

# Art Curriculum at Bury

“In learning to draw you learn to look... then you teach yourself to see  
and to feel what you see.” Hockney

# National Curriculum - Aims

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 (graphite), painting (watercolour/pastel/charcoal), sculpture (clay) and other art, craft and design techniques (print). We have chosen to become proficient in these specific areas rather than giving limited time to a greater range. By repeating clay, printing etc every two years, the children will be able to retrieve prior learning and build upon it. As children's own motor skills develop, it is important for them to be able to practise a technique over time.
- evaluate and analyse creative works using the language of art, craft and design Explicit vocabulary for Bury found on slide 6 (additional language in drawing skills books)
- know about great artists (Warhol, Da Vinci [drawing skills], Ravilious, Turner [South Downs/Sussex specific – added to LTP once confident], Anna Atkins – cyanotypes [children's book – first photo book], Claes Oldenburg - sculpture), craft makers and designers (Yinka Ilori), and understand the historical and cultural development of their art forms.

# National Curriculum – Subject Content

## Subject content

### Key stage 1

Pupils should be taught\*:

- 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
- to 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.

### Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- \*to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

\*Sketchbook used from the start of school at Bury

# Autumn

Each autumn focus is on developing drawing skills. In addition, a whole school art focus - Brilliant Bury (variable focus based on available local expertise) – ensure adequate drawing resources are purchased in advance

<p>Art</p>	<p><b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. <a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a></p> <p><b><u>Simple Printmaking</u></b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.  <a href="https://www.accessart.org.uk/simple-printmaking/">https://www.accessart.org.uk/simple-printmaking/</a></p>	<p><b><u>Explore &amp; Draw</u></b> Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills. <a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a></p> <p><b><u>Exploring the World Through Mono Print</u></b> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. <a href="https://www.accessart.org.uk/exploring-the-world-through-mono-print/">https://www.accessart.org.uk/exploring-the-world-through-mono-print/</a></p>	<p><b><u>Gestural Drawing with Charcoal</u></b> Making loose, gestural drawings with charcoal, and exploring drama and performance. <a href="https://www.accessart.org.uk/gestural-drawing-with-charcoal/">https://www.accessart.org.uk/gestural-drawing-with-charcoal/</a></p> <p><b><u>Working with Shape and Colour</u></b> “Painting with Scissors”: Collage and stencil in response to looking at artwork <a href="https://www.accessart.org.uk/working-with-shape-and-colour/">https://www.accessart.org.uk/working-with-shape-and-colour/</a></p>	<p><b><u>Storytelling Through Drawing</u></b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. <a href="https://www.accessart.org.uk/storytelling-through-drawing/">https://www.accessart.org.uk/storytelling-through-drawing/</a></p> <p><b><u>Exploring Pattern*2</u></b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns. <a href="https://www.accessart.org.uk/exploring-pattern/">https://www.accessart.org.uk/exploring-pattern/</a></p>	<p><b><u>Typography &amp; Maps</u></b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. <a href="https://www.accessart.org.uk/typography-and-maps/">https://www.accessart.org.uk/typography-and-maps/</a></p> <p><b>*<u>Making Monotypes</u></b> Combine the monotype process with painting and collage to make visual poetry zines. <a href="https://www.accessart.org.uk/making-monotypes/">https://www.accessart.org.uk/making-monotypes/</a></p>	<p><b><u>2D Drawing to 3D Making</u></b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. <a href="https://www.accessart.org.uk/2d-drawing-to-3d-making">https://www.accessart.org.uk/2d-drawing-to-3d-making</a></p> <p><b><u>Activism</u></b> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. <a href="https://www.accessart.org.uk/activism/">https://www.accessart.org.uk/activism/</a></p>
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# Spring

<p>Art</p>	<p><u><a href="#">Exploring Watercolour</a></u> Exploring watercolour and discovering we can use accidental marks to help us make art. <a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a></p> <p><u><a href="#">Playful Making</a></u> Exploring materials and intention through a playful approach <a href="http://www.accessart.org.uk/playful-making">http://www.accessart.org.uk/playful-making</a></p>	<p><u><a href="#">Be An Architect</a></u> Exploring architecture and creating architectural models. <a href="https://www.accessart.org.uk/be-an-architect/">https://www.accessart.org.uk/be-an-architect/</a> ...<u><a href="#">Expressive Painting</a></u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. <a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a></p>	<p><u><a href="#">Telling Stories Through Making*1</a></u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film <a href="https://www.accessart.org.uk/telling-stories-through-making/">https://www.accessart.org.uk/telling-stories-through-making/</a></p> <p><u><a href="#">Cloth, Thread, Paint</a></u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. <a href="https://www.accessart.org.uk/cloth-thread-paint/">https://www.accessart.org.uk/cloth-thread-paint/</a></p>	<p><u><a href="#">The Art of Display</a></u> Explore how the way we display our work can affect the way it is seen. <a href="https://www.accessart.org.uk/the-art-of-display/">https://www.accessart.org.uk/the-art-of-display/</a></p> <p><u><a href="#">Exploring Still Life</a></u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. <a href="https://www.accessart.org.uk/still-life/">https://www.accessart.org.uk/still-life/</a></p>	<p><u><a href="#">Mixed Media Land &amp; City Scapes</a></u> Explore how artists use a variety of media to capture spirit of the place. <a href="https://www.accessart.org.uk/mixed-media-land-and-city-scapes/">https://www.accessart.org.uk/mixed-media-land-and-city-scapes/</a></p> <p><u><a href="#">Set Design</a></u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. <a href="http://www.accessart.org.uk/set-design">http://www.accessart.org.uk/set-design</a></p>
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# Summer (ensure drawing resources are in place for autumn term)

Art	<p><b><u>Making Birds</u></b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. <a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a></p> <p><b><u>Inspired by Flora &amp; Fauna</u></b> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. <a href="https://www.accessart.org.uk/flora-and-fauna/">https://www.accessart.org.uk/flora-and-fauna/</a></p>	<p><b><u>Stick Transformation Project*</u></b> Explore how you can transform a familiar object into new and fun forms. <a href="https://www.accessart.org.uk/stick-transformation-project/">https://www.accessart.org.uk/stick-transformation-project/</a></p> <p><b><u>Music &amp; Art**</u></b> Explore how we can make art inspired by the sounds we hear. <a href="https://www.accessart.org.uk/music-and-art/">https://www.accessart.org.uk/music-and-art/</a></p>	<p><b><u>Using Natural Materials to Make Images*4</u></b> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype <a href="https://www.accessart.org.uk/using-natural-materials-to-make-images">https://www.accessart.org.uk/using-natural-materials-to-make-images</a></p> <p><b><u>Making Animated Drawings</u></b> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets. <a href="https://www.accessart.org.uk/animated-drawings/">https://www.accessart.org.uk/animated-drawings/</a></p>	<p><b><u>Sculpture, Structure, Inventiveness &amp; Determination*3</u></b> What can artists learn from nature? <a href="https://www.accessart.org.uk/sculpture-and-structure">https://www.accessart.org.uk/sculpture-and-structure</a></p> <p><b><u>Festival Feasts</u></b> How might we use food and art to bring us together? <a href="https://www.accessart.org.uk/sculptural-food">https://www.accessart.org.uk/sculptural-food</a></p>	<p><b><u>Architecture: Dream Big or Small?</u></b> Explore the responsibilities architects have to design us a better world. Make your own architectural model. <a href="http://www.accessart.org.uk/architectural-design">http://www.accessart.org.uk/architectural-design</a></p> <p><b><u>Fashion Design</u></b> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. <a href="http://www.accessart.org.uk/fashion">http://www.accessart.org.uk/fashion</a></p>	<p><b><u>Take a Seat</u></b> Explore how craftspeople and designers bring personality to their work <a href="https://www.accessart.org.uk/take-a-seat/">https://www.accessart.org.uk/take-a-seat/</a></p> <p><b><u>Shadow Puppets</u></b> Explore how traditional and contemporary artists use cut-outs and shadow puppets <a href="https://www.accessart.org.uk/shadow-puppets/">https://www.accessart.org.uk/shadow-puppets/</a></p>
Vocabulary	<p>Composition – the arrangements of elements in a picture Contour – the edge as seen from the outside of a shape or form Form – the three-dimensional shape of something Medium/media – different drawing materials Pattern – an image that is repeated in a regular fashion Texture – in drawing, texture means creating the impression something has a surface feel to it Tone – darkness or lightness of a colour (including gradual shades of black through to white)</p>			<p>As Kestrels +</p> <p>Foreground – lower area of drawing representing the area nearest the viewer Portrait – paper alignment when paper is placed with shorter sides horizontal Landscape - paper alignment when paper is placed with shorter sides vertical Cross-hatching – form of shading created by crossed lines</p>		<p>As previously</p>
Start of each year	<p>Colour Wheel - paint <a href="https://artuk.org/learn/the-superpower-of-looking-films">https://artuk.org/learn/the-superpower-of-looking-films</a></p>			<p>Colour Wheel - pastel <a href="https://artuk.org/learn/the-superpower-of-looking-films">https://artuk.org/learn/the-superpower-of-looking-films</a></p>		<p>Attempt to find opportunity to work with an artist – need to be flexible to availability and what is happening locally. Good links with local art societies and Culture Spark (Maureen Wells)</p>

# Quick fire activities to start art lessons in sketchbooks

## Blind Contour Drawing

- A blind contour drawing contains lines that are drawn without ever looking at the piece of paper. This forces you to study a scene closely, observing every shape and edge with your eyes, as your hand mimics these on paper. The aim is not to produce a realistic artwork, but rather to strengthen the connection between eyes, hand and brain: a reminder that, when drawing, you must first learn to see.

## Gesture Drawing / Timed Drawing / Movement Drawing

- A gesture drawing is completed quickly – often in short timed durations, such as 20, 30, 60 or 90 seconds – using fast, expressive lines. Gesture drawings capture basic forms and proportions – the emotion and essence of a subject – without focusing on detail. Due to their rapid completion, they are a great way to record movement and action, as well as increase your drawing speed, confidence and intuitive mark-making skill. Gesture drawings are best completed with smooth, easily applied mediums (chunky graphite pencils, charcoal sticks, pastels, soft brushes dipped in Indian ink, for example), without the use of an eraser. They are often completed on large, inexpensive sheets of paper, where you can move your arm fluidly, be bold with mark-making, and not worry about mistakes. As with blind drawings, gesture drawing is an ideal warm-up activity.



A gesture drawing by Rembrandt

## Continuous Line Drawing

- A continuous line drawing is produced without ever lifting the drawing instrument from the page. This means that, in addition to outlines and internal shapes, the pencil must move back and forth across the surface of the paper, with lines doubling back on each other, so that the drawing is one free-flowing, unbroken line. To avoid the temptation to erase lines, it can be helpful to complete a continuous line drawing with an ink pen, varying the line weight, as needed, to indicate perspective and areas of light and shadow. Like the drawing methods described above, this drawing method develops confidence and drawing speed, and encourages your eyes and hand and brain to work together.



Continuous line drawing

# Enhancing the curriculum offer

- Beyond those aspects taught in the progression above, at Bury we strive to provide unique opportunities to work with artists and experience galleries. We work with the local arts societies to access such opportunities and in the last few years this has led to the children working with:
  - Internationally renowned sculptor – Jon Edgar
  - Stone sculptor – Graeme Mitcheson
  - Illustrators William Grill and Yuval Zommer
  - In-house artists – potter, Laura Braun and print artist, Giles Gatrell
  - Local Sussex artists – various from local Arts Societies



# Key sites to support learning

- [www.tate.org.uk/kids](http://www.tate.org.uk/kids)
- <https://artuk.org/learn/the-superpower-of-looking-films>
- <https://www.accessart.org.uk/primary-art-curriculum/>

# Ideas for art to support other areas of the curriculum

- [Tin foil people](#) – expressive language and vocabulary

# LTP notes

- \*There are three options with Stick Transformation, those not chosen would be perfect to repeat process in 3/4 and 5/6. Note which is chosen so that it can be picked up in future years
- \*\*First three sessions good – potential move to clay for final three
- \*1 Identify characters from relevant book. Alternatively, watch The Lost Thing by Shaun Tan as inspiration for imaginary creatures – perfect clay opportunity
- \*2 Bridget Riley work at Chichester Pallant House ‘Measure for Measure’
- \*3 Use Nests by Susan Ogley as inspiration and a selection of nests (under TM’s desk)
- \*4 Use school based plans for this unit. Also include solargraphy – do this first to get most impact
- Charcoal and pastel work makes reference to using hairspray or fixative – DON’T. It will alter the image and will never properly ‘fix’ the work, it just adds to a waste material.