

Art and Design

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy. Bilton Community Federation

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

Our vision

Our Art and Design vision is to provide opportunities for children to explore their natural creativity and access the cultural richness and diversity of the visual arts. Resulting in, self-expression in a wide range of visual and tactile forms and an informed critical appreciation of their own and others' work.

In our art curriculum at Bawnmore, we offer a rich tapestry of creative activities designed to inspire and engage young artists. From painting and drawing to sculpture and collage, children are encouraged to explore a diverse range of mediums and techniques. They delve into the world of colour theory, learning how to mix hues and experiment with different palettes. Sculpture sessions allow them to mould and shape various materials, from clay to found objects, bringing their imaginations to life in three-dimensional form. Additionally, printmaking workshops introduce children to the intricacies of block printing and screen printing, fostering an understanding of repetition and pattern in art. Through these varied activities, children not only develop their technical skills but also cultivate their creativity and self-expression, celebrating the boundless possibilities of artistic exploration.

By the time the children at Bawnmore leave our school they should have had the opportunity:

- ◆ 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
- ◆ To learn 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.

Cultural Capital

Art and Design offers cultural enrichment through cultural links when learning about artists and artwork from around the world and through opportunities to visit art galleries and take part in workshops. Art and Design enhances children's aspirations and ambitions, develops communication and team working skills, strengthens creativity and builds confidence. At Bawnmore we encourage everyone to use their own intuition to imagine, explore and use creativity and everyone is given the opportunity to flourish.

What makes our curriculum unique?

Our Art and Design curriculum is distinct in its emphasis on fostering creativity through a connection with outdoor learning. At Bawnmore, we encourage children to explore the outdoors as a canvas for their artistic expression. By immersing themselves in natural settings, they discover an abundance of inspiration: from the intricate patterns of leaves to the vibrant hues of wildflowers. Through this exploration, they learn to appreciate the beauty of the world around them while honing their artistic skills. Encouraging outdoor art not only nurtures creativity but also instils a sense of environmental stewardship, fostering a profound respect for the natural world. By integrating outdoor learning into our curriculum, we empower children to unleash their imagination and create art that is both meaningful and inspired.

Within our curriculum, Art is seamlessly integrated into the topics we teach, providing purpose, stimulus, and inspiration for creative expression. Rather than viewing art as a separate entity, we believe it is a powerful tool for exploring and understanding various subjects, Art serves as a dynamic means of engaging with the material. By contextualizing Art within the topics being taught, children not only gain a deeper understanding of the subject matter but also develop essential critical thinking and problem-solving skills. Moreover, this approach fosters a sense of ownership and creativity, as children are encouraged to explore their own interpretations and perspectives through their artistic endeavours.



Progression of Skills

Area of Learning	EYFS	Year 1	Year 2
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures Encourage accurate drawings of people	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - Experiment with tools and surfaces - Draw a way of recording experiences and feelings - Discuss use of shadows, use of light and dark - Sketch to make quick records
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - Mixing (not formal) Learn the names of different tools that bring colour <ul style="list-style-type: none"> - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - Name all the colours - Mixing of colours - Find collections of colours - Applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - Using colour on a large scale
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - Simple weaving 	<ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things 	<ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles - Simple appliqué work - Start to explore simple stitches (e.g. running) - Collage
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and mode 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Shape and form from direct observation (malleable and rigid materials) - Decorative techniques - Replicate patterns and textures in a 3-D form - Take inspiration from the work of sculptors
Printing (found materials, fruit/veg, wood blocks, lino, press)	<ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and manmade patterns - Discuss regular and irregular
Evaluating (written and verbal)	<ul style="list-style-type: none"> - Recognise and describe features of their own and others' work 	<ul style="list-style-type: none"> - Explore the work of a range of artists and recognise similarities and differences between them - Make evaluations about their own work 	<ul style="list-style-type: none"> - Explore the work of a range of artists describing the differences and similarities - Make links between their own work and the work of others

Curriculum Overview

Learning Challenge (EYFS)	Expressive Arts & Design	Learning Challenge (Year 1)	Art & Design	Learning Challenge (Year 2)	Art & Design
Autumn 1: What makes me marvellous?	Different media to show 'happy', 'sad' etc. faces Draw/paint themselves and their family Singing	Autumn 1: Would you invite a tiger to tea?	Rosseau's 'Tiger in a Tropical Storm' – pastel and collage Animal camouflage – pattern and collage	Autumn 1: Was the Great Fire of London really great?	
Autumn 2: What colours do we see at this time of year? (celebrations)	Fireworks painting Seasonal colours – colour mixing Leaf pictures, draw/paint trees Role play Diwali/Christmas Singing	Autumn 2: What can we find in the toy box?		Autumn 2: How can ordinary people change the world?	Self-portraits inspired by Frida Kahlo Ted Harrison landscape art
Spring 1: Do all children speak the same language?	Cultural music Dance Art and artists from different countries – Kandinsky, Matisse	Spring 1: Why can't Meerkats live at the North Pole?	Exploring hot and cold colours Adding black/white to create a range of tints and tones Winter collage using natural objects	Spring 1: What is life like in the African Savannah?	Tinga Tinga art Kenyan art – Maasai shields and necklaces
Spring 2: Do we know any superheroes?	Design a superhero Design and make props for Superhero Role Play Superhero songs	Spring 2: What do aliens think of life on planet Earth?		Spring 2: Could you survive in the wild?	Printing natural objects Still life sketching of daffodils for Mother's Day cards Clay sculptures of animals Natural sculpture – Andy Goldsworthy
Summer 1: what story could our magic carpet take us to?	Magic carpet rides Acting out traditional tales Singing Nursery Rhymes Role Play	Summer 1: Are we nearly there yet?	Harry Beck's tube map design – inspiration for own line drawings Explore significant architectural features of London	Summer 1: What happened to the dinosaurs?	Salt dough fossils
Summer 2: What is a minibeast?	Close observational drawings of minibeasts Class assembly songs	Summer 2: What is living in the woods?	Multimedia images of native animals and plants Klimt's garden paintings Clay and paper flower and leaf sculptures	Summer 2: Are all castles bouncy?	Paul Klee – castle and sun

EYFS

What makes me marvellous?

Theme	Content	Skills
Exploring children's individuality through personality and appearance	Children explore what it means to be them, thinking about the way they look and feel and how that makes them marvellously unique. They are given opportunities to draw or paint themselves and their families and use different media to explore emotions.	Children are provided with a range of media and tools to experiment with. They are encouraged to think about how to create accurate drawings of people.

What colours do we see at this time of year? (celebrations)

Theme	Content	Skills
Looking at the links between colour and seasonal change	Children are taught about different celebrations happening throughout Autumn. They are given opportunities to create art to represent these celebrations or have a go at art traditionally associated with them.	Children begin to experiment with primary colour and are encouraged to see what happens when colours are mixed. They are given a range of media to experiment with mark making.

Do all children speak the same language?

Theme	Content	Skills
Exploring the similarities and differences between different countries and their cultures	Children explore a variety of countries and their cultures. They are taught the traditions of different cultures and how this is represented in art form.	Children listen to culture music and join in with dances. They explore the works of artists from different countries and learn to describe features of others work.

What is a minibeast?

Theme	Content	Skills
Exploring the natural world	Children explore microhabitats and the creatures found inside them. They are taught how to observe and translate this to paper.	Children are taught how to use different lines to create close observational drawings of minibeasts. They are exposed to a variety of pencils to create their art.

EYFS Vocabulary

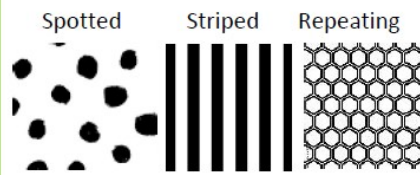
Texture



Shape and Form



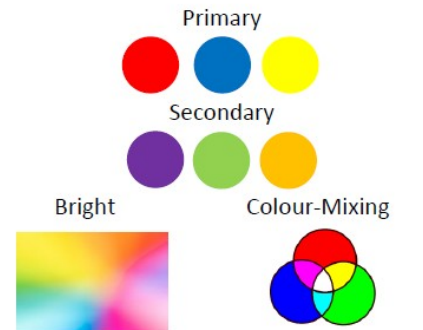
Pattern



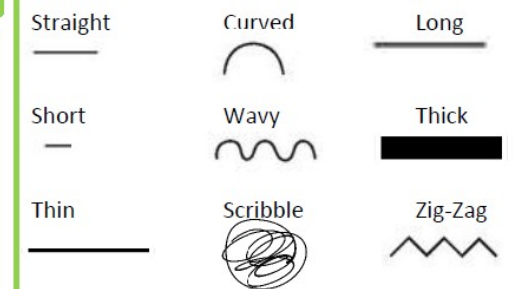
Tone



Colour



Line



Developmental stages



Year 1

Would you invite a tiger to tea?		
Theme	Content	Skills
Exploring 'The Tiger Who Came To Tea' by Judith Kerr.	Children look at 'Rosseau's 'Tiger in a Tropical Storm' to create their own pastel pieces. They are taught about camouflage and use pattern and collage to replicate this effect.	Children are introduced to a larger variety of drawing tools including tools that apply colour. They are provided opportunities to collage and are encouraged to think about how pattern can be used in their work.

Why can't Meerkats live at the North Pole?		
Theme	Content	Skills
Looking at the different habitats around the world and why animals live where they do.	Children explore different habitats which links to the ideas of hot and cold colours. They are taught how to use natural objects to create art.	Children begin mixing colours with purpose, using them to represent ideas of hot and cold. They are taught how to look for collections of colours and think about why artists use particular colours.


Are we nearly there yet?		
Theme	Content	Skills
Exploring the capital city of London and its important features.	Children take inspiration from Harry Beck's tube map design to create line drawings. They are taught about the significant architectural features of London and recognise similarities and differences between them.	Children hold discussions to share their opinions of different art forms, recognising that buildings are an art structure. They are taught how to take inspiration and encouraged to start making evaluations of their own work.

What is living in the woods?		
Theme	Content	Skills
	Children explore native animals and plants through multimedia and look at how Gustav Klimt used these in his garden paintings. They are provided opportunities to sculpt with a variety of materials.	Children use a variety of media and tools to observe and create landscape inspired art. They begin to pinch and roll using a modelling material to create leaf sculptures and explore folding techniques to create paper flowers.

Year 1 Vocabulary

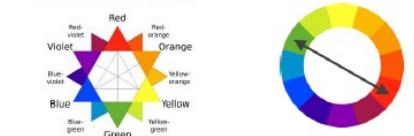
Texture

Prickly Shiny Flat Furry Hairy




Colour


Complementary Contrasting



Cool Warm




Shade



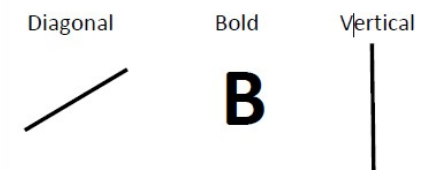
Shape and Form

Regular Coiled Twisted Rounded Proportioned

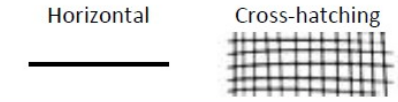


Line

Diagonal Bold Vertical




Horizontal Cross-hatching

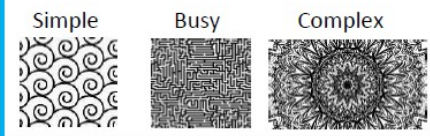


Pattern

Criss-Cross Symmetrical Spaced




Simple Busy Complex




Tone


Strong Soft Harsh



Tint



Tone





Year 2

How can ordinary people change the world?

Theme	Content	Skills
Exploring the lives of significant individuals and how they came to change the world	Children look at the work of Frida Kahlo and think about how she expresses herself through her self-portraits. They are taught about her life and how her art has had an impact on the world.	Children develop their accuracy in their own self-portraits and are given the opportunity to create these with different media. They are encouraged to think about their own work and make links with the work of Frida Kahlo.

What is life like in the African Savannah?

Theme	Content	Skills
Looking at the African Savannah, its habitats, life and people.	Children explore the region of Kenya, through art, culture and song. They are taught the traditional Tinga Tinga tales that originate from East Africa and the art that is associated with them.	Children make tones to create Tinga Tinga art with only a few colours. They are taught how to use shape and pattern to create larger images and how to use the tones they have mixed to create effect.

Could you survive in the wild?

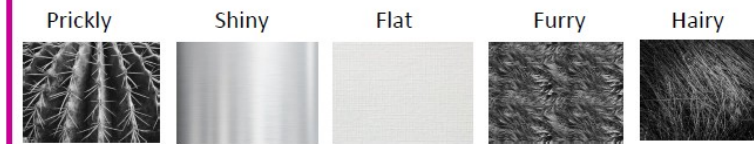
Theme	Content	Skills
Exploring the English countryside and its natural beauty.	Children spend time outside, taking in the world around them and finding art in the most ordinary of objects. They are taught how to use natural objects for different purposes and are encouraged to be creative with what they can find.	Children develop their sketching skills, making quick records of plants and flowers. They are encouraged to think about the natural light to include shadows. They are provided the opportunity to print, collage and sculpt with a variety of materials.

Are all castles bouncy?

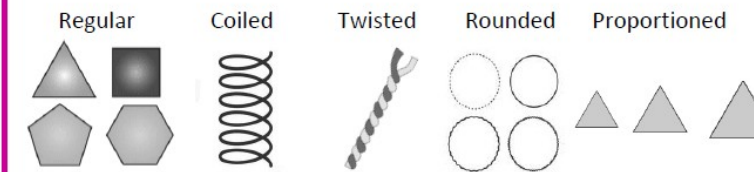
Theme	Content	Skills
Looking at castles in England and how their architecture has changed over time.	Children explore the different types of castles and how shape is used in their structure. They look at 'Castle and Sun' by Paul Klee and take inspiration from Klee to create their own piece.	Children experiment with pattern and shape in the style of Paul Klee. They are encouraged to share their opinions of their own work and others.

Year 2 Vocabulary

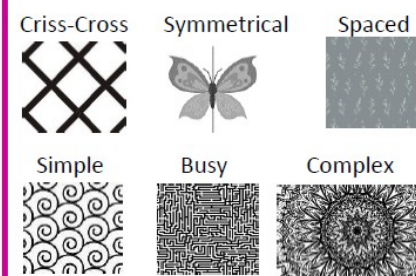
Texture



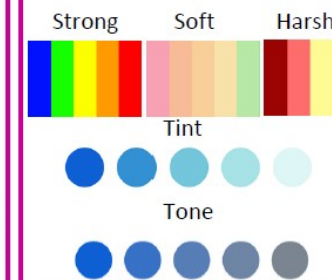
Shape and Form



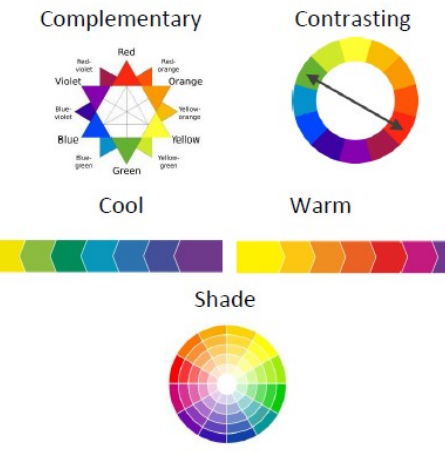
Pattern



Tone



Colour



Line

