



## Bramble Primary Academy- Art and Design Curriculum

Throughout Art and Design at Bramble Primary Academy, we teach six key themes throughout each year group. These are:

Colour	Texture	Tone	Form and Space	Line and Shape	Pattern
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Each year group teaches four lessons within each block, focusing on one key theme.

Year Group	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
1	COLOUR	PATTERN	FORM AND SPACE	TONE	TEXTURE	LINE AND SHAPE
2	COLOUR	TEXTURE	TONE	FORM AND SPACE	LINE AND SHAPES	PATTERN
3	TONE- Egyptian Art	TEXTURE- Hieroglyph Art	COLOUR- Plant Art	LINE AND SHAPE- Rainforest Art	FORM AND SPACE- Stone Age Art	PATTERN- Investigating Pattern
4	PATTERN- Iron Age Shields	LINE AND SHAPE- Iron Age Shields	FORM AND SPACE- Greek Vase	TEXTURE- Greek Vase	COLOUR- Mosaic	TONE- Mosaic
5	TEXTURE	TONE	LINE AND SHAPE	PATTERN	FORM AND SPACE	COLOUR
6	PATTERN- The Blitz	TEXTURE- The Blitz	TONE- Vikings	COLOUR- War Art	FORM AND SPACE- Repeating patterns. Turner.	LINE AND SHAPE- Tessellation art

### EYFS- Early Learning Goal for Expressive Arts and Design

#### ELG 16 Creating with Materials

- 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.

#### ELG 17 Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

#### Nursery

- Use pre-made paints.
- Can name primary colours. Mix primary colours to appropriate consistency.
- Can hold a paintbrush in the palm of their hand to create marks.
- Print using a range of materials.
- Makes marks. Draws circles and lines.



- Draws faces with features and gives meaning to marks.
- Draws potato people (no neck or body).
- Children can draw things that they observe.
- Children can draw simple things from memory.
- Use glue sticks to join items with support.
- Use glue spatulas to join items with support.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Builds towers by stacking objects.
- Builds walls to create enclosed spaces. Use glue sticks to join items with support.
- Explores clay using fingers.
- Makes marks in clay.

#### **Reception**

- Able to mix colours.
- Can hold a paintbrush using a tripod grip.
- Paintings show greater attention to detail.
- Create patterns or meaningful pictures when printing.
- Draws people with increasing detail (bodies with limbs and additional features).
- Children begin to draw self-portraits, landscapes and buildings/cityscapes.
- Join items in a variety of ways– masking tape, Sellotape, string, ribbon etc.
- Make informed choices of which material is best to use when junk modelling.
- Makes a model using clay.

#### **Progression of Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Exploring and Developing Ideas</b>	Respond to ideas and starting points Explore ideas and collect visual information Record experimenting with different medias in sketch book	Explore ideas and collect visual information Explore different methods and materials as ideas develop Plan and develop ideas in sketchbook Build information on colour, texture, techniques, etc.	Collect information, sketches and resources Comment on artworks using visual language Record media exploration in sketchbook Express feelings and emotions in sketchbooks	Adapt and refine ideas Comment on artworks using visual language Record media exploration in sketchbook Express feelings and emotions in sketchbooks	Develop and imaginatively extend ideas Use the qualities of materials to enhance ideas Record media exploration in sketchbook Use sketchbooks to collect and record visual information	Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language Record media exploration in sketchbook Use sketchbooks to collect and record



		Collect textures/patterns to use in future work	Make notes in sketchbooks about techniques used and key artists	Make notes in sketchbooks about techniques used and key artists Annotate own work to develop Express purpose and intention of art pieces	from different sources as well as planning Adapt work as and when necessary and explain why.	visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Adapt work as and when necessary and explain why.
<b>Evaluating and Developing Ideas</b>	Look at artists and their techniques, giving their opinion	Explore a range of artists and links these to own work Give opinions about art pieces and artists Express how art makes them feel	Explore a range of artists and links these to own work Give opinions about art pieces and artists Express how art makes them feel Respond to art from other cultures and time periods	Discuss and review their own work, giving ways they can develop and edit their work Look at artists, architects and designers from history	Recognise art from a range of artists and link them to historical events Identify artists who link to their own work Compare the style of different artists and the techniques used	Compare the style of different artists and the techniques used Link own work to artists Modify own work to develop it further
<b>Drawing</b>	Use a variety of dry media such as pencils, chalk, charcoal to make different marks- e.g., dots, dashes, straight lines, wavy lines	Draw lines of different sizes and thickness Show pattern and texture by adding dots and lines Use media such as pencils, pastels and charcoal to create soft, hard and faint lines by applying different pressure Begin to blend and smudge	Use different harnesses of pencils to show line, tone and texture Use a variety of media to create hard and soft lines with different thickness Create depths of colour with pencil crayons by applying different pressure	Use hatching and cross hatching to show tone and texture Use a variety of art pencils to experiment with shade Build layers of colour by using media such as pastels	Use a choice of techniques to depict movement perspective, shadows and reflections Use lines to represent movement Use a variety of art pencils to create shade using different techniques- stippling, cross-hatching, etc. Use hard and soft lines to create depth and shadow	Use a choice of techniques to depict movement perspective, shadows and reflections Use lines to represent movement Use a variety of art pencils to create shade and tone using different techniques- stippling, cross-hatching, etc. Use hard and soft lines to create depth



					Build layers of colour using media such as pastels and using fingers to smudge and blend	of colour, shadow and tone Build layers of colour using media such as pastels and using fingers to smudge and blend With media such as charcoal, use the tip to create detail
<b>Painting</b>	Create Colour wheels Mix primary colours to create secondary colours and explain how to make these Use the correct amount of paint on a brush	Mix primary colours to create secondary colours, then shades and tints by adding black or white Hold a paintbrush correctly	Use a number of brush techniques using thick and thin brushes Select the correct type/size of brush for the activity Mix paints to create shades and tints to match purpose- e.g., skin tone, backgrounds	Use a number of brush techniques using thick and thin brushes Experiment with creating mood and colour Mix paints to create shades and tints to match purpose- e.g., skin tones, backgrounds Match colour to mood	Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Use paint to create layers, adding detail to a background base	Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists Apply watercolours in various ways- watercolour wash, wet onto wet, wet onto dry, graduated wash Create layers using paint and adding detail
<b>Collage/Textiles</b>	Cut, glue and trim materials Use a variety of media, e.g., magazines, crepe paper, fabric	Use a variety of media with techniques such as weaving, tie-dying Use a variety of media for textured collages	Use a variety of media with techniques such as printing, weaving Name the tools needed to create various pieces Experiment with media by layering and overlapping	Experiment with media by Using coiling, overlapping, tessellation, mosaic and montage Match appropriate tools to materials Refine and alter ideas using art vocabulary to explain why	Combine visual and tactile qualities Use ceramic mosaic materials and techniques Use stitching and join fabrics in different ways Use a variety of needles and thread	Combine visual and tactile qualities Use ceramic mosaic materials and techniques Use a variety of medias and techniques when creating a piece of work



					Use a range of different medias to collage	Use stitching and join fabrics in different ways Use a variety of needles and thread
<b>Sculpture</b>	Use a combination of shapes Manipulate clay in various ways- e.g., rolling, shaping Create a sculpture using different materials using their imagination	Include lines and texture Manipulate clay in various ways for different purposes- e.g., pinch pots, coil pots Create a sculpture using different materials using their imagination and explain how to create their sculpture	Use materials such as clay or papier mache to create a 3D sculpture Use skills such as slip and scoring to join pieces together	Add materials to provide interesting detail Use materials such as clay or papier mache to create a 3D sculpture Use skills such as slip and scoring to join pieces together Use a variety of tools to create different effects and carve	Show life-like qualities and real-life proportions Use frameworks (such as wire or moulds) to provide stability and form Design and create own sculpture using materials such as clay, papier mache Use skills such as slip, scoring, cross-hatching to join clay and carve to create desired shape Finish work in a variety of ways, polish, glaze, paint, etc.	Show life-like qualities and real-life proportions Use frameworks (such as wire or moulds) to provide stability and form Design and create own sculpture using materials such as clay, papier mache Use skills such as slip, scoring, cross-hatching to join clay and carve to create desired shape Finish work in a variety of ways, polish, glaze, paint, etc. Produce intricate patterns and textures using tools
<b>Printing</b>	Make marks by printing with a variety of objects Make simple rubbings	Print using a variety of natural and manmade objects Use a variety of printing methods: relief, press, fabric Design patterns to use for printing	Use layers of two or more colours Print using a variety of methods Explore pattern and shapes to create a design for printing	Make precise repeating patterns Explore the effect of printing with different materials and select those most suited to a piece of work	Build up layers of colours Print to create layers of textures Incorporate features such as symmetry, repetition, random printing	Use a range of visual elements to reflect the purpose of the work Print on a variety of materials such as fabrics



			Discuss how to create simple prints	Begin to use marbling to create a design	Use inks to create prints	Print to create layers of colours and textures Incorporate features such as symmetry, repetition, random printing Use inks to create prints Edit and refine own work
<b>Digital Media</b>	Take a photograph Organise images on a page	Use a digital paint program to create a picture	Contribute in a group to create images, video and sound recordings Use the zoom or snip tool to focus on a specific part of something to draw/paint/etc.	Create images, video and sound recordings and explain why they were created Take and print images to incorporate within own art pieces Use digital programs to combine their own work/images with those found online	To contribute in a group to enhance digital media by editing Enhance digital media by editing (including sound, and video) Explore artists using ICT Compose a photo linking to topic, with consideration of light and shadows and the effect this will have	Enhance digital media by editing (including sound, video, animation, still images and installation) Explore artists using ICT Compose a photo linking to topic, with consideration of light and shadows and the effect this will have Combine images using a digital program, considering colour, size and rotation

#### Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring, Developing and Evaluating Ideas</b>	Portrait, Landscape, Idea, Artist, Like, Dislike	Similar, Different, Idea, Future, Develop	Observe, Experience, Compare, Annotate	Purpose, Famous artists, Artistic styles, Technique, Annotate, Architects, Method	Function, Record, Adapt, Compare, Artistic styles,	Perspective, Edit, Effect, View, Adapt, Annotate, Compare,



					Technique, Annotate, Architects, Method	Artistic styles, Technique, Architects
<b>Drawing</b>	Pencil, Pastel, Chalk, Crayon, Drawing, Sketch, Line, Shape, Colour	Sketchbook, Pattern, Blend, Texture, Shade, Shape	Pencil grade, Tone, Line, Horizontal, Vertical, Hardness, Pressure	Pencil grade, Tone, Line, Horizontal, Vertical, Hardness, Pressure, Hatch, Crosshatch, Media	Depth, Focal point, Foreground, Background, Perspective, Reflections	Manipulate, Light, Shade, Vanishing point, Reflections
<b>Painting</b>	Colour wheel, Primary colour, Secondary colour, Paint, Paintbrush, Pattern, Mix	Shade, Tone, Technique, Blend, Brush strokes, Colour wheel, Secondary Colours	Acrylic, Cool colours, Warm colours, Contrast, Palette, Shade, Tint	Acrylic, Cool colours, Warm colours, Contrast, Palette, Shade, Tints, Purpose, Mood	Palette, Natural, Watercolours, Acrylic, Detail, Base, Purpose, Mood	Palette, Natural, Watercolours, Acrylic, Detail, Base, Purpose, Mood, Style, Wash, Wet on wet, Graduated wash
<b>Collage/Textiles</b>	Pattern, Scissors, Fabric, Trim	Tie-dye, Collage, Mosaic, Stitch	Weaving, Layering, Overlapping, Textiles	Coil, Overlapping, Layers, Mosaic, Montage	Visual, Tactile, Needle, Thread, Stich, Join, Ceramic	Product, Visual, Tactile, Needle, Thread, Running Stich, Cross Stitch, Join, Ceramic
<b>Sculpture</b>	3D, Clay, Glue, Scissors, Sculpture, Roll, Shape	Coil pot, Manipulate, Construct	Slip, Score, Join, Papier Mache, Model	Slip, Score, Join, Papier Mache, Clay, Model, Carve	Proportions, Life-like, Framework, Mould, Stability, Carve, Finish	Proportions, Life-like, Framework, Mould, Stability, Carve, Finish
<b>Printing</b>	Pattern, Print, Repeat	Fabric printing, Pattern, Materials	Layers, Patterns, Shape, Symmetrical	Canvas, Patterns, Marbling, Symmetrical, Asymmetrical	Layers, Textures, Symmetry, Repetition, Inks	Layers, Textures, Symmetry, Repetition, Inks, Compare, Fabrics
<b>Digital Media</b>	Photograph, Image	Digital, Image, Program	Digital, Image, Zoom, Online, Program	Digital, Image, Program, Recordings, Online	Enhance, Edit, Compose, Light, Shadows, Effect	Rotation, Animation, Enhance, Compose, Light, Shadows, Effect