



# Birchwood Avenue Primary School



Educating Hearts and Minds through Art and Design

## Intent:

At Birchwood Avenue Primary School, our Art curriculum aims to promote creativity and responses to art. The children are provided with authentic opportunities to use their imagination whilst working from a foundation of skills. At Birchwood Avenue, we explore and evaluate a wide range of artists' work whilst exploring the historical and cultural development of the art they are focusing on. We want the children to express themselves through their creativeness. Using a wide variety of media, the children can share what they see, feel and think. The children will experience and build up an awareness of how to draw, paint, print, collage, use textiles, create 3D work and digital art after being inspired to produce something using their vision of Art.

## Syllabus for Art and Design aims & purpose:

At Birchwood Avenue, we use Kapow to complement the teaching and learning of Art and Design. The scheme shares our vision of providing learning opportunities that inspires pupils to develop their confidence to experiment and invent their own works of art. Our curriculum gives pupils every opportunity to develop their artistic abilities, nurture their talent and interests, express their ideas and thoughts about the world and learn about the rich heritage and culture of the British Isles and beyond. Our curriculum supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

### 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

## Art and Design in the EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The table below demonstrates which statements from the Revised 2021 Development Matters are prerequisite skills for Art and Design within the national curriculum. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception to match the programme of study for Art and Design.

The most relevant statements for Art and Design are taken from the following areas of learning: Physical Development and Expressive Arts and Design

Art and Design		
Reception	Physical Development	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop overall body-strength, balance, coordination and agility.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>

EYFS Overview: At Birchwood Avenue, we choose aspects of the suggested Kapow units to complement the Reception curriculum of learning.

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## Art and Design Curriculum:

Birchwood Avenue Primary School implemented the Kapow scheme of work in January 2023 to complement the teaching and learning of Art and Design.

\*KS1 / Lower KS2 follow Original Scheme this year, as the key skills and formal elements of art can be taught in an order throughout the year and thus provide full coverage of The National Curriculum requirements when implementing Kapow mid-year (January 2023)

\*Upper KS2 follow the Revised scheme of work, as it builds on the art skills and formal elements previously covered in lower year groups, and develops pupils' skills and knowledge across four key areas: Drawing, Painting and mixed media, Sculpture and 3D and Craft and Design.

\*From September 2023, the whole school will follow the Revised scheme, as it offers improved sequencing of lessons, new teacher guidance videos, exciting, brand new lessons featuring a diverse range of artists and craftspeople and designed to encourage creativity.

# A spiral curriculum

Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
- ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



## Holistic and sequenced teaching of Art and design skills

### Sequential lessons

Lessons offer clear skills progression with units divided into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

### A broad and balanced art curriculum

Covers all National curriculum aims in each unit.

### A variety of outcomes for units

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

### Application of skills and knowledge

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

## Art Curriculum Overview 2023/2024

Theme	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nature	Painting and mixed media: <a href="#">Paint my world</a> Seasonal crafts: <a href="#">Autumn wreaths</a> , <a href="#">Suncatchers</a>		Painting and mixed media: <a href="#">Life in colour</a>	Drawing: <a href="#">Growing artists</a>	Craft and design: <a href="#">Fabric of nature</a>		
Celebration	Seasonal crafts: <a href="#">Salt dough decorations</a> , <a href="#">Egg threading</a>						Sculpture and 3D: <a href="#">Making memories</a>
Sustainability							
Identity	Drawing: <a href="#">Marvellous marks</a>	Sculpture and 3D: <a href="#">Paper play</a>	Painting and mixed media: <a href="#">Life in colour</a>			Drawing: <a href="#">I need space</a> Painting and mixed media: <a href="#">Portraits</a>	Drawing: <a href="#">Make my voice heard</a>  Sculpture and 3D: <a href="#">Making memories</a>
Stories				Craft and design: <a href="#">Ancient Egyptian scrolls</a>		Sculpture and 3D: <a href="#">Interactive installation</a>	Sculpture and 3D: <a href="#">Making memories</a>
Right and wrong							Drawing: <a href="#">Make my voice heard</a>
Symbols			Craft and design: <a href="#">Map it out</a>	Craft and design: <a href="#">Ancient Egyptian scrolls</a>		Drawing: <a href="#">I need space</a>	Drawing: <a href="#">Make my voice heard</a>

## Progression of Skills and Knowledge in the Early Years (Revised scheme)

Beginning their Art and design journey in a fun, hands-on and developmentally appropriate way, and at Birchwood Avenue Primary School, we occasionally use the Kapow scheme for EYFS to support our teaching. Kapow is designed to enable children to strengthen key skills and explore new techniques and ideas. The scheme links to relevant outcomes and the Early Learning Goals taken from Development Matters the EYFS Statutory Framework. The play-based scheme ensures a child-led approach to Art and design, with every lesson reflecting the ethos of 'process over outcome'. The units mirror the four key areas identified in our KS1 and KS2 scheme: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Each unit provides opportunities for pupils to learn new skills, practise their fine motor skills and develop their vocabulary with subject-specific language.

	Drawing – Marvellous Mark	Painting and mixed media – Paint my world	Sculpture and 3d – Creation Station	Craft and design – Let's get crafty!
Generating ideas	Talk about their ideas and explore different ways to record them.	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore and play with clay and playdough to make child-led creations.	Explore and play with a range of media to make child-led creations.
Sketchbooks	Experiment with mark making in an exploratory way.	N/A	N/A	N/A
Making skills (including formal elements)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.

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Knowledge of artists	Enjoy looking at and talking about art.	Enjoy looking at and talking about art.	Enjoy looking at and talking about art.	Enjoy looking at and talking about art.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Talk about their artwork, stating what they feel they did well.	Talk about their artwork, stating what they feel they did well.



## Overview: Progression of skills

## Art and design

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	<b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
Sketch-books	Experiment in an exploratory way.	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.  Cut, thread, join and manipulate materials safely, focussing on process over outcome.  Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	<b>ELG: Expressive Arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <b>ELG: Physical development: Fine motor skills:</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.  Make choices about which materials to use to create an effect.  Explore and analyse a wider variety of ways to join and fix materials in place.  Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media.  Make choices about which materials and techniques to use to create an effect.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.  Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>



	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> <li>About 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.</li> </ul>
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p><b>ELG: Expressive Arts and design: Creating with materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	





## Overview: Progression of skills

## Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>

## Overview: Progression of skills

## Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>About great artists, architects and designers in history.</li> </ul>