Art Overview – coverage and sequencing summary

Barlow Hall's rationale behind the art curriculum design: 'A creative journey'

The art curriculum at Barlow Hall is designed to encourage creativity and personal expression, to develop a range of artistic skills and to expose children to a variety of culturally diverse artists that helped shape history.
Art is a creative tool used to communicate and express ideas and responses to what we experience in the world around us. As children develop their personal styles, they will have the opportunity to explore colour, form, patterns and texture through a variety of techniques and processes. Our art curriculum is designed to give children the opportunity to develop skills and techniques through a creative journey. We understand the importance of inspiring the appreciation of the arts as this helps to deepen a child's understanding of the world around them. By explicitly teaching about great artists, both historical and contemporary, they will begin to develop their cultural understanding, apply their critical thinking skills and make links across the curriculum.

How we teach art
We have chosen to use AccessArt to support teachers to deliver our art curriculum. In each topic, children will develop specific disciplines such as drawing, collage and sculpture. The curriculum is planned and sequenced to ensure progression within each discipline and the opportunity for children to explore and experiment with a range of techniques and materials. We are fortunate to be able to work with our artist in residence, who supports children, staff and curriculum development at Barlow Hall. Art lessons ensure that as well as learning new skills, children have the opportunities to revisit their learning and build on their abilities as they progress through the school. At the end of each topic there will always be opportunities for the children to reflect and evaluate their own pieces of work. Children will have the opportunity to exhibit their work- 'our gallery'

To provide a broad and rich artistic experience we believe we should make the most of what Manchester has to offer through a range of art trips, visits, clubs and projects throughout the year. Projects are supported by local artists.

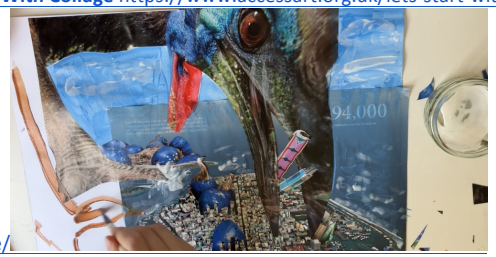
	Exploring Art in EYFS
	In order to prepare our children for the pathways in Yr 1-6, we use AccessArt resources which are grouped around 7 areas of exploration: • **What can we see?** • **How can we explore colour?** • **How can we build worlds?** • **How can we explore materials and marks?** • **How can we explore 3D materials?** • **How can we use our bodies to make art?**

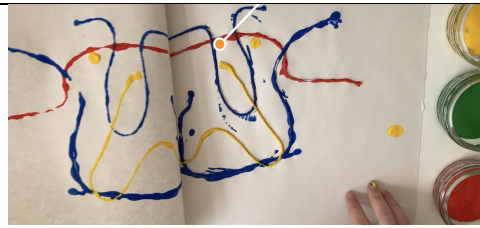
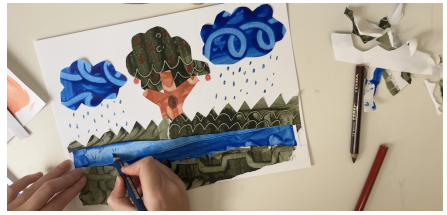
- **How can we use our imaginations?**

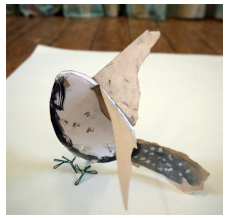
Within each area AccessArt provides activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills and begin to build the child's confidence in their ability to make a personal, creative response to stimuli.

- **What Can We See?**
- **How Can We Explore Colour?**
- **How Can We Build Worlds?**
- **How Can We Explore Materials & Marks?**
- **How Can We Explore 3D Materials?**
- **How Can We Use Our Bodies To Make Art?**
- **How Can We Use Our Imaginations?**

We also use our progression model to ensure that wider opportunities are planned for art that may not be included in AccessArt. For example, the Bauhaus project in Nursery focuses on shape and colour.

	Autumn	Spring	Summer
Nursery	**What can we see?** **Finding Circles** https://www.accessart.org.uk/finding-circles/  **Knowledge and skills developed:** Observation, Familiarity with Shapes and Shape Names, Visual Literacy, Relationship of 2d to 3d, Recording, Sharing, Reflection **Autumn Floor Textiles**	**How can we explore materials and marks?** **Nursery Night Time Collage https://www.accessart.org.uk/nursery-night-time-collage/** **How can we use our bodies to make art?** **Hands, Feet and Flowers https://www.accessart.org.uk/hands-feet-and-flowers/** 	**How can we use our imaginations?** **Lets Start With Collage** https://www.accessart.org.uk/lets-start-with-collage/  **How can we explore colour?** **Printing With String** https://www.accessart.org.uk/printing-with-string/

	https://www.accessart.org.uk/autumn-floor-textiles/		
Reception	 **What can we see?** **Shells: observational and imaginative drawing** Knowledge and skills developed: Observational and imaginative drawing, experimenting with different colours, shape and texture **How can we explore materials and marks?** **Transforming Objects https://www.accessart.org.uk/transforming-objects/** **How can we explore colour?** **Collecting, Arranging, Drawing https://www.accessart.org.uk/collecting-arranging-drawing/**	**How can we explore materials and marks?** **Galaxy Painting** https://www.accessart.org.uk/galaxy-painting/ **Collage streets** https://www.accessart.org.uk/collage-streets/  **How can we use our bodies to make art?** **Movement Maps https://www.accessart.org.uk/movement-maps/**	**What can we see?** **Still Life Compositions Inspired by Cezanne https://www.accessart.org.uk/still-life-inspired-by-cezanne/**  **How can we use our imaginations?** **Imaginary Landscapes** https://www.accessart.org.uk/imaginary-landscapes/  **Repeat Pattern Printing Roller** https://www.accessart.org.uk/repeat-pattern-printing-roller

Year 1	**Spirals** **Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.**  **Disciplines: Drawing, Collage, Sketchbooks** ● That drawing is a physical and emotional activity. That when we draw, we can move our whole body. ● That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. ● That we can draw from observation or imagination. ● That we can use colour to help our drawings engage others.	**Inspired by Flora & Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.  **Disciplines: Drawing, collage, sketchbooks** ● That artists can be inspired by the flora and fauna around them. ● That we can use careful looking to help our drawing, and use drawing to help looking. ● That we can use a variety of materials to make images, and that the images we make can become imaginative. ● That we can create individual artwork, and that we can bring that artwork together to make a shared artwork	**Making Birds** **Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.**  **Disciplines: Sculpture, Drawing, Collage** ● That there is a relationship between drawing & making – we can transform 2d to 3d. ● That we can use observational drawing and experimental mark-making together to make art. ● That we can work from similar stimulus or starting point but end up with very different individual results. ● That the individual results can then be brought together to make a whole artwork.
Year 2	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**Stick Transformation Project** **Explore how you can transform a familiar object into new and fun forms.**	**Expressive Painting:Year 2** **Children explore expressive use of paint. This includes exploring colour, colour mixing and intention behind mark making.**



Disciplines: Drawing, Collage, Sketchbooks

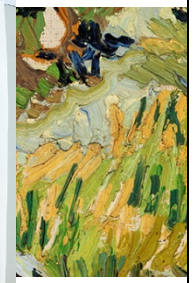
- That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- That we can use the things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.



Disciplines: Making, Drawing, Sketchbooks

- **That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.**
- **That making art can be playful and fun. That we can create things for other people to enjoy/use.**
- **That we can use our imagination to help us shape the world.**





Disciplines:

Painting, Sketchbooks

- **Artists sometimes use loose, gestural brush marks to create expressive painting.**
- **Expressive painting can be representational or more abstract.**
- **Artists use impasto and sgraffito to give texture to the painting.**
- **Artists sometimes use colour intuitively and in an exploratory manner.**
- **That we can enjoy, and respond to, the way paint and colour exist on the page.**

The drawing Journey (KS1)- https://www.accessart.org.uk/drawing-journey-children-ages-5-7/

Year 3

Gestural Drawing with Charcoal

Making loose, gestural drawings with charcoal, and exploring drama and performance.



Disciplines: Drawing, Sketchbooks

- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Working with Shape and Colour

"Painting with Scissors": Collage and stencil in response to looking at artwork.



Disciplines: Printmaking (Stencil/Screen Print), Collage

- That we can be inspired by key artworks and make our own work in creative response.
- That we can use shape and colour as a way to simplify elements of the world.
- That shapes have both a positive and negative element.
- That we can arrange shapes to create exciting compositions.
- That we can build up imagery through layering shapes.
- That we can use collage to inspire prints.

Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.



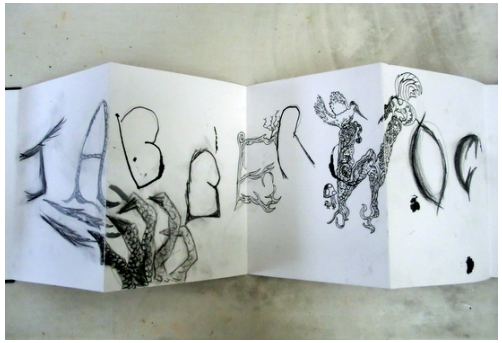
Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief

- That when artists make work in response to static objects around them it is called still life.
- That still life has been a genre for many hundreds of years, and is it still relevant today.
- That when artists work with still life, they bring their own comments and meaning to the objects they portray.
- That we can make a still life creative response in many media: drawing, painting, collage, relief…
- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Year 4

Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.



Disciplines: Drawing, Sketchbooks

- That we can tell stories through drawing.
- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

Cloth, Thread, Paint

Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and



stitched piece.

Disciplines: Painting, Sewing, Drawing, Sketchbooks

- That artists can combine art and craft using painting and sewing together to make art.
- That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
- That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.

Sculpture, Structure, Inventiveness & Determination

What can artists learn from nature?



Disciplines: Drawing, Sketchbooks, Sculpture

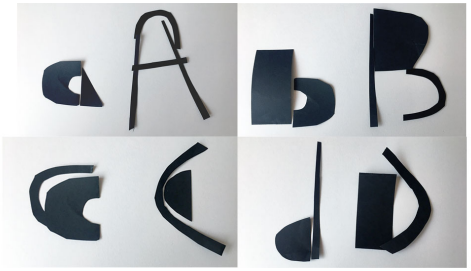
- That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.
- That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.
- That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.
- That we can express our personality through the art we make.
- That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.
- That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

The Drawing Journey- LKS2 https://www.accessart.org.uk/drawing-journey-children-ages-7-9/

Year 5

Typography & Maps

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.



Disciplines:

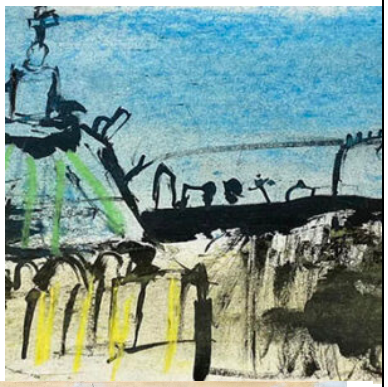
Design: Typography, Drawing, Collage, Sketchbooks

- **That when designers work with fonts and layout it is called Typography.**
- **That we can use the way words look to help us communicate ideas and emotions.**
- **That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.**

Mixed Media Land and City Scapes: Year 5

Pupils are introduced to working in mixed media to create land or city scapes with energy and a sense of place, experimenting and exploring as they do. The emphasis is on creative risk taking and discovery.

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Disciplines: **Painting, Drawing, Sketchbooks**

- **That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.**
- **That artists often work outside (plein air) so that all their senses can be used to inform the work.**
- **That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".**
- **We can share our artistic discoveries with, and be inspired by each other.**

We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.

Fashion Design: Year 5

Pupils have the opportunity to see how designers work to bring their own background, culture and passions into their fashion design. They express their response in two or three dimensions.





Disciplines: **Fashion, Painting, Collage, Sketchbooks**

- **That designers bring their own culture, experiences and passions into their designs, for other people.**
- **That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.**
- **That we can use colour, pattern, line, shape, form, material, texture to express our creativity.**
- **That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?**

			• **That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.**
Year 6	**Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.  Disciplines: **Printing, Collaging, Drawing** • **That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.** • **That artists acting as activists often use print because it allows them to duplicate and distribute their message.** • **That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.**	**Take a Seat : Year 6** Children will explore what a chair can be and how the design and "personality" of a piece of furniture can make us feel.  Disciplines: **Design, Making, Drawing, Sketchbook** • **That artists who create furniture are often called craftspeople or designers.** • **That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.** • **That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.** • **There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.** • **We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.**	**Identify** Explore how artists explore their identity through their art  Disciplines: **Collage, Drawing, Sketchbooks** • **That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.** • **That people are the sum of lots of different experiences, and that through art we can explore our identity.** • **That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.** • **That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.**
	The Drawing Journey- UKS2 https://www.accessart.org.uk/drawing-journey-children-ages-9-11/		