

A photograph of various art supplies on a dark wooden table. On the left, a white ceramic cup holds several paintbrushes with wooden handles and metal ferrules. In the foreground, several tubes of paint in various colors (blue, green, brown, yellow) are scattered on the table. A palette with colorful paint smudges is visible on the right side. The background is a dark wood surface.

**BECKINGHAM PRIMARY SCHOOL**

# **ART CURRICULUM**

**ENSURING EVERY CHILD SUCCEEDS AND  
THRIVES, BECOMING A LIFE-LONG LEARNER  
PREPARED FOR THE WORLD OF TOMORROW**

**2022**



## 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.

**Intent** - *What are we trying to achieve for our children in Art and Design?*

At BPS we believe a high-quality Art and Design curriculum should inspire pupils' to clarify and communicate their own ideas and values. It will also aid the development of an appreciation of aesthetic qualities and an understanding of works of an artistic nature. By giving children a balanced art curriculum with the opportunity for simple exploration of art materials, we will facilitate the development of manipulative and expressive skills. These will be of value in other curriculum areas. Art will give children pleasure and a sense of personal achievement in sharing their work with others.

The intention of art learning in our school is:

- to develop children's knowledge of materials and their ability to use them sensibly when allowed to experiment freely
- the development of relevant practical skills and expertise in using both equipment and material correctly
- the opportunity for children to express their emotions through art experiences
- to widen children's knowledge and understanding of art in areas of colour, form, line, tone, pattern, shape and texture
- to provide opportunities to study Art in a historical and cultural context
- so that children develop appreciation skills which help them examine works of art and the achievements of artists and designers



### **Implementation** - *How is the curriculum delivered?*

The most appropriate learning in Art is through first-hand experience and observation. Children's awareness and interest in their immediate environment should be extended to the wider environment including different cultures and historical works of art. Successful learning in Art should come from knowledgeable and well planned teaching which has a balance between instruction and experimentation. Important teaching styles are:

- Investigational Learning – where children are allowed to explore materials and media. This means the responsibility for learning is placed on the child. Knowledge is more likely to be retained when the children are not passive learners, but when they apply their knowledge to challenging and practical tasks.
- Explaining and Instructing – we need to ensure systematic development in both art skills and response to existing work. This can be done by direct teaching of a particular skill, concept, or body of knowledge. Children will have to recall and demonstrate their understanding at a later point when either producing their own original work or responding to existing work.

Following the 'Development Matters' guidance in EYFS, our Reception children gain an understanding of 'Expressive Arts' and come into KS1 with the foundations laid for Art and Design. At BPS, we implement an Art and Design curriculum that;

- meets the objectives outlined in the National Curriculum , a copy of which can be found [here](#)
- is progressive throughout the school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone will include seven artistic concepts: digital media, painting, collage, sculpture, drawing, printing and textiles, along with developing ideas and taking inspiration from 'the greats'.
- has progressive skills embedded into each unit that ensure Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Provides the opportunity for children to refine and develop their techniques over time.
- ensures children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work.
- provides whole class differentiation through questioning and various methods of recording
- is delivered on a half-termly timetable, where Art & Design and Design & Technology are taught alternate half terms.
- is enhanced by trips and visiting experts where appropriate.



**Impact** - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

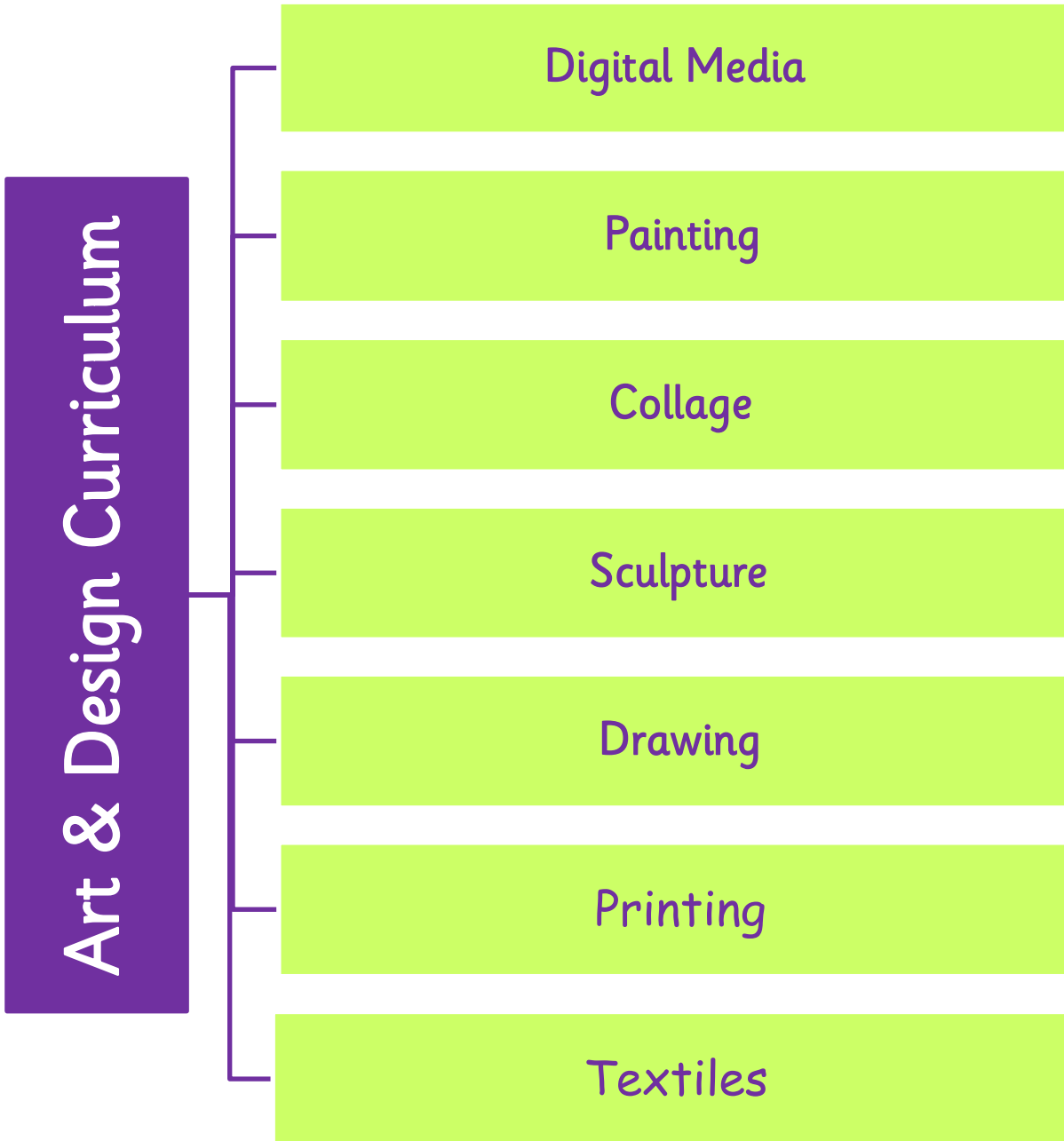
Through our art teaching, we provide learning opportunities that enable all pupils to acquire art skills and make progress. The impact of art teaching at Beckingham Primary School includes:

- A developed knowledge of materials and the skills to use them sensibly.
- Children can express their emotions through art experiences.
- Children will have a wider knowledge and understanding of art in areas of colour, form, line, tone, pattern, shape and texture
- Children will have a wider knowledge of Art in a historical and cultural context.
- Appreciation skills will have been developed to help them examine works of art and the achievements of artists and designers
- Children are to retain prior-learning and make connections between what they have previously learnt and what they are currently learning.

Displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's status in the school. The Art curriculum at BPS contributes to children's values; tenacity, hard-work, respect and vision.

Standards in Art and Design will be high and will match standards in other subjects such as English and Maths. We measure the impact of our Art & Design curriculum using the following measures:

- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills from Foundation Stage and across Key Stage 1 and 2 that builds on prior knowledge
- Monitoring through observations, pupil interviews, work and planning scrutinies.
- Termly teacher judgements track progress and inform subsequent planning





## Visual Arts

	Nursery	R1 September to January	R2 February to July
Progression milestones	<ul style="list-style-type: none"> <li>Makes accidental representations (creates a form and then decides it is like something).</li> <li>Identifies artworks that appeal to them.</li> <li>Enjoys experimenting with colour in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Likes art that is realistic and relates to their experience.               <ul style="list-style-type: none"> <li>Can sort art by its medium.</li> </ul> </li> <li>Explores colour and colour mixing.</li> <li>Is beginning to use painting and drawing to represent actions and objects.</li> <li>Is beginning to use art to demonstrate feelings.               <ul style="list-style-type: none"> <li>Uses tools for a purpose.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to think about an artist's point of view.</li> <li>Is starting to think about composition and colour.               <ul style="list-style-type: none"> <li>Experiments with a wide variety of materials.</li> <li>Can use art to represent feelings.</li> </ul> </li> <li>Makes intentional representations, deciding beforehand what they want to depict.               <ul style="list-style-type: none"> <li>Uses a wide variety of tools with developing expertise.</li> </ul> </li> </ul>
Learning Experiences	<ul style="list-style-type: none"> <li>Read <i>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art</i> by Barb Rosenstock. Show children some of Wassily Kandinsky's paintings and discuss what they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Through Georgia's Eyes</i> by Rachel Victoria Rodriguez. Explore the colours in the book and discuss children's ideas. Show children some of Georgia O'Keefe's paintings and ask them what they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Meet Barbara Hepworth</i> by Laura Carlin. Ask children what they notice about her work.</li> </ul>
Continuous Provision	<ul style="list-style-type: none"> <li>Provide paper plates, coloured paper cut into squares, a variety of media, paint, crayons, oil pastels, etc. Encourage children to make their own pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide large, brightly coloured, cardboard flowers to act as a base for children's own representations of flowers. Provide a variety of other materials such as card, scissors, tissue paper, glue and scrap paper in a variety of colours. Encourage children to create their own flower. Provide modelling clay for children who might want to reproduce the skulls seen in the book</li> </ul>	<ul style="list-style-type: none"> <li>Provide clay and modelling tools for children to make their own creations.</li> </ul>



## BPS ART & DESIGN CURRICULUM



Outdoor Environment	<ul style="list-style-type: none"><li>• Show children Kandinsky's Sign With Accompaniment painting. Ask them about the shapes and the colours they can see. Provide card strips, art straws, twigs, etc. to make straight-line compositions. Provide large pieces of paper, large brushes and paints for children to make their own large painting</li></ul>	<ul style="list-style-type: none"><li>• Encourage children to look at the natural world and try to see it as Georgia would. Encourage them to use the environment to inspire their own paintings.</li></ul>	<ul style="list-style-type: none"><li>• Encourage children to make their own sculptures using natural objects they find outside.</li></ul>
Purposeful Pedagogy	<ul style="list-style-type: none"><li>• Set up a permanent art area as this demonstrates to children that this subject is important. Provide a wide range of easily accessible materials. Introduce different materials gradually so children don't become overwhelmed. Let children explore freely rather than focusing on producing perfect work.</li></ul>	<ul style="list-style-type: none"><li>• Ask children to compare the work of each new artist you introduce with the work of ones already explored. Ask them to find similarities and differences. Create artworks alongside children as they are more likely to experiment with different materials if they see you using them. Model techniques and make suggestions as you go. Encourage children to talk about their artworks (processes as well as product).</li></ul>	<ul style="list-style-type: none"><li>• Encourage children to describe things in detail because as their language becomes more complex so do their representations. Talk to children about the feelings they have when looking at sculptures. (Many people say that Barbara Hepworth's sculptures are calming.) Display children's art work. Ask them to describe their own and others' work.</li></ul>



<p>Learning Conversations</p>	<ul style="list-style-type: none"><li>• Ask questions such as, 'How did you decide which colours to use?' and 'Which other shapes might you use to make a painting inspired by Kandinsky?'</li></ul>	<ul style="list-style-type: none"><li>• Ask questions such as, 'What do you like about this painting?'. Make statements such as 'I saw you taking a lot of different coloured paint to your table.' This encourages children to talk about what they were doing and encourages much more discussion than saying 'Tell me what you have painted.'</li></ul>	<ul style="list-style-type: none"><li>• Ask questions such as, 'How did you make your shape?', 'What did you do next?', 'How did that change your piece?' and 'Which equipment did you use?'</li></ul>
-------------------------------	--	--	--



# BPS ART & DESIGN CURRICULUM



Threshold Concept	Artistic Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Develop Ideas		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
Master Techniques	Painting	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>



## BPS ART & DESIGN CURRICULUM



	Collage	<ul style="list-style-type: none"><li>• Use a combination of materials that are cut, torn and glued.</li><li>• Sort and arrange materials.</li><li>• Mix materials to create texture.</li></ul>	<ul style="list-style-type: none"><li>• Select and arrange materials for a striking effect.</li><li>• Ensure work is precise.</li><li>• Use coiling, overlapping, tessellation, mosaic and montage.</li></ul>	<ul style="list-style-type: none"><li>• Mix textures (rough and smooth, plain and patterned).</li><li>• Combine visual and tactile qualities.</li></ul>
	Sculpture	<ul style="list-style-type: none"><li>• Use a combination of shapes.</li><li>• Include lines and texture.</li><li>• Use rolled up paper, straws, paper, card and clay as materials.</li><li>• Use techniques such as rolling, cutting, moulding and carving.</li></ul>	<ul style="list-style-type: none"><li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li><li>• Include texture that conveys feelings, expression or movement.</li><li>• Use clay and other mouldable materials.</li><li>• Add materials to provide interesting detail.</li></ul>	<ul style="list-style-type: none"><li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li><li>• Use tools to carve and add shapes, texture and pattern.</li><li>• Combine visual and tactile qualities.</li><li>• Use frameworks (such as wire or moulds) to provide stability and form.</li></ul>



# BPS ART & DESIGN CURRICULUM



	<p>Drawing</p>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> </ul> <p>Annotate sketches to explain and elaborate ideas.</p> <ul style="list-style-type: none"> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
	<p>Print</p>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>



## BPS ART & DESIGN CURRICULUM



	Textiles	<ul style="list-style-type: none"><li>• Use weaving to create a pattern.</li><li>• Join materials using glue and/or a stitch.</li><li>• Use plaiting.</li></ul>	<ul style="list-style-type: none"><li>• Shape and stitch materials.</li><li>• Use basic cross stitch and back stitch.</li><li>• Colour fabric.</li><li>• Create weavings.</li><li>• Quilt, pad and gather fabric.</li></ul>	<ul style="list-style-type: none"><li>• Show precision in techniques.</li><li>• Choose from a range of stitching techniques.</li><li>• Combine previously learned techniques to create pieces</li></ul>
	Digital Media	<ul style="list-style-type: none"><li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li></ul>	<ul style="list-style-type: none"><li>• Create images, video and sound recordings and explain why they were created.</li></ul>	Enhance digital media by editing (including sound, video, animation, still images and installations).



## BPS ART & DESIGN CURRICULUM



<p>Take inspiration from the greats</p>		<ul style="list-style-type: none"><li>• Describe the work of notable artists, artisans and designers.</li><li>• Use some of the ideas of artists studied to create pieces.</li></ul>	<ul style="list-style-type: none"><li>• Replicate some of the techniques used by notable artists, artisans and designers.</li><li>• Create original pieces that are influenced by studies of others.</li></ul>	<ul style="list-style-type: none"><li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li><li>• Show how the work of those studied was influential in both society and to other artists.</li><li>• Create original pieces that show a range of influences and styles.</li></ul>
---	--	--	--	--