

Bempton Primary School

Art and Design Curriculum



Intent

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art. Children at Bempton start from Nursery with mark making, they take part in led art lessons and have exposure to art provision set up in their classroom.

Specific Area of Learning Expressive Arts and Design	ELG 16	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Art and Design KS1
	<p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> Drawing self-portraits Drawing and painting pictures of their family. Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn, theme of dark and light. Art work inspired by books – The dot, owl babies, Handa's surprise. Black History Art – Kente cloth Creating art inspired by famous Artist, e.g Andy Goldsworthy / Vincent Van Gogh. Designing and creating a house for an animal. Adapting work where necessary. Child-led activities – Making kites. Leaf man link – Creating their own pictures using Autumn leaves. Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material etc...to name some. Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join. 	<ul style="list-style-type: none"> Artist Draw Pencil Brush Colour Point Shade Pattern Picture Pastels Design Create Texture 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make product. 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. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing Explore materials and tools for mark making	Painting Explore mark making with paint, using primary colours	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D Use natural and man-made materials Create plaster casts from clay impressions	Collage Explore the visual and tactile qualities of objects Layer paper to build an image
Year 2	Drawing Evoke mood and represent movement through mark making	Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media	3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of toning and sgraffito	Printmaking Create monoprints and explore mark making and pattern with printing tools	Textiles & Collage Explore pattern and colour combinations Use collagraph and Plastiline™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage	3D Create relief sculptures Use wire to make 3D insects	Painting Use a range of paint techniques to create backgrounds for effect	Creative Response Painting and Printmaking Combine painting and printmaking techniques
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours	Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques	3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering	Painting Mix tints and tones to create an ombre effect with paint	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes	Printmaking Create three colour prints and combine printing techniques	Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork	3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls	Painting Explore a range of effects which can be achieved using watercolour paint	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish fabric
Year 6	Drawing Combine techniques to create abstract images Learn about surrealism and portraiture	Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements	Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials	Painting Combine techniques to create the illusion of water and depth	Creative Response Drawing and Textiles Combine drawing and batik to add detail

School Beliefs

Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.



Through the use of CUSP each module will focus on developing different aspects of artistic competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Content, Sequencing and Retrieval

Units are taught in blocks, lessons are supported through the Scheme of Work (CUSP). The Long-term plan ensures that pre-requisite knowledge and skills are considered and linked to their new learning. Opportunities to revisit and retrieve prior learning are integrated into the scheme of work



Support, Inclusion and Progress for All

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

Pedagogy: How the Curriculum is Taught

At Bempton, we have invested in CUSP Art and Design, this is based around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists.

The Art Curriculum package includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. The teacher videos complement the content in each block and provide clear instruction about art techniques and methods. The exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each block. The components of the suite should be viewed together for maximum impact.

Assessment

We use a varied approach to assessment within art and design:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

Expectations for each block are made explicit on slide one, e.g. *At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.*

- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. *What happens if you change the size of the mark?*
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
 - use artistic language effectively;
 - explain artistic techniques and processes;
 - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

Cultural Capital

Enrichment and extracurricular school activities are key to expanding our children's depth, understanding and knowledge. We enter competitions and take part in local activities. Such as: African art award, Hull university art links, art at the cliffs, art club and the lifeboat challenges which are a vital part of our coast line.

Career Professional Development

Through CUSP an overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.



Learning
modules



Video
guidance



Exemplification
materials

Long Term Plan

Cycle A – Autumn, Spring, Summer			
Class 2	Y1 – Textiles Y2 – Textiles and collage	Y1 - 3D Y2 – 3D	Y1 - Collage Y2 – Creative Response?
Class 3	Y3 - 3D Y4 - 3D and collage	Y3 - Painting Y4 - Painting	Y3 – Creative response Y4 – Creative response
Class 4	Y5 – 3D Y6 – 3D	Y5 - Painting Y6 - Painting	Y5 – Creative response Y6 – Creative response

Cycle B – Autumn, Spring, Summer			
Class 2	Y1 – Printmaking Y2 – Printmaking	Y1 - painting Y2 – Painting	Y1 - Drawing Y2 – Drawing
Class 3	Y3- Drawing and painting Y4- Drawing	Y3 – Textiles and collage Y4 - Painting	Y3 - Printmaking Y4 - Printmaking and Textiles
Class 4	Y5 - Printmaking Y6 - Printmaking and collage	Y5- Drawing and painting Y6- Drawing	Y5 – Textiles and collage Y6 – Printmaking and textiles

Progression of Skills

Please see our progression of skills documents for each area of learning.