and the work of other artists</p>



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Knowledge and skills sequencing		ART and DESIGN – The Formal Elements (Taught through the units above)					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Line</b>	To hold and use a pencil, pen, etc effectively	To use, express and experiment with line for purpose  To use appropriate language to describe lines	To draw lines with increased skill and confidence  To use line for expression when drawing portraits	To express and describe organic and geometric forms through different types of line	To demonstrate scale and proportion when drawing e.g. use the basic body proportion technique  To apply symmetry to draw accurate shapes  To analyse and describe how artists use line in their work	To create a detailed observational drawing demonstrating scale and proportion e.g. a detailed drawing of an eye or a detailed drawing of a moving object  To apply expression using techniques I have learned when using line	I demonstrate a wide range of sketching techniques e.g. hatching, cross hatching and stippling etc. within experimentation or final piece  To demonstrate greater skill and control when using lines  To study and apply the techniques of other artists
<b>Shape</b>	To identify, describe and use simple shapes including those from the natural world for a purpose	To identify, describe and use shape for purpose	To compose geometric designs by adapting the work of other artists to suit my own ideas	To identify, draw and label shapes within images and objects.  To create and form shapes from 3D materials	To create geometric compositions using mathematical shapes  To analyse and describe the use of shape in artists' work	To compose original designs by adapting and synthesising the work of others  To analyse and evaluate artists' use of shape	To fluently sketch key shapes and objects when drawing  To create abstract compositions using knowledge of other artists' work
<b>Form</b>	To explore materials and joining techniques	To create a simple form through making sculpture  To use simple language to describe form and space	To create lines with increased skill and confidence  To use line for expression when creating media  I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture.	To further develop my ability to describe a 3D form in a range of materials	To further develop my ability to describe and model form in 3D using a range of materials  To analyse and describe how artists use and apply form in their work	To extend my ability to describe and model form in 3D using a range of materials	To express and articulate an idea through sculpture  To analyse and study artists' use of form to communicate an idea or theme



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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Tone</b>	To talk about light and dark colours	To understand what tone is and how to apply this to my own work	To experiment with media to create tone and use tone to create form	To develop skill and control when using tone and use simple shading rules	To use a variety of tones to create different effects  To understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work	To develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone	To use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques
<b>Colour</b>	To name and choose colours for a specific purpose	To mix the primary colours and know how to mix them to create secondary colours  To create shades of a colour and choose and justify colours for purpose	To mix, apply and refine and describe colour mixing for purpose using wet and dry media	To mix, apply colour using natural pigments  To use aspects of colour such as tints and shades for different purposes	To analyse and describe colour and painting techniques in artists work  To manipulate colour for print	To select and mix colours to depict thoughts and feelings	To mix and apply colours to represent still life objects from observations  To use my detailed knowledge of colour to communicate ideas and emotions in my artwork
<b>Texture</b>	To investigate materials including those in the natural world	To use materials to create textures	To describe different textures  To select appropriate materials to create textures	To analyse and describe texture with artists' work	To use a range of materials to express different texture for effect	To develop an understanding of texture through practical making activities	I understand how artists manipulate materials to create texture
<b>Pattern</b>	To make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)	To understand patterns in nature and design and make patterns in a range of materials	To demonstrate a range of techniques to make repeating and non-repeating patterns  To identify natural and man-made patterns and create patterns of my own	To construct a variety of patterns through craft materials to further develop my understanding of pattern	To create original designs for patterns using geometric repeating shapes  To analyse and describe how other artists' use pattern	To construct patterns through various methods	To represent feelings and emotions through patterns  To create sophisticated artwork using my knowledge of pattern



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## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Art & Design are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Art	Significant artists, works of art and art movements.	Comparing works of art and artistic styles. Identifying common features and different approaches		How art has changed over time		Using artistic terminology, evaluating, creative expression, giving opinions, presenting	Visits to galleries, exhibitions, sculptures etc... Investigating art in different places and contexts



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