

Art Curriculum Intention

Intention: At Albert Bradbeer Academy, Art and Design provides the children with the opportunities to develop and extend their knowledge and skills, as well as an opportunity to express their individual interests, thought and ideas. Our school recognises and understands that the arts provide a wealth of vital experiences to excite children’s imaginations and develop their creativity. Our Art and Design curriculum is designed to improve children’s cultural capital by learning about and taking inspiration from both classic and modern artists.

Each unit of work begins with an artist study which allows our children to develop an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The curriculum design for this subject ensures that there’s a spiralling approach, in order for knowledge and skills to be built upon and developed every two years so that children make progress in line with National Curriculum expectations.

Art and Design Curriculum Overview

| | Autumn Term | Spring Term | Summer Term |
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| Nursery | Experimenting with the 8 techniques: form, texture, colour, tone, line, pattern, space, shape | | |
| Reception | Experimenting with the 8 techniques: form, texture, colour, tone, line, pattern, space, shape | | |
| Year 1 | Live Drawing – Paul Cezanne | Printing – Lynn Flavell, Giuseppe Arcimboldo | Textiles – Gunta Stolzl |
| Year 2 | Painting – Pablo Picasso | Collage – Megan Coyle | Sculpture – Angela Haseltine Pozzi |
| Year 3 | Printing – William Morris | Digital Mixed Media – Charlotte Caron | Drawing/Painting – Georges Seurat, Paul Signac |
| Year 4 | Sculpture – Alexander Calder | Textiles – Vanessa Barragão | Drawing – Stephen Wiltshire |
| Year 5 | Drawing - Banksy | Painting – Claude Monet | Sculpture – Henri Rousseau |
| Year 6 | Painting – Frida Kahlo | Collage – Dolan Gelman | Drawing – Gary Hodges |

| | Intent | Implementation | | Impact |
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| In the foundation stage, the children will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. | <p>In Reception:</p> <p><u>Drawing</u> Step by step drawing Observational drawing</p> <p><u>Painting</u> Colour mixing Wax crayons Leaf rubbings</p> <p><u>3D form</u> Sculpture with sticks and twigs Weaving with natural materials Make Jewellery/paper beads sculpture with card/ play dough or clay</p> <p><u>Printing</u> shapes</p> | <p><u>Substantive Knowledge:</u></p> <ul style="list-style-type: none"> ● Explore the textures, movement, feel and look of different media and materials ● Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects. ● Use different media and materials to express their own ideas ● Explore and experiment with colour and use for a particular purpose ● Develop skills to use simple tools and techniques competently and appropriately including using scissors to cut along a line. ● Select appropriate media and techniques and adapt their work where necessary | <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Colour ● Shape ● Line ● Texture ● Pattern ● Tone ● Form ● Space | <p><u>Disciplinary Knowledge:</u></p> <p>Natural art – making art with natural materials e.g. sticks, pinecones, leaves including printing with these.</p> <p>Paper art and collage – experiment with using a range of materials to layer work including ripping paper. Finding tools and techniques to stick things together.</p> <p>Opportunities to draw – exposure to modelling and step by step pictures of how to draw. Use of chalk, wax crayons, pencil crayons, felt tips.</p> <p>Opportunities to paint –using a brush and or tools (sponges/rollers): printing with a range of resources e.g. string, veg, bubble wrap and natural materials; mixing and experimenting with the paint and techniques, such as drip painting/bubble painting/blow painting/</p> <p>Experiment making sculptures with a range of resources e.g., with dough and clay, weaving</p> |

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| <p>In KS1, pupils should be able to access a variety of materials, begin to understand the first stages of the 5 techniques and learning about a range of artists, describing the differences and similarities between their work and the artist's work.</p> | <p>In Y1 the children will develop their knowledge and skills through exploration of:</p> <p>Drawing Observational drawing Oil pastels Sketching Blending</p> <p>Printing Block printing Repeated patterns Overlapping patterns Make prints by pressing, rolling, rubbing and stamping</p> <p>Textiles Weaving to create a pattern Joining materials- glue or stitch Making a loom</p> | <p><u>Substantive Knowledge:</u></p> <p><u>Paul Cezanne:</u></p> <ul style="list-style-type: none"> • To know who Paul Cezanne is • To recognise pieces of work by Paul Cezanne • To know what an observational drawing is • To know how to blend to add texture • To know the terms form, colour and tone <p><u>Lynn Flavell/Giuseppe Arcimboldo:</u></p> <ul style="list-style-type: none"> • To know who Lynn Flavell is • To know who Giuseppe Arcimboldo is • To recognise a piece of work by Lynn Flavell • To recognise a piece of work by Giuseppe Arcimboldo • To know that repeating or overlapping shapes creates pattern • To know that objects create prints (e.g. fruit, veg or sponges) • To know what the warm and cold colours are <p><u>Gunta Stolzl:</u></p> <ul style="list-style-type: none"> • To know who Gunta Stolzl is • To recognise pieces of work by Gunta Stolzl • To know how to weave to create a pattern • To know how to join materials | <p><u>Vocabulary:</u></p> <p><u>Paul Cezanne:</u></p> <ul style="list-style-type: none"> • Painter • Shape • Primary colours • Light • Dark • Contrast <p><u>Lynn Flavell:</u></p> <ul style="list-style-type: none"> • Pattern • Print • Warm colours • Cold colours • Stamp • Roll • Press <p><u>Gunta Stolzl:</u></p> <ul style="list-style-type: none"> • Textile • Design • Materials • Direction • Weaving • Loom | <p><u>Disciplinary Knowledge:</u></p> <p><u>Paul Cezanne:</u></p> <ul style="list-style-type: none"> • To blend oil pastels to build texture • To observe using simple objects • To vary shape, colour and tone <p><u>Lynn Flavell:</u></p> <ul style="list-style-type: none"> • To press, roll and stamp to make a variety of prints • To experiment with warm and cold colours • To vary texture, pattern and colour <p><u>Gunta Stolzl:</u></p> <ul style="list-style-type: none"> • To learn how to make a loom for weaving • To learn how to weave yarn • To vary in texture, form and line |
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| <p>In KS1, pupils should be able to access a variety of materials, begin to understand the first stages of the 5 techniques and learning about a range of artists, describing the differences and similarities between their work and the artist's work.</p> | <p>In Y2 the children will develop their knowledge and skills through exploration of:</p> <p>Painting Self-portrait Proportion Thickness of line</p> <p>Collage Combining materials Texture Colour Layering</p> <p>Sculpture Land art Using natural materials Using clay techniques</p> | <p><u>Substantive Knowledge:</u></p> <p><u>Pablo Picasso:</u></p> <ul style="list-style-type: none"> • To know who Pablo Picasso is • To recognize work by Pablo Picasso • To know what abstract art is • To understand the terms form, colour and line • To understand how to create an emotive piece of art <p><u>Megan Coyle:</u></p> <ul style="list-style-type: none"> • To know who Megan Coyle is • To recognize work by Megan Coyle • To know what collage art is • To know how a combination of materials that are cut, torn and glued can be used to collage • To know how to mix and join materials to create texture <p><u>Angela Haseltine Pozzi:</u></p> <ul style="list-style-type: none"> • To know who Angela Haseltine Pozzi is • To recognize work by Angela Haseltine Pozzi • To know what junk sculptures are • To know how to use a combination of shapes • To know how to use rolled up paper, straws, paper, card and clay as materials • To know how to use techniques such as rolling, cutting, moulding and carving | <p><u>Vocabulary:</u></p> <p><u>Pablo Picasso:</u></p> <ul style="list-style-type: none"> • Picasso • Cubism • Abstract shape • Secondary colours • Line • Emotions <p><u>Megan Coyle:</u></p> <ul style="list-style-type: none"> • Collage • Illustrator • Soft • Bumpy • Smooth • Shades <p><u>Angela Haseltine Pozzi:</u></p> <ul style="list-style-type: none"> • Sculpture • Plastic Pollution • Washed Ashore • Negative space • Recycle • Layer • Carve | <p><u>Disciplinary Knowledge:</u></p> <p><u>Pablo Picasso:</u></p> <ul style="list-style-type: none"> • To begin to understand secondary colours • To create a self-portrait showing emotion • To vary shape, colour and line <p><u>Megan Coyle:</u></p> <ul style="list-style-type: none"> • To begin to understand the need for textures • To sort and arrange different materials • To create a collage • To vary texture, tone and line <p><u>Angela Haseltine Pozzi:</u></p> <ul style="list-style-type: none"> • To use a variety of recycled materials to create a junk model • To learn how to cut, mold, carve and roll materials • To vary texture, form, space |
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| <p>In KS2, pupils should be able to develop their techniques including their control and use of materials.</p> <p>Pupils should be able to experiment with their work and the increase their awareness of different kinds of art.</p> <p>Pupils should use a sketchbook to record their observations and to evidence their mastery in art and design techniques.</p> | <p>In Y3 the children will develop their knowledge and skills through exploration of:</p> <p>Printing Block printing Incised printing</p> <p>Digital Mixed Media Painting onto photographs Photography</p> <p>Painting Pointillism Brush techniques Mixing colours Creating mood with colour</p> | <p><u>Substantive Knowledge:</u></p> <p><u>William Morris:</u></p> <ul style="list-style-type: none"> • To know who William Morris is • To recognise a piece of art by William Morris • To know what printed art is • To develop knowledge of the techniques form, tone and texture • To understand the use of pattern <p><u>Charlotte Caron:</u></p> <ul style="list-style-type: none"> • To know who Charlotte Caron is • To recognise a piece of art by Charlotte Caron • To know what photography is • To develop knowledge of the techniques texture, colour, and form <p><u>Georges Seurat, Paul Signac:</u></p> <ul style="list-style-type: none"> • To know who Georges Seurat is • To know who Paul Signac is • To recognise a piece of art with these artists • To know what pointillism is • To recognise monochromatic art | <p><u>Vocabulary:</u></p> <p><u>William Morris:</u></p> <ul style="list-style-type: none"> • Textile designer • Pattern • Repetition • Tone • Dense <p><u>Charlotte Caron:</u></p> <ul style="list-style-type: none"> • Photographer • Concealing • Tertiary • Skeleton • Acrylic paint • Designing • Layering <p><u>Georges Seurat, Paul Signac:</u></p> <ul style="list-style-type: none"> • Pointillism • Impressionist • Chromoluminari sm • Stippling • Densities • Colour theory • Monochromatic | <p><u>Disciplinary Knowledge:</u></p> <p><u>William Morris:</u></p> <ul style="list-style-type: none"> • To design and create printing blocks • To vary pattern, tone and space to create interesting prints <p><u>Charlotte Caron:</u></p> <ul style="list-style-type: none"> • To use self-portrait photographs as a base for a mixed media piece of art • To explore how different layers and thicknesses affect the final outcome • To vary texture, colour and form <p><u>Georges Seurat, Paul Signac:</u></p> <ul style="list-style-type: none"> • To learn how to create dense and light shading • To use different harnesses of pencils • To learn the technique stippling • To experiment with creating mood with colour • To vary tone, colour and space |
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| <p>In KS2, pupils should be able to develop their techniques including their control and use of materials.</p> <p>Pupils should be able to experiment with their work and the increase their awareness of different kinds of art.</p> <p>Pupils should use a sketchbook to record their observations and to evidence their mastery in art and design techniques.</p> | <p>In Y5 the children will develop their knowledge and skills through exploration of</p> <p>Drawing Shadows Light and dark colours Complementary colours Designing a mural</p> <p>Painting Creating colour palettes Watercolour paint Acrylic paint Brush techniques to create texture Combine colours, tones and tints to create mood</p> <p>Sculpture 3D layered art Creating detailed but delicate art</p> | <p><u>Substantive Knowledge:</u></p> <p><u>Banksy:</u></p> <ul style="list-style-type: none"> • To know who Banksy is • To recognise a piece of art by Banksy • To know what street art/graffiti is • To know what tagging is • To know what complementary colours are • To know how to create a mural about a world issue <p><u>Claude Monet:</u></p> <ul style="list-style-type: none"> • To know who Claude Monet is • To recognise a piece of art by Claude Monet • To know what watercolour art is • To know how to effectively use watercolour techniques to create a final piece <p><u>Henri Rousseau:</u></p> <ul style="list-style-type: none"> • To know who Henri Rousseau is • To recognise a piece of art by Henri Rousseau • To know how to create a background, middle layer and foreground • To use painting skills to add detail to the art | <p><u>Vocabulary:</u></p> <p><u>Banksy:</u></p> <ul style="list-style-type: none"> • Graffiti • Anonymous • Stencil • Transfer • Tagging • Complementary • Satirical street art • Mural <p><u>Claude Monet:</u></p> <ul style="list-style-type: none"> • Watercolour artist • Founder • Salt wash • Gradation • Wax resist • Brush strokes • Versatile <p><u>Henri Rousseau:</u></p> <ul style="list-style-type: none"> • Jungles • Vivid • Pressure • Delicate • Foreground • Composition | <p><u>Disciplinary Knowledge:</u></p> <p><u>Banksy:</u></p> <ul style="list-style-type: none"> • To create a piece of graffiti by tagging their name • To design a mural about a world issue • To use complementary colours in their work • To sketch (lightly) before painting to combine line and colour • To vary form, texture and colour <p><u>Claude Monet:</u></p> <ul style="list-style-type: none"> • To learn how to use a paintbrush • To learn how to use watercolours • To create a watercolour painting • To vary texture, space and line <p><u>Henri Rousseau:</u></p> <ul style="list-style-type: none"> • To vary texture, form and colour • To learn how to create a 3D rainforest • To practice using a paintbrush to paint in different ways • To use clay to stack and layer art |
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| <p>In KS2, pupils should be able to develop their techniques including their control and use of materials.</p> <p>Pupils should be able to experiment with their work and the increase their awareness of different kinds of art.</p> <p>Pupils should use a sketchbook to record their observations and to evidence their mastery in art and design techniques.</p> | <p>In Y6 the children will develop their knowledge and skills through exploration of</p> <p>Painting Mixing textures Proportions Self portrait Perspective of the face</p> <p>Collage Self portrait Using line for additional effects Mixing mediums</p> <p>Drawing Shadows Foundation sketches Show movement Use lines to represent movement Highlights Tones and depth</p> | <p><u>Substantive Knowledge:</u></p> <p><u>Frida Kahlo:</u></p> <ul style="list-style-type: none"> • To know who Frida Kahlo is • To recognise a piece of work by Frida Kahlo • To know what Mexican folk art is • To understand the importance of accuracy when drawing a self-portrait • To understand the proportions of a face <p><u>Hannah Hoch/Tahlia Stanton:</u></p> <ul style="list-style-type: none"> • To know who Hannah Hoch is • To recognise a piece of art by Hannah Hoch • To know what the DADA art movement was • To know who Tahlia Stanton is • To know how Tahlia Stanton uses different materials to create her art • To know how to use additional media to uplevel artwork <p><u>Gary Hodges:</u></p> <ul style="list-style-type: none"> • To know who Gary Hodges is • To recognise a piece of work by Gary Hodges • To know how to use techniques to show movement, perspective, shadows and reflection • To know how to texture animal fur effectively • To use all techniques and knowledge taught in KS1 and KS2 | <p><u>Vocabulary:</u></p> <p><u>Frida Kahlo:</u></p> <ul style="list-style-type: none"> • Mexico • Self-portrait • Proportions • Surrealism art • Folk art • Identity <p><u>Hannah Hoch/Tahlia Stanton:</u></p> <ul style="list-style-type: none"> • DADA • Photomontage • Collaborative art • Swatch • Mark-making • Palette knives <p><u>Gary Hodges:</u></p> <ul style="list-style-type: none"> • Hyperrealist • Wildlife • Depth • Putty rubbers • Realistic • Texturing • Reference photo • foundation | <p><u>Disciplinary Knowledge:</u></p> <p><u>Frida Kahlo:</u></p> <ul style="list-style-type: none"> • To learn about the proportions of a face • To add texture to their final piece • To vary in line, texture and form <p><u>Hannah Hoch/Tahlia Stanton:</u></p> <ul style="list-style-type: none"> • To experiment with mark-making to add mixed media elements to a piece of art • To mix textures (rough and smooth, plain and patterned) • To combine visual and tactile qualities • To vary in line, colour and space <p><u>Gary Hodges:</u></p> <ul style="list-style-type: none"> • To use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • To use lines to represent movement • To learn techniques with a putty rubber such as adding highlights • To use charcoal to create an even surface before adding details |
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