



## **Overview of Art and design Intent and Implementation at Bawdeswell Primary School**

At Bawdeswell Primary school we aim for all children to have a solid understanding of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term. We follow a 2 or 3 year rolling programme which ensure children's learning is built upon and deepened as they move through the school.

### **Beech Class**

Each autumn term begins with essential skills and knowledge projects. Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues.

#### **Cycle A**

In a variety of exciting projects the children learn to draw the human form, as well as features of animals by observation and memory. They are introduced to painting techniques and are supported to draw from their imagination, observation and memory. They are encouraged to look at objects closely as they draw, as well as introduced to print making. Exploration of transition art gives the children the opportunity to make patterns and prints out of natural materials.

#### **Cycle B**

Children explore themes directly related to the children themselves. In Funny Faces and Fabulous Features, the children learn about the concept of the portrait and how the collage technique can be used to make a portrait. This is followed by the project Rain and Sunrays, where the skills of collagraph printing are taught, including how to develop a motif to make single and repeated prints. The project Street view in the Summer term teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi.

### **Maple Class**

Our Autumn term begins with essential skills and knowledge projects. Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours.

#### **Cycle A**

A variety of projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques. For example, in Still Life, children are taught about the work of

significant still life artists and still life techniques, and in Flower Head, children are taught about the visual elements of flowers, including shape, texture, colour, pattern and form.

### Cycle B

Children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied build on previous techniques learned in Key Stage 1. For example, Beautiful Botanicals and Ammonite revisit the idea of nature as a starting point for art, which was explored in Flower Head in Cycle A.

### Elder Class

Our Autumn term begins with essential skills and knowledge projects. Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes.

### Cycle A

Children develop more specialised techniques in drawing, painting, printmaking and sculpture. For example, 'Animal' in the Spring term teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling. Other exciting projects explore ways in which ancient cultures have influenced art and crafts, for example, medieval weaving techniques and the religious significance of Islamic art.

### Cycle B

Children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie, which includes ancient and contemporary casting methods. Art movements such as the 'Father of Expressionism', Edvard Munch are studied, and different ways to portray feelings and emotions in art are explored to create an imaginative self-portrait.

### Cycle C

The children's independence is encouraged in a variety of projects. Environmental Artists teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Such projects such as Distortion and Abstraction require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers, where significant black artists work are studied, providing opportunities to analyse and create artwork inspired by them.

We use Cornerstones Curriculum resources throughout our school to support high quality teaching.

