

## Curriculum Statement

Art and design at Brecknock Primary School intends to inspire and challenge children to be the artists of the future, through experimenting, inventing and creating their own works of art, craft and design. The art curriculum supports all children to acquire the knowledge and skills they need to understand the role of artists and to plan and create their own work

### Knowledgeable learners

- Lessons will be contextualised to make them purposeful to ensure that children understand the relevance of the curriculum and how it can explain and impact the world around them.
- Art and design teaching delivers all the requirements of the National Curriculum. Children are taught the drawing, painting, printing, sculpting and modelling skills appropriate for their year group and are encouraged to experiment and then to review and refine the artwork they create.
- Teachers will ensure that children are provided with opportunities to develop their knowledge of a wide range of classical and contemporary artists and will choose artists from different cultures around the world. All children should be able to see themselves represented in the art world, through a carefully planned, diverse curriculum.
- Children will be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



### Confident communicators

- We will develop pupils' ability to critique and discuss their opinions of their own and other artists' works of art, using carefully taught and appropriate vocabulary to explain their point of view.
- A range of oracy skills and techniques will be used to ensure that subject specific vocabulary is learnt by all children such as names of artists, artwork and art skills. Children will use specific technical vocabulary to talk about and share their own work, the processes they have used to create the work, as well as the work of artists and designers.
- The importance of art and design in our culture is highlighted through science-led STEAM projects and working with professional artists encourages children to present and explain their knowledge and skills in a variety of different ways.
- Children are encouraged to question, discuss and analyse artworks and to articulate their opinions of the works of art.



### Active citizens

- We will help pupils engage with art, both as art consumers and as artists, both inside and outside of school.
- Children are encouraged to see art as open to them, both as a potential career and as a creative outlet to further develop their cultural capital.
- Children will learn that art and design has the power to explain, impact and alter the world around them. They will be inspired to consider how they can have an active role in being both artists and art critics.
- Children are taught to value the arts and the role that culture plays in our society, wider community and the world. Regular visits to art galleries and opportunities to work with a range of expert artists will be available to all children.









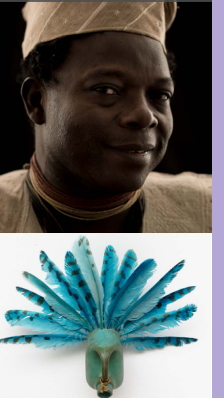
## Implementation



- The art and design curriculum closely follows the National Curriculum.
- Teachers plan with skills progression and knowledge in mind. All learning starts by revisiting prior knowledge to encourage children to make connections and formative assessment is used throughout to address any misconceptions.
- Connections are drawn across the art and DT curriculum, to further reinforce overlapping skills and knowledge where possible and appropriate.
- All children including those who have SEND or are disadvantaged fully access the art and design curriculum, through our adaptive approach.
- As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.
- In EYFS, children have planned opportunities to use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They can share their creations, explaining the process they have used.
- In KS1, children should learn how to use a range of materials creatively to design and make products, drawing, painting and sculpting.

- In KS2 children will develop their techniques further, widening the materials used and opportunities to experiment with different mediums.
- Throughout their time at the school, children build the skills needed to produce their own works across a range of styles and media.

### Impact



- Children see themselves as future artists and recognise the important role art and design plays in our lives in shaping society.
- Through our art teaching and learning, pupils should be able to recall knowledge, use technical vocabulary and develop art specific skills.
- Subject leaders monitoring processes and pupil conferencing track the progression of children using their art and design skills and practising the recall of key knowledge.
- Planning audits are used to support teachers in delivering high quality lessons.
- Pre and post assessment tasks are planned for each art unit, covering both skills and knowledge.
- Low stakes quizzes are used, such as those used to recap previous learning at the start of lessons.
- Formative teacher assessment and marking takes place and can be given verbally.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Black History season Art	 <p>Sarah Boothe</p> <p>Using a variety of objects to print. Pattern and sequence.</p> <p>Using body parts to print.</p> <p>Suggested outcome: Children to make a picture of themselves using printing with objects e.g. print with circles for eyes, rectangles for nose and hair</p>	 <p>Sarah Boothe</p> <p>Print with increased control and accuracy.</p> <p>Explore patterns and sequence with increased accuracy.</p> <p>Explore primary colours and how colours can be changed.</p> <p>Suggested outcome: Children to make a picture of themselves using printing with objects e.g. print with</p>	 <p>Sculpture using recycled materials ( links to Art Autumn 1 focus) <a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p> <p>Skills: - use recycled and manufactured materials for sculpting, e.g. clay straw and card - use a variety of techniques, e.g. rolling, cutting, pinching</p>	<p>DT FOCUS: See DT Progression Document</p> <p><a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p>	 <p><a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p> <p>Laura-Jay Doohan</p> <p>Painting skills in the context of the Bristol Bus Boycott</p> <p>Link - Black History Bristol Bus Boycott In History lesson Ch learn about the Bristol Bus boycott and also Rosa Parks boycott. These added to the timeline</p> <p>Skills: Draw different types of line to create texture in a range of media; Accurate drawings of faces;</p>	 <p><a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p> <p>Annis Harrison</p> <p>Drawing skills ( charcoal)-portraiture.</p> <p>Skills: Sketchbooks to plan and develop ideas Identify and draw effect of light ; Accurate drawings of people to scale and proportion</p> <p>Suggested Activity Children create charcoal drawings and sketches of a "black hero" of theirs. They write</p>	 <p><a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p> <p>Artist: Joshua Obeng Boateng</p> <p>Printing( links to Art Autumn 1 focus)using Trevor McDonald portrait.</p> <p>Skills: Replicate patterns and textures, Create printed patterns using more than one colour.</p>	 <p>Sculpture using recycled materials ( links to Art Autumn 1 focus) <a href="https://td360.co.uk/blacklivesmatter/">https://td360.co.uk/blacklivesmatter/</a></p> <p>Artist: Romauld Hazoume</p>



		circles for eyes, rectangles for nose and hair			Observational sketches of faces; Sketch before painting; Use colour washes to change density of colour.  Suggested Activities: Children will create their own self portraits sketching themselves then painting the pictures using colour washes and then drawing with a pen over the top. The children's portraits are then photocopied reduced to create the scene - Children to paint background collectively using splash paint technique. Draw buses observationally these used in the background.	poems about their person based on the Work of Valerie Bloom. These are then put together to create an artwork based on Annis Harrison's piece celebrating Linton Kwesi Johnson.		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTU MN 1	<u>Camden Road Heroes</u>  Who am I?  <u>Exploration of art resources</u>  Key skills: - Explore different materials freely, to develop their ideas about how to use them and what to make. - Children will begin to use different	<u>Camden Road Heroes</u>  Who helps us in school?  <u>Exploration of art Resources</u>  Key skills: - Explore materials freely and begin to think about what they would like to make.	<u>ART FOCUS Sculpture</u>  Link: Science (Animals including Humans) This year: BHS  Key Artists: Michele Reader, Choi Jeong-Hwa  Key skills - use recycled and manufactured materials for sculpting, e.g. clay straw and card - use a variety of techniques, e.g. rolling, cutting, pinching;	<u>DT FOCUS</u>  (See DT Progression document)  Link: History (Great Fire of London 1666 CE)	<u>ART FOCUS Painting</u>  Link: Science(Animals) and Black History Season  Key Artists: Henri Rousseau, John Dyer ( skills of overlapping and composition), then moving on to Laura Jay-Dooan(BLM movement)  Key Skills: - use varied brush techniques to create shapes, textures, patterns and lines;	<u>DT FOCUS</u>  (See DT progression document)  Link History (Ancient Egypt 330 BC)	<u>ART FOCUS Printing</u>  Link: Science (Living Things & Their Habitats)  Key Artists: Katsushika Hokusai, Andy Warhol, John Muafangejo, Black Lives Matter Gallery(BHS link)  Key Skills: - design and create printing blocks/tiles - use more than one colour to layer in a print  Suggested Outcome:	<u>ART FOCUS Sculpture</u>  Link: Science (Animals Including Humans & Evolution)  Key Artists: Michelangelo, Augusta Savage  Key skills: - plan and design a sculpture - use tools and materials to carve, add shape, add texture and pattern - develop cutting and joining skills, e.g. using wire, slabs



	<p>writing tools to make marks.</p> <ul style="list-style-type: none"> <li>- Children will experiment with one handed tools such as scissors and glues to make their own works of art.</li> <li>- Children will use a full hand grasp to hold the crayon or pencil to make marks.</li> <li>- Children will explore paint, using fingers, hands, brushes and other tools.</li> </ul> <p>Suggested outcomes:</p> <p>Independent exploration. Adults to model using resources in the art area during the first few weeks of term. Children are encouraged to access resources in the art area independently during CP.</p> <p>This year BHS: Adults to model printing (see above)</p>	<ul style="list-style-type: none"> <li>- with adult encouragement, children will begin to talk about what they are doing</li> </ul> <p>Suggested outcome:</p> <p>Independent exploration. Adults model using resources in the art area during the first few weeks of term and encourage children to talk about what they make. Children are encouraged to access resources in the art area independently during CP.</p> <p>This year BHS: Adults to model printing (see above)</p>	<p>Suggested outcome:</p> <p>Making animals using junk modelling. Use different techniques to join materials together</p>		<ul style="list-style-type: none"> <li>- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> </ul> <p>Suggested outcome:</p> <ul style="list-style-type: none"> <li>- Jungle paintings. Children use only yellow, blue, black, white and red paints, to create a range of tints and hues of green.</li> <li>- Children use the end of the paintbrush to carve into the wet paint to create the veins and details in the leaves.</li> <li>- Children overlap leaves to create the illusion of a dense collection of foliage.</li> </ul>		<p>Children make prints of animals. Experiment with different types of printing e.g. block prints, monoprints, screen prints.</p>	<p>and slips;</p> <ul style="list-style-type: none"> <li>- use materials other than clay to create a 3D sculpture</li> </ul> <p>Suggested outcome:</p> <p>Children use clay and / or modroc to make a person</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

AUTUMN 2	Camden Road Heroes	Camden Road Community	DT FOCUS	DT FOCUS	DT FOCUS	DT FOCUS	DT FOCUS	ART FOCUS Textiles
	<p>Who helps us at home? &amp; Celebrations and Festivals</p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.</p> <p>Adult led activities will focus on sculpture and printing.</p> <p><u>Sculpture</u> Link - people who help us</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- Children will join different materials and explore different textures.</li> <li>- Children will use glue and sellotape to stick objects together.</li> </ul> <p>Key Artist: Yinka Shonibare - people sculptures</p> <p>Suggested outcome: Children will make sculptures of people who help us (mum,</p>	<p>Heroes Who Help Us in the Community &amp; Celebrations and Festivals</p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art. They will be encouraged to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>With adult encouragement, children will begin to talk about what they are doing</p> <p>Adult led activities will focus on painting.</p> <p><u>Painting</u></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- Children will use paints and brushes to make marks i.e. dabs, flicking</li> <li>- Children will be able to recognise red, blue and yellow (primary colours)</li> </ul>	<p>(See DT Progression document)</p> <p>Link: History and Geography lead topic (Explorers and their Transport)</p>	<p>(See DT Progression Document)</p> <p>Link: Geography - lead topic (United Islands)</p>	<p>(See DT Progression Document)</p> <p>Link: Geography Led topic (Rainforests - South America)</p>	<p>(See DT Progression Document)</p> <p>Link: History - lead topic (The History of the Roman Empire and its impact on Britain C 42 - 410 CE)</p>	<p>(See DT Progression Document)</p> <p>Link: History Led topic (The History of the Viking &amp; Anglo-Saxon struggle for England to time of Edward the Confessor 789 -1066 CE)</p>	<p>Link: History lead topic (Tea, Sugar and Spice Historical and Geographical Colonial Legacy)</p> <p>Key Artists: Yinka Shonibare ship in a bottle</p> <p>African textile artists</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- use batik dyeing to create different textural effects</li> <li>- identify and discuss the purpose of artworks including those by other artists</li> </ul> <p>Suggested outcomes:</p> <ul style="list-style-type: none"> <li>- Explore African textiles.</li> <li>- Research Adinkra symbols and their meanings.</li> <li>- Use batik dyeing to decorate a piece of fabric.</li> </ul>

	<p>dad, police officer etc) using paper bags and junk materials.</p> <p><u>Printing</u> Link - We're going on a Leaf Hunt (key text)</p> <p>Key skills: - Using a variety of objects to print - explore colour mixing Suggested outcome: Children make prints of Autumn leaves. 'Leaf void' prints can also be made.</p>	<p>- Children will mix two colours and begin to identify the new colour they have made</p> <p>- Children will begin to select and use colours for a purpose</p> <p>- Children will explore making marks using shape and pattern on a range of surfaces</p> <p>- Children will use glue for a purpose</p> <p>- Children will use glue and different resources to add texture i.e. card, tissue paper, feathers, sequins</p> <p>Suggested outcome: - painting pictures of people who help us. - Making masks and props to use to role play different jobs.</p>						
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
SPRING 1	<p><u>Once Upon a Time</u></p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.</p> <p>Adult led activities will focus on textiles</p> <p><u>Textiles</u> Key skills:</p>	<p><u>Twisted Tales</u></p> <p>Traditional and fairy stories through The Jolly Postman</p>   <p>Children will continue to be encouraged to explore art resources and mark making tools independently</p>	<p><u>ART FOCUS</u> <u>Printing</u></p> <p>Link Geography-led topic (Migration-Moving to Thrive)</p> <p>Key Artists: Yves Klein (body prints), David Hammons (body prints), Lynda Heines (printing with found objects)</p> <p>Key skills - use a variety of materials, e.g. sponges, fruit,</p>	<p><u>ART FOCUS</u> <u>Collage</u></p> <p>Link: Science (plants)</p> <p>Key Artists: Henri Matisse, Megan Coyle</p> <p>Key skills: - use a combination of materials that have been cut, torn and glued; - sort and arrange materials;</p>	<p><u>ART FOCUS</u> <u>Printing</u></p> <p>Link: Science (plants) Key Artist: India Flint Key Skills: - print with a growing range of objects, including man-made and natural printing tools - use more than one colour to layer in a print; - make repeated patterns with precision</p> <p>Suggested outcome:</p>	<p><u>ART FOCUS</u> <u>Collage (photo collages)</u></p> <p>Link: Geography -led topic (Migration The History of the Windrush)</p> <p>Key Artists: Vanley Burke</p> <p>Key skills: -select colours and materials to create effect, giving reasons for their choices;</p>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link History led topic (Ancient Greece 330 BC)</p>	<p><u>ART FOCUS</u> <u>Drawing</u></p> <p>Link: Geography and History (NW1 Local area Study)</p> <p>Key Artists: Stephen Wiltshire</p> <p>Key Skills: - Consider scale, proportion and perspective in drawings - use hatching and</p>

	<ul style="list-style-type: none"> <li>- Sorting, discussing and feeling different fabrics and threads.</li> <li>- Using pens to add colour</li> <li>- Using glue to stick on decorations</li> </ul> <p>Suggested outcome: Children make puppets and use them to retell the traditional stories we are learning.</p>	<p>to produce their own works of art. They will be encouraged to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>With adult encouragement, children will begin to talk about what they are doing.</p> <p>This term there will be a DT focus for adult led activities. Children will design, make and test a bag for The Jolly Postman to carry his letters.</p>	<p>blocks to make a print.</p> <ul style="list-style-type: none"> <li>- demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</li> </ul> <p>Suggested outcome: Children use printing with their bodies and / or objects to make pictures of animals or animal paw prints. Arrange the paw prints across the page to look like the animals walked across the paper.</p>	<ul style="list-style-type: none"> <li>- add texture by mixing materials</li> </ul> <p>Suggested Outcome: Children make a collage of a plant / flower.</p>	<p>Children collect leaves and flowers and use them to make prints on fabric / paper. Experiment with patterns.</p>	<ul style="list-style-type: none"> <li>- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>- refine work as they go to ensure precision</li> </ul> <p>Suggested outcome: Children use collages to make a picture in response to the windrush experience (see examples on year group overview)</p>		<p>cross-hatching to show light and shadows.</p> <p>-Work from observation</p> <p>Suggested outcome: Draw a street in our local area showing perspective and light / dark</p>
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>SPRING 2</i>	<p><u>Our Earth - Mighty Minibeasts</u></p> <p>Animals and Habitats</p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.</p>	<p><u>Our Earth - Curious Creatures</u></p> <p>Animals and habitats</p> <p>Just So Stories</p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.</p>	<p><u>ART FOCUS Drawing</u></p> <p>Link: Science (Plants)</p> <p>Key Artists: David Hockney, Yayoi Kusama</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- draw lines of varying thickness;</li> <li>- use dots and lines to demonstrate pattern and texture;</li> <li>- use different materials to draw, for example pastels, chalk, felt tips</li> </ul>	<p><u>ART FOCUS Painting (Portraits)</u></p> <p>Link: History -led topic (Significant People Beyond Living Memory - Harriet Tubman, Thomas Coram)</p> <p>Key Artists: William Hogarth, William H Johnson, Blake Chamberlin</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- name the primary and secondary colours</li> <li>- experiment with different brushes (including</li> </ul>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: Geography-led topic (Tectonic)</p>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: History-led topic (Historical Study of the Magna Carta 1215 CE&amp; The Changing Power of Monarch )</p>	<p><u>ART FOCUS Painting</u></p> <p>Link: Geography (UK Rivers, pollution and natural resources)</p> <p>Key Artists: Claude Monnet, Turner, Alexis Rockman</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- use different types of paint (acrylic paint, water colours) to create visually interesting pieces;</li> <li>- Identify hot and cold colours</li> </ul>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: Geography-led topic (France)</p>



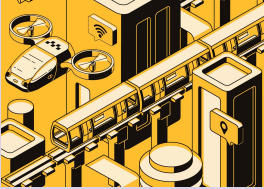
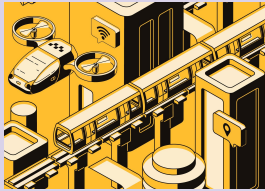
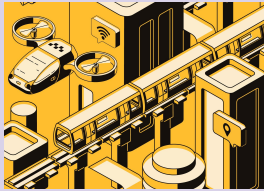
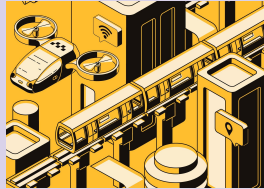
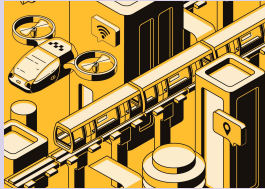
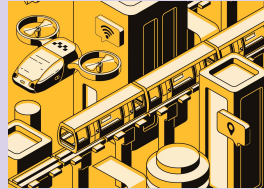



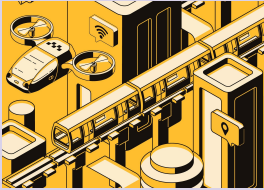


## BPS Art Progression Document



	<p>They will develop their own ideas and then decide which materials to use to express them.</p> <p>Adult led activities will focus on drawing and sculpture.</p> <p><u>Drawing</u> Key skills: Children will create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Suggested outcome: Children will use chalks/charcoal to do observational drawings of minibeasts.</p> <p><u>Sculpture</u> Key skills: Join different materials and explore different textures.</p> <p>Children will experiment with rolling, cutting and joining clay.</p> <p>Suggested outcome: Clay minibeasts.</p>	<p>With adult support and modelling, children will begin to self-correct any mistakes</p> <p>Adult led activities will focus on collage.</p> <p><u>Collage</u> Key skills: - Sticking with glue - tearing and cutting paper - Begin to discuss arrangement and pattern.</p> <p>Focus artist: Matisse The snail</p> <p>Suggested Outcome: Children use collage to create their own animal pictures.</p>	<p>Suggested outcomes: - Children use different drawing tools to draw pictures of trees / plants. - Children use polka dots to draw impressionist drawings of trees (inspired by Yayoi Kusama)</p>	<p>brushstrokes) and other painting tools - mix primary colours to make secondary colours</p> <p>Suggested outcome: Children paint portraits of the significant people studied in history.</p>			<p>- Experiment with hot and cold colours for effect and mood.</p> <p>Suggested outcomes: Children use different types of paint (e.g. acrylic paints and watercolours) and different painting styles (e.g. impressionism) to paint pictures of rivers.</p> <p>Possible trip to the Thames to paint 'en plein air'.</p> <p>Children could also paint a picture of pollution, in the style of Alexis Rockman.</p>	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Summer 1	<p><u>ART AND DT STEAM</u></p> <p><u>Natural environment</u> Science-led topic Notice differences between people STEAM - Careers</p> 	<p><u>ART AND DT STEAM</u></p> <p><u>Contrasting environments</u> Science-led topic STEAM - Careers</p> 	<p><u>ART AND DT STEAM</u></p> <p><u>Everyday materials</u> Science-led topic Seasonal changes STEAM - Careers</p> 	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: Geography - led topic (Blue Mountains and Camden Comparative geographical Study UK and Jamaica Islands)</p>	<p><u>ART AND DT STEAM</u></p> <p><u>Forces &amp; Magnets</u> Science-led topic STEAM - Careers</p> 	<p><u>ART AND DT STEAM</u></p> <p><u>Electricity</u> Science-led topic STEAM - Careers</p> 	<p><u>ART AND DT STEAM</u></p> <p><u>Earth and Space</u> Science-led topic STEAM - Careers</p> 	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: Geography-led topic (France)</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	<p><u>Planting and Growing</u></p> <p>Science-led topic</p>  <p>Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.</p> <p>They will develop their own ideas and then decide which materials to use to express them.</p> <p>Adult led activities will focus on painting and collage</p> <p><u>Collage</u></p> <p>Key skills:</p>	<p><u>The Next Step &amp; Our Bodies</u></p> <p>History and Science-led topic</p>  <p>Children will explore art resources and mark making tools independently to produce their own works of art.</p> <p>Children will confidently explore and use a range of drawing and painting tools.</p> <p>Children will review their work and suggest improvements</p>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: History led topic (Castles - Powerful Homes of the Past)</p>	<p><u>ART AND DT STEAM</u></p> <p><u>Uses of everyday materials</u> Science-led topic STEAM - Careers</p> 	<p><u>ART FOCUS</u></p> <p><u>Sculpture (clay / paper mache)</u></p> <p>Link: History and Geography led topic (Kingdom of Benin c. 900-1300 CE)</p> <p>Key artists: Various Benin artists</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- cut, make and combine shapes to create recognisable forms</li> <li>- use clay and other malleable materials and practise joining techniques</li> <li>- add materials to the sculpture to create detail</li> </ul> <p>Suggested outcome: Children use clay, wire and / or paper mâché to make masks or animal</p>	<p><u>ART FOCUS</u></p> <p><u>Drawing</u></p> <p>Link: Geography led topic (Hampstead Heath and North America comparison)</p> <p>Key Artists: John Constable, Fox Madox Brown, David Hockney</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- experiment with showing line, tone and texture with different hardness of pencils;</li> <li>- use shading to show light and shadow</li> <li>- show an awareness of space when drawing.</li> </ul>	<p><u>DT FOCUS</u></p> <p>(See DT Progression Document)</p> <p>Link: Science (Animals including Humans)</p>	<p><u>ART AND DT STEAM</u></p> <p><u>Electricity</u> Science-led topic STEAM - Careers</p> 

<p>- Join different materials and explore different textures.</p> <p>- Use scissors for cutting and glue for sticking to join materials and create collage.</p> <p>Artist focus: Eric Carle</p> <p>Suggested outcome:</p> <p>Children create collages of plants and insects, in the style of Eric Carle.</p> <p><u>Painting</u></p> <p>Key skills:</p> <p>- Apply paint in different ways: brushes, sticks, fingers, combs, rollers, knives.</p> <p>-Experiment with different techniques to make marks with paint e.g. spreading, dabbing, flicking</p> <p>-explore colour and colour mixing</p> <p>- create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Suggested outcomes:</p> <p>- using parts of plants to paint.</p> <p>- still life painting of flowers and plants, using brushes and / or other objects e.g. painting tulips with forks.</p>	<p>Adult led activities will focus on drawing and printing.</p> <p><u>Drawing</u></p> <p>Key skills:</p> <p>- Begin to draw faces and objects from 1st hand observation</p> <p>- Draw from imagination and memory</p> <p>- Use a variety of tools for drawing.</p> <p>Suggested Outcome:</p> <p>Children create self portraits.</p> <p><u>Printing</u></p> <p>Key Skills:</p> <p>- Explore different types of printing (e.g. styrofoam blocks, screen printing, mono-printing)</p> <p>- Show different emotions in their pictures</p> <p>Artist focus: Andy Warhol</p> <p>Suggested outcome:</p> <p>Printing faces with styrofoam blocks and / or screen prints..</p> <p>Show emotions on faces.</p>			<p>sculptures inspired by Benin art.</p>	<p>Suggested outcomes:</p> <p>Children draw their own pictures of our local area and / or North America. Show perspective in their drawings.</p> <p>Could use Ipads to draw e.g. from the school roof in the style of David Hockney.</p>		
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# BPS Art Progression Document

