

## Art Curriculum



### Intent

At St Werburgh's Catholic Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. It is our intent to provide the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Implementation

Art at St Werburgh's Catholic Primary School is taught through a topic based approach in mainly half termly blocks throughout the year, focusing on the knowledge and skills stated in the National Curriculum.

The long term plan ensures exposure to a breadth of topics as well as coverage of the National Curriculum objectives across the school. In medium term planning, teachers have created a cycle of lessons which carefully plan for progression and depth, concentrating on the knowledge and skills so pupils can experiment, invent and create their own works of art suited to each age group, ensuring we implement a curriculum that is progressive throughout the whole school. Teachers identify clear end points for each topic and a sequence of lessons lead clearly to those end points. Teachers build on pupils prior learning and ensure that consideration is given to the school context and opportunities to build cultural capital. Key vocabulary is promoted during lessons and through displays to promote a language rich Art curriculum essential to the successful acquisition of knowledge and understanding in Art.

Teachers use their judgement to implement a variety of teaching approaches to deliver art lessons and follow their pupils' interests to ensure their learning is engaging, broad and balanced. Pupils have access to a range of material such as pastels, clay, acrylics and weaving materials to produce creative work, exploring their ideas and recording their

experiences.

### **Impact**

Our Art curriculum will ensure all of our pupils, regardless of different backgrounds and starting points, have the same opportunities to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Knowledge, understanding and skills will be secured and embedded so that all pupils achieve their full potential.

They will evaluate and analyse creative works using the language of art, craft and design and develop language to continue to articulate their questions as they continue their education.

When pupils encounter a challenge, they will demonstrate resilience. They will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They will be respectful of the diverse world around them and its people and nature.

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## Long Term Art Curriculum Map

Pre-School	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b><u>Being Imaginative</u></b></p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Children will access the creative area in the classroom daily.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p><b><u>Being Imaginative</u></b></p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (creative area, playdough area etc)</p>	<p><b><u>Being Imaginative</u></b></p> <p>Start to make marks intentionally. Writing "letters" to Santa (Dear Santa)</p>	<p><b><u>Being Imaginative</u></b></p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Building houses for the three little pigs using indoor and outdoor construction areas</p>	<p><b><u>Being Imaginative</u></b></p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Using the creative and mark making area within the classroom.</p>	<p><b><u>Being Imaginative</u></b></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Loose parts play, transient art, playdough area.</p>
F1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b><u>Creating with Materials</u></b></p> <p>Children will do large scale drawings/paintings.</p> <p>Children will explore colour mixing</p>	<p><b><u>Creating with Materials</u></b> Children will design and create a shadow theatre</p> <p>Children will explore and recreate art in the style of Jackson Pollock Children will create a Christmas cars, calendar and Christmas decoration</p>	<p><b><u>Creating with Materials</u></b></p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p><b><u>Creating with Materials</u></b> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p>	<p><b><u>Creating with Materials</u></b> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will create a sea creature art piece.</p>	<p><b><u>Creating with Materials</u></b></p> <p>Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore and make art in the style of Piet Mondrian.</p>

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F2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b><u>Creating with Materials</u></b> Children will know how to mix primary colours to make secondary colours using poster paints.</p>	<p><b><u>Creating with Materials</u></b> Children will explore and make art in the style of Fiona Rae/Wassily Kandinski (circles)</p>	<p><b><u>Creating with Materials</u></b> Children will explore painting with water colours. (cold colours /polar)</p>	<p><b><u>Creating with Materials</u></b>. Children will create an Easter card/Mothers day card.</p>	<p><b><u>Creating with Materials</u></b> Children will explore mixing colours to achieve desired effects (sunsets/hot colours)</p>	<p><b><u>Creating with Materials</u></b>  Children will make 3D models and know a variety of ways of joining materials (including split pins, making folds, flaps, tabs and flanges.</p>
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	<p><b>Drawing Self Portraits (Pablo Picasso)</b></p>	<p>DT focus</p>	<p><b>Sculpture 3D weaving</b></p>	<p>DT focus</p>	<p><b>Painting Let's go on Safari Creating a painted background related to African animals</b></p>	<p>DT focus</p>
Key knowledge	<ul style="list-style-type: none"> <li>* Opportunity to become proficient using different drawing implements</li> <li>* Shading</li> <li>* Draw face and add features</li> <li>* Use lines and shapes to form an observational drawing</li> <li>* Colour own work neatly following the lines</li> </ul>		<ul style="list-style-type: none"> <li>* Investigate craft makers who weave (<b>Eg. Dierdrick Brackens, Julia Bland, Terri Friedman</b>)</li> <li>* Use natural and found materials to create weaving patterns.</li> <li>* Gather and sort the materials they will need.</li> <li>* Group materials for a purpose</li> <li>* Recognise that weaving is 3D and can be made from different media</li> <li>* Use a combination of materials that are cut, torn or glued</li> </ul>		<ul style="list-style-type: none"> <li>* Add white to colours to make tints and black to colours to make tones</li> <li>* Create a colour wheel and mix primary colours to make secondary colours</li> <li>* Paint using a range of colour mixing techniques and apply the appropriate shade to their images</li> </ul>	

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	<b>Drawing</b> <b>Sketching – focus on trees</b>	DT focus	<b>Painting/Printing</b> <b>Life in a City –</b> <b>landscape using</b> <b>different types of</b> <b>printing styles (Paul</b> <b>Klee)</b>	DT focus	DT focus	<b>Sculpture</b> <b>Fabric wall hanging</b> <b>(Toshiko MacAdam)</b>
Key knowledge	As Year 1 plus: * Use close observation as inspiration for drawing * Mimic print from the environment * Use hatching and cross hatching to show tone and texture * Experiment with the potential of various pencils		As Year 1 plus: * Begin to describe colours by objects * Make as many tones of one colour as possible (using white) * Darken colours without using black * Using colour on a large scale * Create a print design displaying repeating patterns using paint * Use objects to create prints * Create different effects using a range of media using paint and crayons (thick and thin brushes)			As Year 1 plus * Use different joining techniques * Use a range of tools * Use simple techniques to join materials and make 3D constructions * Discuss how an artist has inspired them and discuss the skills they have learned * Show accuracy when cutting materials for their work.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	<b>Drawing</b> <b>Link to Stone Age</b> <b>(Adonna Khare)</b>	DT focus	<b>Sculpture</b> <b>Ancient Egypt</b> <b>Making amulets</b>	DT focus	DT focus	<b>Painting/Printing</b> <b>Rainforests</b>
Key knowledge	As Year 2 plus: * Plan, refine and alter drawings as necessary * Explore relationships between line and tone, pattern and shape, line and texture. * Draw for a sustained period of time at their own level. * Draw both the positive and negative shapes		As Year 2 plus: * Begin to sculpt clay and/or other mouldable material * Create and combine shapes to create recognisable forms * Include texture that conveys feelings, expression or movement * Add onto their work to create texture and shape.			As Year 2 plus: * Create a design for a print block * Create an accurate pattern showing fine detail * Print onto different materials. * Overprint using 2 or more colours. * Use a range of visual elements to reflect the purpose of the work

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 4	DT focus	<b>Drawing River Mersey (Hundertwasser)</b>	<b>Painting (Claude Monet)</b>	DT focus	DT focus	<b>Sculpture Healthy Oceans Creating a jelly fish</b>
Key knowledge		<p>As Year 3 plus:</p> <ul style="list-style-type: none"> <li>* Develop greater control and confidence in drawing a range of tools and media</li> <li>* Alter and refine drawings and describe changes using art vocabulary.</li> <li>* Work in a sustained and independent way from observation, experience and imagination.</li> <li>* Explore relationships between line and tone, pattern and shape, line and texture</li> <li>* Reproduce the work of an artist</li> </ul>	<p>As Year 3 plus:</p> <ul style="list-style-type: none"> <li>· Use watercolour paint to produce washes for backgrounds then add detail</li> <li>· Use different brush techniques</li> <li>· Apply various techniques when applying watercolour paint</li> <li>· Sketch and plan out a city landscape using one vanishing point</li> <li>· To show a developing understanding of perspective when painting landscapes</li> <li>· Experiment when creating mood and colour</li> <li>· Develop an awareness of how paintings are created</li> <li>· Develop an understanding of perspective</li> <li>· Mix a range of primary and secondary colours effectively</li> </ul>			<p>As Year 3 plus:</p> <ul style="list-style-type: none"> <li>* Create 3d objects from 2D materials</li> <li>* Use a range of adhesive and joining techniques to add structure</li> <li>* To understand the importance of using tools appropriately</li> <li>* Use a range of joining techniques to add structure</li> <li>* Add materials to provide interesting detail</li> <li>* Strengthen a structure by adding layers of papier mache</li> <li>* Include texture that conveys feelings, expression or movement</li> <li>* Create and combine shapes to create recognisable forms</li> <li>* Combine visual and tactile qualities.</li> <li>* Select and arrange materials for a striking effect</li> <li>* Use layers of two or more colours</li> </ul>

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year 5</b>	DT focus	<b>Drawing Patterns (Lowry)</b>	<b>Painting Portraits (Vincent Van Gough)</b>	DT focus	<b>Sculpture 3D Viking people</b>	DT focus
<b>Key knowledge</b>		As Year 4 plus: * Work in a sustained and independent way from observation, experience and imagination. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (crosshatch, pointillism etc.). * Observe and use a variety of techniques to show the effect of light on objects and people, e.g. rubbers to lighten, tones of the same colour. * Produce increasingly accurate drawings of people * Concept of perspective	As Year 4 plus: * Become confident in creating varying hue, tint, tone, shades and mood * Explore the use of texture in colour * Colour for purposes * Colour to express feelings * Compare to other portrait artists * Paintings – darker/shade for colour tones * Drawing * Pastel mixing – skin tone		As Year 4 plus: * Plan a sculpture through drawing and other preparatory work. * Choose from a range of tools to add detail to clay/soap sculpture. * Show an understanding of shape, space and form. * Show human expression in their sculpture.	

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year 6</b>	<b>Drawing WW1 drawings (Max Pechstein)</b>	DT focus	<b>Painting Self portraits (Frida Kahlo)</b>	DT focus	<b>Sculpture 3D Mood Board (Zaha Hadid)</b>	DT focus
<b>Key knowledge</b>	As Year 5 plus: * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. * Look at the effect of light on a shape from different directions. * Introduce the concept of perspective. * Produce increasingly detailed preparatory sketches for painting and other work. * Confidently use charcoal, stick & ink, pencils		As Year 5 plus: * Explain why they have chosen specific painting techniques. * Explain what their style is. * Use symbolism in their painting. * Become confident in creating varying hue, tint, tone, shades and mood * Explore the use of texture in colour * Colour for purposes * Colour to express feelings		As Year 5 plus: * To use tools to carve and add shapes, texture and pattern * To use frameworks to provide stability and form * To use a range of ceramic tools to create 'pull outs' and 'add ons' to the sculpture * Use recycled, natural and manmade materials to create sculpture. * Experiment with and combine materials and processes to design and make 3D form. * Convey a message through their sculpture.	

