



Brookland Junior School

Art Curriculum Overview 2025/6

Intent

At Brookland, our intent is to provide high quality, engaging and creative art education, enriching and progressively developing every pupils' knowledge of a wide range of art styles and artists. Brookland believes that art is a vital part of children's education and develops an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) is developed by providing a curriculum which will enable children to reach their full potential. Exploring art history allows pupils to experience different art forms and their cultural influences. Art and design activities are selected to support the development of visual language and practical skills which enable pupils to understand how ideas, feelings and experiences can be expressed within a variety of art forms. Practice and study helps pupils to know about, understand and appreciate their own work and the work of other artists from a variety of cultures. It helps with their critical and analytical thinking, equipping them with the skills to create and evaluate their art using a variety of techniques and mediums. The children are also given opportunities to reflect upon and evaluate past and present art and artists and they transfer this critical thinking into their own reflections and evaluations. The pursuit of artistic endeavour increases self-confidence and develops imagination and personal satisfaction which can feed into other areas of the curriculum. Our art curriculum broadens children's minds to the cultural capital of our nation and the human race.

"If you were going to be an artist you would have to be able to mix colours, be accurate and neat, have determination, patience, creativity, confidence, focus and detail."

Implementation

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school building on learning in Brookland Infant school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including science and history with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. Coordinated whole-school project work such as Arts Week ensures that art is given high status in the curriculum. This also gives opportunities to work closely with artists from the local community and from the arts industry. We also collaborate with National and international artists that give the opportunity for children to visit and work with artists in their own galleries and studios.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as

well as the involvement of adults with specialist skills from the local and wider community. Further enrichment can be accessed in lunchtime and after school art clubs.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. Classroom and school displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school. The Art curriculum at Brookland contributes to children's personal development in creativity, independence, judgement and self-reflection.

Key knowledge skills highlighted in yellow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Open Evening
Year 3	<p>Art Skills</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning ideas.</p>		<p>Stone Age Drawings</p> <p>Explain what they like/dislike about their work.</p> <p>Explore shading using different media</p>	<p>Bridget Riley (Link to Poetry)</p> <p>Know about some of the great artists in history and describe their work.</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p>			<p>Arts Week - different theme each year</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>

Year 4			<p>Portraits</p> <p>Artist visitor</p> <p>Include artist discussion and study</p> <p>Draws familiar objects with the correct proportions.</p> <p>Articulate how they may improve their work using technical terms and reasons.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Pattern making, pastels, photography and collage Minoan Frescoes</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Create different effects by using a variety of techniques such as bleeds, washes and print.</p>	<p>Dream images Surrealism Dali and Magritte</p> <p>Describe some of the key ideas, techniques and working practices of artists studied</p> <p>Use taught technical skills to adapt and improve their work.</p> <p>PEER TEACHING</p>	<p>Arts Week - different theme each year</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>
Year 5	<p>Still Life</p> <p>Use sketch to record the use of line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Mix colours to express mood, divide foreground from background or</p>		<p>Canopic Jars/Egyptian Jewellery</p> <p>Develop skills in clay including slabs, coils and slips.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use learnt techniques within their work.</p> <p>Evaluate the work against the intended</p>	<p>Talking Textiles- Sewing</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>Develop different ideas which can be used and explain the choices for the materials and techniques used.</p> <p>Return to work</p>		<p>Arts Week - different theme each year</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>

	<p>demonstrate tones.</p> <p>Discuss various artists and their processes and explain how these were used in the finished painting</p>		outcome	over a longer period of time and use a wider range of materials.			
Year 6	<p>Lowry</p> <p>(Autumn 1 - Drawing and perspective skills and painting skills)</p> <p>Adapt their final work following feedback or discussion of preparatory ideas</p> <p>Begin to develop an awareness of composition scale and proportion.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen</p> <p>Describe the work and ideas</p>	<p>.Stained glass windows</p> <p>Follow a design brief to achieve an effect for a particular function</p>			<p>Independent artist study</p> <p>Explain and justify preferences towards different styles and artists</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p>	<p>Independent artist study</p> <p>To produce a piece of work based on the artists that have been researched and studied.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen (e.g. brushstrokes)</p>	<p>Arts Week - different theme each year</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Year 6 production</p>

	<p>of various artists using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Use simple perspective in their work using single focal point and horizon.</p>					<p>following the direction of the grass)</p>	
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AIMS/INTENT From the National Curriculum

- A. Produce creative work, exploring their ideas and recording their experiences.
- B. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- C. Evaluate and analyse creative works using the language of art, craft and design
- D. Explore great artists, craft makers and designers and understand the historical and cultural development of their art forms

KEY SKILL THREADS FOR YEAR 3			
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	Explore great artists, craft makers and designers and understand the historical and cultural development of their art forms
<p>Create printing blocks using relief or impressed techniques.</p> <p>Experiment with different materials to create a range of effects and use these techniques</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning ideas</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>	<p>Explain what they like/dislike about their work.</p>	<p>Know about some of the great artists in history and describe their work. - Bridget Riley</p>

<p>in the completed piece of work.</p> <p>Arts week - Produce creative work, exploring their ideas and recording their experiences</p>	<p>Explore shading using different media</p>		
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KEY SKILL THREADS FOR YEAR 4

<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Explore great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>
<p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Create different effects by using a variety of techniques such as bleeds, washes and print.</p> <p>Arts week - Produce creative work, exploring their ideas and recording their experiences</p>	<p>Draws familiar objects with the correct proportions.</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve their work.</p>	<p>Articulate how they may improve their work using technical terms and reasons.</p>	<p>Describe some of the key ideas, techniques and working practices of artists studied.</p>

KEY SKILL THREADS FOR YEAR 5

<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Explore great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>
<p>Arts week - Produce creative work, exploring their ideas and recording their experiences</p> <p>Confidently and systematically</p>	<p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Use sketch to record the use of line, tone and shading to represent things</p>	<p>Evaluate the work against the intended outcome</p>	<p>Discuss various artists and their processes and explain how these were used in the finished painting</p>

<p>investigate the potential of new and unfamiliar materials and use learnt techniques within their work.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>Develop different ideas which can be used and explain the choices for the materials and techniques used.</p>	<p>seen, remembered or imagined in three dimensions.</p> <p>Develop skills in clay including slabs, coils and slips.</p> <p>Return to work over a longer period of time and use a wider range of materials.</p>		
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KEY SKILL THREADS FOR YEAR 6			
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	Explore great artists, craft makers and designers and understand the historical and cultural development of their art forms

<p>Arts week - Produce creative work, exploring their ideas and recording their experiences</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Adapt their final work following feedback or discussion of preparatory ideas.</p> <p>Follow a design brief to achieve an effect for a particular function</p>	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen (e.g. brushstrokes following the direction of the grass)</p> <p>Use simple perspective in their work using single focal point and horizon.</p> <p>Begin to develop an awareness of composition scale and proportion</p>	<p>Explain and justify preferences towards different styles and artists</p>	<p>Describe the work and ideas of various artists using appropriate vocabulary and referring to historical and cultural contexts</p>
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