**Bromesberrow St. Mary’s Art and Design Curriculum** The National curriculum for Art and Design aims for children to:

* 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

At Bromesberrow St. Mary’s school our intent for art is (as for the whole curriculum) to build knowledge ‘cumulatively’, so that children build on their knowledge of and skills in art, identifying as artists and developing a life-long love for art through a broad, inspiring and rich art curriculum. Our curriculum is built using the Kapow Art curriculum. Our aim is for children to build their knowledge as they progress through school, reaching for the stars with Hope and Aspiration. We chose Kapow as our curriculum resource as it develops children as artists, evolving their ability and nurturing their talents and interests. Children’s cultural capital is built upon by exploring art from around the world through the diverse works of a range of different artists, past and present. Our core drivers for art are to ensure children:

* Develop an appreciation for art in all its forms, from a range of different cultures and diverse artists from around the world, past and present
* Develop their own identity as an artist, feeling confident to express themselves and experiment
* Recognise and engage with the 4 core areas of art: Drawing, Painting and Mixed Media, Sculpture and 3D and Craft and Design
* Develop their artistic skills as they grow and learn e.g. shading, collage, sketching, watercolour….

# Implementation

The Kapow curriculum is a spiral curriculum, revisiting skills with increasing complexity. It is built around the following 5 strands (golden threads) that weave throughout:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Generating ideas  |  | Using sketchbooks  |  | Making skills  |  | Knowledge of artists  |  | Evaluating and Analysing  |

Units are organised into 4 core areas:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Drawing  |   | Painting and mixed media  |  | Sculpture and 3D  |  | Craft and Design  |

We use Kapow’s Art and Design Curriculum and have adapted the structure to ensure that this works for our unique mixed class organisation. Each class completes a unit of the same core area at the same time, to visibly see progression of these skills throughout the school.

We have adopted Kapow’s Progression of skills and Progression of Vocabulary to ensure that children develop the skills and vocabulary they need at the right time in their development.

Due to the unique nature of our mixed age classes, we have chosen units based on the interest of our children and where we feel they would benefit and ‘grow’ the most in terms of cultural capital. We also interweave art opportunities into other areas of the curriculum where we feel this will enhance the subject being taught and offer re-visitation of the skills they have already been taught (e.g. when learning about North America in Geography in Class 3, the children created clay sculptures of key landmarks allowing for re-visitation of sculpting skills).

# Inclusion for all learners

To ensure all learners are included in and able to access our art curriculum we:

* Adapt learning e.g. using small group or 1:1 support or additional modelling
* Adapt resources e.g. larger paint brushes, bigger area/canvas to work with and templates
* Adapt success criteria to ensure all children can access the learning objectives, sometimes in a different way to others.

# Impact

One of the strengths and reasons we chose Kapow as a Curriculum is that it worked to build children’s skills of discussion, evaluation and decision making; effectively stimulating metacognition and promoting independence and ownership of learning. When children leave us, we want them ready for the next stage in their art education. We want them to:

* Produce creative work, exploring and recording their ideas and experience
* Be proficient in drawing, painting, sculpture and other art, craft and design techniques
* Evaluate and analyse creative works using subject specific language
* Know about great artists and the historical and cultural development of their art
* Meet the end of key stage expectations outlined in the National Curriculum

**Cross-curricular links**

At Bromesberrow, we intertwine art projects into other subjects too. For example, within the Ancient Egyptian history topic, children will create their own canopic jars. Within the Earth and Space Science unit, children create their own solar systems in the form of 3D art and sculpture, applying their skills from their Art lessons. Within their Stone Age unit in class 2, children create Stone Age paintings in the dark and using materials that would have been accessible to people in Stone Age times. In class 3’s history unit ‘Who were the people from history who have made a difference to our community?’ we look into the artist Picasso as he was very famous during the time of the Suffragettes.

**Our Rolling Long Term Plan:**

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| --- | --- | --- | --- |
|   | Class One Reception/Y1 / Y2 | Class Two Year 3/4  | Class 3 Year 5/6  |
| Autumn  | **Cycle A** ***Year 1/2 - painting and mixed media:*** colour splash***Reception:*** ***Autumn 1: painting and mixed media:*** paint my world ***Autumn 2: craft and design:*** lets get crafty**Cycle B** ***Year 1/2- painting and mixed media:*** life in colour ***Reception:*** same as cycle A  | **Cycle A**  ***Painting and mixed media:*** prehistoric painting**Cycle B**  ***Painting and mixed media:*** light and dark | **Cycle A**  ***Painting and mixed media:*** portraits**Cycle B**  ***Craft and design:*** photo opportunity   |
| Spring  | **Cycle A** ***Year 1/2- drawing:*** make your mark***Reception- drawing:*** marvellous marks **Cycle B** ***Year 1/2- craft and design:*** map it out.***Reception –*** same as cycle A  | **Cycle A** ***Drawing:*** power prints**Cycle B** ***Craft and design:*** fabric of nature   | **Cycle A**  ***Drawing:*** expressing ideas**Cycle B** ***Craft and design:*** architecture  |

|  |  |  |  |
| --- | --- | --- | --- |
| Summer  | **Cycle A** ***Year 1/2- sculpture and 3D:*** paper play***Reception- sculpture and 3D:*** creation station**Cycle B** ***Year 1/2- drawing:*** understand tone ***Reception:*** same as cycle A  | **Cycle A** ***Sculpture and 3D:*** mega materials**Cycle B** ***Drawing:*** exploring tone, texture and proportion | **Cycle A** ***Sculpture and 3D:*** interactive installation**Cycle B**  ***Sculpture and 3D:*** making memories  |