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| **Art and Design** |
| The visual arts play an important part of life at Bessemer. The school is committed to ensuring the continuation of its legacy of the high-quality teaching of Art. Across the key stages Art lessons follow a rich spiral curriculum, which explores the work of artists, craftspeople and designers from across the world and teaches a progression of skills in a range of media.  Bessemer aims to enable children to flourish creatively; to have the skills and confidence to experiment, express their ideas and to have the vocabulary to discuss and give opinions about the work of others. By the time they leave Bessemer, we hope each pupil feels able to express their creativity and know the enjoyment of art. |

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| **Design and Technology** |
| At Bessemer Primary School Design Technology is a separate area of learning with cross-curricular links to other subjects.  Through Design and Technology, our children are encouraged to: conduct research and draw inspiration from a wide range of historical and cross cultural sources, to use their imaginations, experiment, follow a brief, to create and reflect upon their own ideas and designs.  The children build on skills, which are revisited, refined and developed as they move through the key stages. In DT, we aim to promote critical thinking and develop their problem-solving skills and draw upon their knowledge and understanding in areas such as computing, science and maths as well as their real-life experience. In KS2, the DT curriculum encompasses a 3 day project- undertaken by each year group as well as Topic -Art and Design lessons which contain integrated elements of DT throughout the year. |

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| **Reception (Art and DT)** | | | | | | | | | | |
| Birth to Five Matters and ELG | **Autumn 1** | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Colour mixing experimentation.  Naming colours.  Using playdough tools. | Creating stick puppets for retelling stories  Making and using salt dough to create a variety of models.  Develop simple patterns using stamps | | | Naming the primary colours and mixing them.  Creating under the sea collages. | | Using clay to mould and manipulate. | | Observational drawings of natural environment.  2simple paint | Paper mâché to make planets.  Decorate pieces of fabric. |
| Drawing/ Painting on different surfaces. Chooses particular colours for imaginative purposes. Explores using different size brushes, rollers, sponges, twigs, fingers hand etc… Use junk modelling and construction resources to create connecting structures | | | | | | | | | |
| Use simple tools to effect changes to  Materials  Handels , tools, objects and malleable materials with increasing  control and attention. shows a preference for dominant hand. | Model using scissors safely  Model bracing, using different tapes and glues | Model using treasury tags. | | | Using stencils to create an under the sea picture.  Model using different types of folds. | | Model using spilt pins. | | Model using elastic bands and strings to connect. | Model using a flange/slot to connect materials. |
| Throughout children will have modelled and be allowed to explore the use of different tools safely and experience creating different objects and constructions. | | | | | | | | | |
| Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.  Make use of props and materials when role playing characters and stories. | Experiments with using fingers and hands to paint.  Leaf, coin and brick rubbings. | | Model using stick puppets to retell stories. | Weaving with paper and ribbons. | | Children to explore using loose parts to create their own small world set ups. | | Painting with twigs and natural resources. | | Exploring light and shadows inside and outside. |
| Children will have access to a variety of different resources and tools that they can experiment with. Children will also be encouraged to use a wide range of props and materials to act out different stories and characters. | | | | | | | | | |
| Expresses and communicates  working theories, feelings and  understanding using a range of art forms, e.g. movement, dance, drama  and the visual arts  Share their creations, explaining the  process they have used.  Invent adapt and recount narratives  and stories with their peers and teachers | Throughout the year children will be encouraged to talk about, describe and adapt their creations based on their current knowledge. | | | | | | | | | |

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| Drawing/ Painting on different surfaces. Chooses particular colours for imaginative purposes. Explores using different size brushes, rollers, sponges, twigs, fingers hand etc. Use junk modelling and construction resources to create connecting structures | | | | | |
| Use simple tools to effect changes to materials,  Handels , tools, objects and malleable materials with increasing control and attention. shows a preference for dominant hand. | Model using scissors safely  Model bracing, using different tapes and glues | Model using treasury tags | Using stencils to create an under the sea picture  Model using different types of folds | Model using spilt pins | Model using elastic bands and strings to connect | Model using a flange/slot to connect materials |
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| **Year 1** | | | | | | | |
| **Exploring and Developing:**   * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | | | | **Evaluating and Developing**:   * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. | | | |
| **Exploring and Developing:**   * **Design**: design a purposeful, functional product based on simple design criteria * generate, develop and communicate ideas through talking, drawing and modelling. * **Make**: with support, select from and use a range of tools and equipment to perform practical tasks. * select from and use a range of materials including construction materials and textiles and explain choices. | | | | **Evaluating**   * Talk about their design, sharing what they like, dislike and why * Evaluate their ideas and products against design criteria * Suggest improvements. | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Painting** - Our Family | **Designing and Building (DT) –** Local Area | **Drawing** – Looking After Our World (Polar Regions) | | **3D Form (DT)** – London | **Printing** – Looking After Our World (Amazon) | **Textiles (DT)** – Culture, Community and Diversity |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | * Use a variety of tools and techniques including the use of different brush sizes and types * Mix and match colours to artefacts and objects * Work on different scales * Mix secondary colours and shades using different types of paint * Create different textures e.g. use of sawdust, sand | DT Project – see below | * Draw use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media * Use a sketchbook to gather and collect artwork * Begin to explore the use of line, shape and colour through mark making . | | * Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. * Explore sculpture with a range of malleable media, especially clay * Experiment with, construct and join materials * Explore shape and form | * Make marks in print with a variety of objects, including natural and made objects * Make rubbings * Carry out different printing techniques e.g. monoprint, block, relief and resist printing * Build a repeating pattern and recognise pattern in the environment | * Use a variety of techniques, e.g. weaving, finger knitting, sewing and binca * Learn how to thread a needle, cut, glue and trim material * Create images from imagination, experience or observation * Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc |
| **Artists of Interest** | Picasso |  | Frederic Edwin Church, Robert McAffee | | John Brickels | Max Ernst (rubbings) | Anni Albers |
| **Key Vocabulary** | *brush mark colour-mixing, colour scheme, contrast, cool, hot, primary colour, secondary colour, shade, shape, texture, Warm, Water, light, dark* |  | *draw, mark making, outline, shading, shape, pattern, line* | | *sculpture, carving, modelling, clay* | *monoprint, lino, print, hand printing, rollers, polyboard, stencil, rubbing* | *sew, stitch, weave, thread, needle, eye, binca, wool, yarn, material, layer* |
| **DT** | | | | | | | |
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| **Key Skills**  (Revisit skills from previous learning and build upon them). |  | * **Design**: design a purposeful, functional, appealing boat based on design criteria * generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups * **Make**: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a range of materials including construction materials and textiles, according to their characteristics * **Evaluate**: evaluate their ideas and products against design criteria * **Technical knowledge**: build structures, exploring how they can be made stronger, stiffer and more stable |  | |  |  |  |
| **Artists of Interest** |  | Edward Smith, John Taylor |  | |  |  |  |
| **Key Vocabulary** |  | *Material, waterproof, malleable, plastic, paper, join,* |  | |  |  |  |

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| **Year 2** | | | | | | | |
| **Exploring and Developing:**   * Record and explore ideas from first hand observation, experience and imagination. * Explore the differences and similarities within the work of artists in different times and cultures. * Ask and answer questions about the starting points for their work and the processes they have used. * Experiment with materials. * Develop their ideas. | | | | **Evaluating and Developing**:   * Review what they have done and say what they think and feel about their work. * Describe choices and preferences using appropriate art language. * Compare with other’s work, identifying similarities and differences. * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. | | | |
| **Exploring and Developing:**   * **Design**: design purposeful, functional, appealing products for themselves and other users based on design criteria * explore and evaluate a range of existing products * generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and where appropriate ICT. * **Make**: with support, select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. * select from and use a range of materials, textiles, components or ingredients, explaining choices. | | | | **Evaluating and Developing**:   * Talk about their design, sharing what they like, dislike and why * evaluate their ideas and products against design criteria * identify strengths and weaknesses and discuss possible reasons for them * Suggest improvements | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Drawing and Mechanisms (DT) –** Pirates | **Cooking and Nutrition (DT) –** Great Fire of London | **Printing** – Kenya Hot and Cold Places | | **Painting** Women Who Changed the World | **Textiles** Adventurers | **Collage (DT)** The Seaside |
| **Key Skills**  (Revisit skills from previous learning and build upon them). | * Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. * Understand the basic use of a sketchbook and work out ideas for drawings. * Draw for a sustained period of time from the figure and real objects, including single and grouped objects. * Experiment with the visual elements; line, shape, pattern and colour |  | * Use a variety of techniques, including block printing, relief, press and fabric printing and rubbings. * Design patterns of increasing complexity and repetition. * Print using a variety of materials, objects and techniques. | | * Mix a range of secondary colours, shade and tones. * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. * Name different types of paint and their properties. * Mix and match colours using artefacts and objects. | * Use a variety of techniques, including weaving, French knitting, applique and embroidery. * Create textured collages from a variety of media. * Stitch, knot and use other manipulative skills. | * Evaluate artists that create works in collage and mosaic. * Use a variety of techniques including cutting and joining * Create textured collages from a variety of media. * Select, sort, tear and glue down items to create a simple mosaic or collage. |
| **Artists of Interest** | *Draw Edward Thatch -Blackbeard and Grace O’Malley* |  | Margret Burroughs (block print), Martin Bulinya, Dennis Muraguri | | Frida Kahlo | Katie Essam, Louise Garduner, Yinka Shonabari |  |
| **Key Vocabulary** | *three-dimensional, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, linear, side stroke* |  | *monoprint, lino, print, hand printing, rollers, poly-board, stencil, rubbing* | | *Brushmark, Colour-mixing, Colour scheme,Contrast, Cool, Hot, Primary Colour, Secondary Colour, Shade, Shape, Texture, Warm, Water, light, dark* | Stitch, sew, weave, thread, needle, eye, binca, wool, felting, knitting yarn, material, layer, cover, batik |  |
| **DT** | | | | | | | |
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| **Key Skills**  (Revisit skills from previous learning and build upon them). | * Design a pop up book that includes wheels, axles and axle holders that when combined, will allow the parts to move. * Select from and use a range of materials and components. * Adapt the mechanisms when: they don’t work or function in an appealing way testing to see if the mechanisms are working. * Use appropriate resources to join materials, e.g. glue, tape, split pins, handles, etc * Use correct technical vocabulary | * **Design**: design a tasty, appealing bread roll based on design criteria * generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups * **Make**: select from and use a range of equipment to perform practical tasks [for example, cutting, shaping, rolling and kneading] * select from and use a range of materials according to their characteristics * **Evaluate**: evaluate their ideas and products against design criteria * **Technical knowledge**: to develop the vocabulary to discuss food: taste, smell, or texture, to follow instructions. |  | |  |  | * Use a variety of techniques, including appliqué and embroidery * to thread a needle * to choose and cut fabrics * to use a template to cut fabric (pinning) * Stitch, knot and use other manipulative skills * Discuss with the class the success of their stitching. |
| **Artists of Interest** |  |  |  | |  |  |  |
| **Key Vocabulary** | *Fold, twist, turn, crease, score, mark, flap, slide, push, pull, split pin, rotate* | *nutrition, healthy, diet, ingredients, recipe, texture, similar, different, knead, mix, varied* |  | |  |  | *Sew, stitch, knot, thread, needle, eye, thimble, wool, join, template, pin* |
| **DT-At the end of Key Stage 1, children will have built on Skills and Technical Knowledge and will be able to:**  **Design-** use research of existing designs and products to support the making of functional and aesthetically appealing products which meet the design brief.  -generate, develop, and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams.  **Make** -select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, attaching, strengthening)  -select from a wider range of materials – construction materials, textiles and ingredients according to their suitability and aesthetic properties.  **Evaluate**- investigate a range of existing products.  -evaluate their ideas and designs against the design criteria and consider the views of others to improve their work.  -understand how key events and individuals in design and technology have shaped the world.  **Children at the end of Key Stage 1 will know how to:**  - use a range of materials creatively to design and make products.  - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  - 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. | | | | | | | |