



Browney Primary Academy

Art & Design Technology Curriculum

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What is Art & Design?

Art and design is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “Art in the National Curriculum”, where they are categorised into 3 elements. These are ‘Exploring and Developing Ideas’, ‘Investigating and Making,’ and ‘Evaluating and Developing.’ Running through each of these elements are strands concerning ‘Knowledge and Understanding’ and ‘Breadth of Study.’ The school provides a variety of resources that aid the delivery of the units.

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 about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Subject Content

Subject content for Art & Design differs slightly between Key Stages 1 and 2.

Children in Key Stage 1 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

Pupils in Key Stage 2 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. They should also 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

See subject ‘**Subject Curriculum in Each Year Group**’ section of this document for breakdown of specific curriculum content and focus artists to be specifically covered in Key Stages 1 & 2.

Strategies for the Teaching of Art & Design

Art & Design is taught through a topic based approach through discreet and mixed focus lessons. A variety of teaching and learning styles are used in Art & Design teaching. Children are taught as a whole class combined with small group projects. Children are encouraged to develop their artistic skills throughout their time at Browney. We recognise that there are children of widely different artistic abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by;

- setting common tasks which are open-ended and can have a variety of interpretations;
- setting tasks of increasing difficulty;
- teachers/classroom assistants to support the work of individual children or groups of children.

Early Years Foundation Stage

We teach Art & Design in the Early Years Foundation Stage as an integral part of the topic work covered during the year. We provide varied opportunities to explore the Expressive Arts and Design objectives set out in the Development Matters document which underpin the curriculum planning for children aged birth to five. This could be through drawing self-portraits, creating models on a large scale using reclaimed materials or encouraging the use of different media for a purpose..

See subject '**Subject Curriculum in Each Year Group**' section of this document for breakdown of specific curriculum content and focus artists to be specifically covered in EYFS.

Planning

Planning in Art & Design is a process in which all teachers are involved, wherein work plans are drawn up by individual teachers for each topic and monitored by the co-ordinator/headteacher. The Cornerstones Curriculum suggests teaching and activities for Art and Design which are linked to the topic or theme currently being undertaken. This provides teachers with a bank of ideas but it is not exhaustive and teachers are encouraged to plan and deliver lessons to compliment Cornerstones and to ensure all essential skills for each year group are taught during the academic year.

The Role of the Art & Design Co-ordinator

The role of the Art & Design co-ordinator is to

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Art & Design throughout the school;
- support colleagues in their development of planning and implementation of the scheme of work and in assessment and record keeping activities;
- monitor progress in Art & Design and advise the head teacher on action needed;
- take responsibility for the purchase and organisation of central resources for Art & Design;
- keep up-to-date with developments in Art & Design education and disseminate information to colleagues as appropriate.

- Provide an annual report to Governors detailing the development of Art & Design during the year.

Marking

Marking in Art & Design, as with all subjects, follows the school Marking Policy (Please see Policy File). Feedback to pupils about their own progress in Art & Design is achieved through the marking of work and verbal discussions. Effective marking

- aims to help children learn, not to find fault, and comments should be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of improvements at one time – this will vary according to age and ability.

Reporting

Reporting to parents is done twice a year through parent's evening and annually through a written report. Reporting to Governors occurs annually through the production of the Annual Report to Governors.

Assessment

Assessment in Art & Design is in line with the school's assessment policy for foundation subjects and is carried out on an informal basis through discussions with the child and written feedback.

SUBJECT CURRICULUM IN EACH YEAR GROUP

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing					
Respond to ideas and starting points (stories, rhymes, objects, the natural world).	Respond to ideas and starting points (stories, rhymes, objects, the natural world).	Show facial expressions in their drawings. Use their sketches to produce a final piece of work.	Begin to show facial expressions and body language.	Identify and draw simple objects, and use marks and lines to produce texture.	Sketches communicate emotions and a sense of self with accuracy and imagination.
Draw lines of different shapes and thicknesses.	Draw lines of different shapes and thicknesses.	Write an explanation of their sketch in notes.	Identify and draw simple objects, and use marks and lines to produce texture.	Successfully use shading to create mood and feeling.	Explain why they have combined different tools to create their drawings.
Draw with pencils, crayons, chalk to experiment with line, thickness, shapes and texture (eg cross hatching).	Draw with a wider range of materials, eg. Pastels, coloured and sketching, pencils, charcoals.	Use different grades of pencil shade, to show different tones and texture	Organise line, tone, shape and colour to represent figures and forms in movement.	Organise line, tone, shape and colour to represent figures and forms in movement.	Explain why they have chosen specific drawing techniques
Describe the shapes and patterns they see.	Show patterns and textures in drawings by adding dots and lines.		Show reflections.	Show reflections.	
Colour in neatly, following the lines very carefully.	Show different tones using coloured pencils.		Explain why they have chosen specific materials to draw with.	Explain why they have chosen specific materials to draw with.	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting					
Respond to ideas and starting points (stories, rhymes, objects, the natural world).	Respond to ideas and starting points (stories, rhymes, objects, the natural world).	Predict with accuracy the colours that they mix.	Create all the colours they need.	Create a range of moods in their paintings.	Explain what their own style is.
Use thick and thin paint brushes.	Use painting to develop and share ideas, experiences and imagination.	Know where each of the primary and secondary colours sits on the colour wheel.	Create mood in their paintings.	Express their emotions accurately through their painting and sketches	Use a wide range of Techniques in their work.
Use ready mixed or powder paints to show ideas.	Mix primary	Create	Successfully use shading to create mood and feeling.		Explain why they Have chosen specific painting techniques

Paint pictures of what I see. Paint within my drawn lines	colours to make secondary colours. Add white to colours to make tones. Add black to colours to make tones.	colourwash Background. Use a range of brushes to create different effects.			
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing					
Respond to ideas and starting points (stories, rhymes, objects, the natural world). Use printing tools such as fruit, vegetables, and sponges. Print onto fabric or paper. Make my own printing blocks, eg. String patterns or plasticine shapes.	Respond to ideas and starting points (stories, rhymes, objects, the natural world). Use printing to develop and share ideas, experiences and imagination. Have printed by pressing, rolling, rubbing and stamping. Look at print making in the environment (eg wallpapers, fabrics, etc).	Make a printing block. Make a two colour Print.	Print using at least four colours. Create an accurate print design. Print onto different material.	Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials.	Overprint using different colours. Look carefully at the methods they use and make decisions about the effectiveness of their printing methods

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch Books					
		Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch	Use their sketch books to express their feelings about various subjects and outline likes and dislikes. Produce a montage all about	Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare	Sketch books contain detailed notes, quotes and explanations. Compare their methods to those of others and keep notes

		books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books	Themselves. Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work.	and discuss ideas with others.	in their sketch books. Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotation.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D/Textiles					
Respond to ideas and starting points (stories, rhymes, objects, the natural world). Use clay, dough, plasticine. Add texture to models. Make shapes from rolled up paper, straws, paper and card. Sort threads and fabrics. Group fabrics and threads by colour and texture. Make weavings with fabrics or threads. Make a fabric	Respond to ideas and starting points (stories, rhymes, objects, the natural world). Use 3D art to develop and share ideas, experiences and imagination. Make a 3D sculpture from clay (eg clay pot). Make a carving using dry clay Use glue to join fabrics. Use running stitch to join fabrics.	Add onto their work to create texture and shape. Work with life Size Materials. Create pop-ups Use more than one type of stitch. Join fabric together to form a quilt using padding. Use sewing to add detail to a piece of work. Add texture to a piece of work.	Experiment with and combine materials and processes to design and make 3D form. Begin to sculpt clay and other mouldable materials. Use early textile and sewing skills as part of a project.	Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	Create models on a range of scales. Create work which is open to interpretation by the audience. Include both visual and tactile elements in their work.

by weaving or 'teasing' out wool.					
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage					
<p>Respond to ideas and starting points (stories, rhymes, objects, the natural world). Explore and experiment with lots of collage materials.</p> <p>Cut and tear paper, textiles and card for collages.</p> <p>Sort and arrange collage materials for a purpose.</p>	<p>Respond to ideas and starting points (stories, rhymes, objects, the natural world).</p> <p>Respond to ideas and starting points (stories, rhymes, objects, the natural world).</p> <p>Create collages sometimes in a group and sometimes independently.</p> <p>Mix paper and other materials with different textures and appearances.</p>	<p>Cut very accurately. Overlap materials.</p> <p>Experiment using different colours.</p> <p>Use mosaic</p> <p>Use montage</p>	<p>Use ceramic mosaic.</p> <p>Combine visual and tactile qualities.</p>	<p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities to express mood and emotion.</p>	<p>Justify the materials they have chosen. Combine pattern, tone and shape.</p>



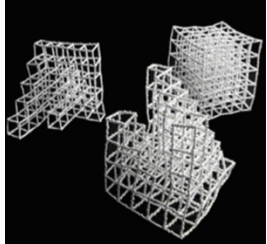









Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ICT					
<p>Access computer programs to produce art work</p>	<p>Access computer programs to produce art work</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs To create a piece of work that includes their own work and that of others (using web). Use the web to research an</p>	<p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine Graphics and text based on their research.</p>	<p>Create a piece of art work which integrates digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Scan images and take digital photos, and use software to alter them, adapt</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation</p>










		artist or style of art.		them and create work with meaning. Create digital images with animation, video and sound to communicate their ideas.	
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
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.	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.	Compare work of different artists. Explore work from other cultures / periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling /what the artist is trying to express.	Experiment with different styles which artists have used. Explain art from other periods of history.	Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work. Say what their work is influenced by. Include technical aspects in their work, e.g. architectural design

Focus Artists

Early Years Foundation Stage

	Autumn	Spring	Summer
Reception	<p>Artist: Andy Goldsworthy Art Focus: Sculpture</p> 	<p>Artist: Mark Rothko Art Focus: Painting</p> 	<p>Jill Townsley Art Focus: 3D Modelling</p> 
Year 1	<p>Artist: Roy Lichtenstein Art Focus: Texture/Pattern</p> 	<p>Artist: Paul Klee Art Focus: Drawing</p> 	<p>Artist: Jackson Pollock Art Focus: Painting</p> 
Year 2	<p>Artist: William Morris Art Focus: Stained Glass</p> 	<p>Artist: Norman Cornish Art Focus: Painting</p> 	<p>Artist: Andy Warhol Art Focus: Screen Prints</p> 
Year 3	<p>Artist: Da Vinci Art Focus: Sculpture</p> 	<p>Artist: Seurat Art Focus: Colour/paint</p> 	<p>Artist: Gaudi Art Focus: Mosaic</p> 

	Autumn	Spring	Summer
Year 4	Artist: Botticelli Art Focus: Drawing 	Artist: Holbien Art Focus: Painting 	Artist: Munch Art Focus: Abstract Art 
Year 5	Artist: John Constable Art Focus: Realism 	Artist: Van Gogh Art Focus: Impressionism 	Artist: Gustav Klimt Art Focus: Collage 
Year 6	Artist: Pablo Picasso Art Focus: WW2 	Artist: Kandinsky Art Focus: Abstract Art 	Artist: Damian Hurst Art Focus: 3D Sculpture 

DT- CURRICULUM INFORMATION

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

DT skills will be taught as an integrated part of a theme based curriculum, with skills being applied in relation to each class' current topic.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition					
Understand that food comes from plants or animals	Understand that food comes from plants or animals	Choose the right ingredients for a product	Know what to do to be hygienic and safe	Describe what they do to be both hygienic and safe	Explain how their product should be stored with reasons
Understand that food has to be farmed, caught, or grown	Understand that food has to be farmed, caught, or grown	Use equipment safely	Think about what they can do to present their product in an interesting way	How have they presented their product well?	Set out to grow their own products with a view to making a salad, taking account of time required to grow
Sort foods into the 5 groups using The Eatwell Plate	Sort foods into the 5 groups using The Eatwell Plate	Make sure that their product looks attractive	Sort foods into the 5 groups using The Eatwell Plate	Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet	Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy Diet
Identify that people should eat at least 5 portions of fruit and vegetables a day	Identify that people should eat at least 5 portions of fruit and vegetables a day	Describe how their combined ingredients come together	Identify that this makes up a healthy diet	Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle	Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle
Prepare simple dishes hygienically and safely without a heat source	Prepare simple dishes hygienically and safely without a heat source	Set out to grow plants such as cress and herbs from seed with the intention of using them for their food product	Identify that food and drink are needed to provide energy for a healthy and active lifestyle	Prepare simple dishes hygienically and safely, where needed with a heat source	Prepare simple dishes hygienically and safely, where needed with a heat source
Use cooking techniques such as: cutting, peeling and grating	Use cooking techniques such as: cutting, peeling and grating	Understand that recipes can be changed by adding or taking away ingredients	Use cooking techniques such as: chopping, peeling, grating, slicing, mixing, spreading, kneading and baking		
		Understand that the seasons can affect food produce			

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring Products					
Understand what a product is and who it is for	Understand what a product is and who it is for	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is	Identify who made the product, when it was made and what its purpose is
Understand how a product works and how it is used	Understand how a product works and how it is used	Identify what the product has been made from	Identify what the product has been made from	Identify what the product has been made from and how environmentally friendly the materials are	Identify what the product has been made from and how environmentally friendly the materials are
Identify where you might find this product	Identify where you might find this product	Evaluate the product on design	Evaluate the product on design	Evaluate the product on design, appearance and use	Evaluate the product on design, appearance and use
	Identify the materials used to make the product	Research facts about famous inventors/ chefs / designers etc linked to product	Research facts about famous inventors/ chefs / designers etc linked to product	Identify the cost	Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting
	Express an opinion about the product				

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design					
<p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for</p>	<p>Use own experiences and existing products to develop ideas</p> <p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for</p>	<p>Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product and how it will work Identify design features that will appeal to product will be used for and how it will work</p> <p>Explain why their product is suitable for the</p>	<p>Understand and gather information about what a particular group or people want from a product</p> <p>Describe the purpose of their product Identify design features that will appeal to intended users</p> <p>Explain how parts of their product works Generate realistic ideas that meet needs of user</p>	<p>Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product Identify design features that will appeal to</p> <p>Explain how parts of their product works</p> <p>Develop their own design criteria and use for planning ideas</p> <p>Generate realistic ideas that meet needs of user and take into account availability of resources</p>	<p>Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</p> <p>Describe the purpose of their product Identify design features that will appeal to intended users</p> <p>Explain how parts of their product will work</p> <p>Create a design description for their product</p> <p>Highlight the impact of time, resources and cost within their design ideas</p> <p>Generate innovative ideas that meet needs of user</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning					
Discuss what their steps for making could be Represent ideas through talking and drawing	<p>Discuss what their steps for making could be</p> <p>Represent ideas through talking, drawing and computing – (where appropriate)</p> <p>Choose materials to use based on suitability of their properties</p> <p>Create templates/pattern pieces and explore materials whilst developing ideas</p>	<p>Share and discuss ideas with others</p> <p>Order the main stages of making Choose materials to use based on suitability of their properties</p> <p>Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p>Create pattern pieces and prototypes</p>	<p>Share and discuss ideas with others</p> <p>Order the main stages of making</p> <p>Choose materials to use based on suitability of their properties</p> <p>Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p>Create pattern pieces and prototypes</p>	<p>Share and discuss ideas with others</p> <p>Record a step by step plan for making</p> <p>Produce lists for the tools, equipment and materials they will be using</p> <p>Choose materials to use based on suitability of their properties and aesthetic qualities</p> <p>Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p>Create pattern pieces and prototypes</p>	<p>Share and discuss ideas with others</p> <p>Record a step by step plan for making</p> <p>Produce lists for the tools, equipment and materials they will be using</p> <p>Choose materials to use based on suitability of their properties and aesthetic qualities</p> <p>Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p>Create pattern pieces and prototypes</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning					
Choose suitable tools for making	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used	Choose suitable tools for making whilst explaining why they should be used
Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Use design criteria whilst making	Use design criteria whilst making	Use design criteria whilst making	Use design criteria whilst making
Measure, mark, cut and shape materials and components	Measure, mark, cut and shape materials and components	Follow safety and food hygiene procedures	Follow safety and food hygiene procedures	Follow safety and food hygiene Procedures	Follow safety and food hygiene procedures
Join, assemble and combine materials and components	Join, assemble and combine materials and components	Measure, mark, cut and shape materials and components with some accuracy	Measure, mark, cut and shape materials and components with some accuracy	Measure, mark, cut and shape materials and components accurately	Measure, mark, cut and shape materials and components accurately
	Use finishing techniques, including skills learnt in Art	Join, assemble and combine materials and components with some accuracy	Join, assemble and combine materials and components with some accuracy	Join, assemble and combine materials and components accurately	Join, assemble and combine materials and components accurately
		Use finishing techniques, including skills learnt in Art with some accuracy	Use finishing techniques, including skills learnt in Art with some accuracy	Demonstrate problem solving skills when encountering a mistake or practical problem	Demonstrate problem solving skills when encountering a mistake or practical problem
				Use finishing techniques, including skills learnt in Art accurately	Use finishing techniques that involve a number of steps, including skills learnt in Art accurately

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating					
Talk about their design ideas and what they have made	Talk about their design ideas and what they have made	Use design criteria to evaluate product – identifying both strengths and areas for development	Use design criteria to evaluate product – identifying both strengths and areas for development	Use design criteria to evaluate product – identifying both strengths and areas for development	Use design criteria to evaluate product – looking at quality of end product and design and whether it is fit for its intended purpose
Make simple judgements of how the product met their de	Make simple judgements of how the product met their design ideas Suggest how their product could be improved	Consider the views of others, including intended user, whilst evaluating product	Consider the views of others, including intended user, whilst evaluating product	Consider the views of others, including intended user, whilst evaluating product	Consider the views of others, including intended user, whilst evaluating product