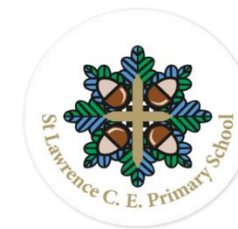


Curriculum Subject: Art and Design

Subject Leader: Mrs Rebecca Nash



Curriculum Overview and Statement of Intent, Implementation, and Impact.

Motto

“Being the best we can be with God”

‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’
Jeremiah 29:11

Vision & Intent

We will work together in loving Christian fellowship to embrace our love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer. We will live, love and learn through our faith in Jesus who strengthens us, and this will be **‘The St. Lawrence Way’**.

Mission/Implementation

Through the ‘St. Lawrence Way’ which is underpinned by the teachings of Jesus we will....

- Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the **courage** to become lifelong learners fulfil their aspirations.
- Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show **thankfulness** for what they have.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual **respect**; demonstrated through courtesy, **forgiveness** and reconciliation.
- Value the community to which we belong by listening, being **honest** with each other whilst showing **compassion**, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all.

Our Core Christian Values

Compassion
Courage
Respect
Honesty
Thankfulness
Forgiveness





Intent, Implementation and Impact

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Here at St. Lawrence CE Primary School, we aim to provide an Art and Design Curriculum that builds on a child’s early creative experiences whilst enabling them to express themselves in a practical and inspiring way. Through learning about a wide range of Art and Crafts, from various cultures, we hope to not only develop the children’s passion and love of the subject but also build a respect, natural inquisitiveness and an appreciation of art in all its forms which they may carry with them throughout their lives.</p>	<p>Our curriculum is organised into three key whole school themes across the terms, allowing for greater depth. Each term has a core element driver so that we can monitor progression from Reception to Year 6.</p> <p>In Cycle A we focus on – Sculpture/3d form, Sketching and Digital Media. In Cycle B we focus on – Printing and Pattern, Collage and Texture, Painting.</p> <p>The curriculum is progressive and so allows the children to build on skills, knowledge and techniques year on year. Throughout each unit, the children build on previous understanding through five areas of content: making skills, generating ideas, formal elements, knowledge of artists and evaluating their work.</p> <p>Various media types are explored within each unit to give the widest possible range of experiences for all children.</p> <p>The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed.</p>	<p>We are able to measure the impact that Art and Design has had for all children by:</p> <ul style="list-style-type: none"> • Determining the extent to which objectives are met within each lesson and overall, at the end of each unit. • Summative assessment of pupil discussions about their learning. • Images of the children’s practical learning. • Interviewing the pupils about their learning (pupil voice). • Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work. • Annual reporting of standards across the curriculum. <p>By the time children leave St. Lawrence CE Primary School, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other’s work.</p>

Yearly Art Overview Cycle A



Cycle A	Autumn Sculpture/3d form	Spring Sketching	Summer Digital Media – Photography
Class 1 Reception	Explore, Experiment, Create Salt dough characters – linked to theme of 'Terrific Tales to Tell'	Progression of skills for Sketching Explore, Experiment, Create Mark Making – PB – linked to theme 'To Infinity and Beyond!'	Explore, Experiment, Create Paint package – Lion images – linked to African Adventures Work of Greg du Toit – African Wildlife
Class 2 Y1/2	Explore, Experiment, Create. Sparks and Flames – PB – Linked to History 'Great Fire of London' Contemporary artist – Rita Greer Clay work -tiles	Explore, Experiment, Create Pencil Sketches – The Ironbridge (linked to History topic – Terrific Telford)	Explore, Experiment, Create Photography – Earth Art PB – linked to History Capability Brown Ansel Adams – Oak Tree and Sunset
Class 3 Y3/4	Explore, Experiment, Create Contemporary Artist Andy Goldsworthy – natural sculptures (Science link) Natural objects to create pieces of art	Explore, Experiment, Create Traditional Roman Art – exploring art and representations of Roman life in art. <u>The Colosseum</u>	What do we mean by 'local heritage'? Explore, Experiment, Create Local History – Photography
Class 4 Y5/6	Explore, Experiment, Create Contemporary Artist – Jane Perkins - Eco project – upcycling (RSHE/Science link)	Why are there so many castles in the UK? (Spring1) – Geography Driver Topic Linked to settlement and land use Explore, Experiment, Create Modernist Artist – LS Lowry Using land to build factories/workhouses	Does the punishment fit the crime? (Summer 1) Explore, Experiment, Create Photography Mugshots (mugshots through time and in different cultures)

Yearly Art Overview Cycle B



Cycle B	Autumn Printing and Pattern	Spring Collage and Texture	Summer Painting
Class 1 Reception	Explore, Experiment, Create Printing – Christmas Wrapping paper	Explore, Experiment, Create Collage – Bears from different continents	Explore, Experiment, Create Vincent Van Gogh – Sunflowers Van Gogh
Class 2 Y1/2	Explore, Experiment, Create Paul Klee – The Golden Fish Printing – Fish scales	Explore, Experiment, Create Paper Art - investigate different types of paper and explore their different textures and features, before using a variety of techniques to create artwork from paper. PB	Explore, Experiment, Create Impressionist Painter Claude Monet – Water colours – Linked to History
Class 3 Y3/4	Explore, Experiment, Create Stone Age Wall Art - Create printing blocks using a relief or impressed method -links to History	Explore, Experiment, Create Create an Egyptian Cartouche – links to History	Explore, Experiment, Create Seurat and Pointillism PB
Class 4 Y5/6	Explore, Experiment, Create Joseph Thiongo - Multicultural Printing	Explore, Experiment, Create Contemporary Artist Darrell Wakelam Paper sculptures Viking ship collages – linked to History	Explore, Experiment, Create – Gareth Wood aka Fuller – artist maps

RECEPTION

EYFS Document:



ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Assigned Artists

Vincent Van Gogh
Wildlife Photographer – Greg du Toit

CYCLE A - Sculpture/3d form

CYCLE A - Drawing

CYCLE A - Digital Media – Photography

Substantive Knowledge and Skills Progression

- Enjoy a range of malleable media such as clay, papier Mache, Salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects.

- Enjoy drawing using a variety of media, e.g. drawing using sticks and mud.
- Use and begin to control a range of media with support.
- Draw on different surfaces and coloured paper.

- Take a self-portrait or a photograph.
- Use a simple computer paint program to create a picture.

CYCLE B - Printing and Pattern

CYCLE B – Collage and Texture

CYCLE B – Painting

Substantive Knowledge and Skills Progression


- Enjoy taking rubbings: leaf, brick, coin.
- Create simple pictures by printing from objects.
- Develop simple patterns by using objects.

- Handles different materials.
- Use different materials to create pictures that will use different textures.

- Enjoy using a variety of tools including different size/thickness brushes and tools i.e. sponge brushes, fingers, twigs.
- Recognise and name the primary colours being used.
- Experiment with mixing and matching colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper

Year 1

National Curriculum Objectives:



Pupils should be taught:
 to use a range of materials creatively to design and make products
 to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination
 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 to about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Assigned Artists
 Paul Klee
 Rita Greer
 Claude Monet
 Ansel Adams – Photographer

CYCLE A - Sculpture/3d form

CYCLE A - Drawing

CYCLE A - Digital Media – Photography

Substantive Knowledge and Skills Progression

- Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc.
- Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading with support.
- Impress and apply simple decoration techniques: impressed, painted, applied.
- Use tools and equipment safely and in the correct way.

- Experiment with variety of media.
- Begin to control the types of marks made with the range of media. Draw on different surfaces.
- Begin to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines with support.
- Investigate textures by describing, naming, rubbing, copying.
- Produce an expanding range of patterns and textures with support.

- Take a self-portrait or a photograph.
- Use a simple computer paint program to create a picture.

CYCLE B - Printing and Pattern

CYCLE B – Collage and Texture


CYCLE B – Painting


Substantive Knowledge and Skills Progression


- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen, barrels, sponge with support.
- Explore printing in relief: String and card.
- Begin to identify forms of printing: Books, posters pictures, fabrics.


- Handles different materials and talks about their texture.
- Selects and sorts, cuts, tears, stitches.
- Sorts according to specific qualities, e.g. cold, shiny, smooth, rough, fluffy etc


- Explore with a variety of media; different brush sizes and tools.
- Explore lightening and darkening paint with the use of black and white with support.
- Begin to control the types of marks made with the range of media.
- Paint on different surfaces with a range of media.
- Start to mix a range of secondary colours, moving towards predicting resulting colours. (Colour Wheels)

Year 2		
<p>National Curriculum Objectives:</p> 	<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting, and sculpture (3D) to develop and share ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Assigned Artists</p> <p>Paul Klee</p> <p>Rita Greer</p> <p>Claude Monet</p> <p>Ansel Adams – Photographer</p>
CYCLE A - Sculpture/3d form	CYCLE A - Drawing	CYCLE A - Digital Media – Photography
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. ➤ Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. ➤ Demonstrate experience in surface patterns/ textures and use them when appropriate. ➤ Explore carving as a form of 3D art. 	<ul style="list-style-type: none"> ➤ Begin to control the types of marks made with the range of media. ➤ Draw on different surfaces with a range of media. Use sketchbook to plan and develop simple ideas. Develop tone by drawing light/dark lines, patterns and shapes using a pencil. ➤ Name, match and draw lines/marks from observations. ➤ Continue to investigate textures and produce an expanding range of patterns with a specific focus. 	<ul style="list-style-type: none"> ➤ Understand how to use ‘zoom’ to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact/natural object before drawing it.
CYCLE B - Printing and Pattern	CYCLE B – Collage and Texture	CYCLE B – Painting
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. ➤ Use equipment and media correctly and be able to produce a clean printed image. ➤ Make simple marks on rollers and printing palettes, take simple prints i.e. monoprinting. ➤ Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. ➤ Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> ➤ Engages in more complex activities such as cutting and sewing a variety of materials. ➤ Shows increasing scissor control and accuracy. ➤ Begins to join pieces of fabric together by sewing. 	<ul style="list-style-type: none"> ➤ Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. ➤ Continue to experiment in lightening and darkening without the use of black or white. ➤ Begin to mix colour shades and tones and apply to a simple painting. ➤ Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing. Continue to control the types of marks made with the range of media. ➤ Use a brush to produce marks appropriate to work. E.g. small brushes for small marks.

Year 3		
<p>National Curriculum Objectives:</p> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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 ➤ about great artists, architects and designers in history 	<p>Assigned Artists</p> <p>Seurat and Pointillism PB</p> <p>Contemporary Artist Andy Goldsworthy</p>
CYCLE A - Sculpture/3d form	CYCLE A - Drawing	CYCLE A - Digital Media – Photography
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Use equipment and media with confidence. ➤ Learn to secure work to continue at a later date. ➤ Join two parts successfully. ➤ Construct a simple base for extending and modelling other shapes. ➤ Produce more intricate surfaces patterns/ textures and use them when appropriate. ➤ Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. ➤ Use language appropriate to skill and technique 	<ul style="list-style-type: none"> ➤ Developing intricate patterns/ marks with a variety of media. ➤ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. ➤ Begin to show an awareness of objects having a third dimensions and perspective. ➤ Create textures and patterns with a wide range of drawing implements 	<ul style="list-style-type: none"> ➤ Use printed images taken with a digital camera and combine them with other media to produce artwork ➤ Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) ➤ Take photographs and explain their creative vision
CYCLE B - Printing and Pattern	CYCLE B – Collage and Texture	CYCLE B – Painting
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing. ➤ Explore the work of a range of artists, craft makers and designers, describing the different and similarities between different practices and disciplines and making links to their own work. ➤ Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> ➤ Has experience of adhesives and decides on the most effective for the given task. ➤ Develops skills of overlapping and overlaying. 	<ul style="list-style-type: none"> ➤ Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. ➤ Mix colour, shades and tones with increasing confidence. ➤ Confidently create different effects and textures with paint according to what they need for the task.

Year 4		
<p>National Curriculum Objectives:</p> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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 ➤ about great artists, architects, and designers in history 	<p>Assigned Artists</p> <p>Seurat and Pointillism PB</p> <p>Contemporary Artist Andy Goldsworthy</p>
CYCLE A - Sculpture/3d form	CYCLE A - Drawing	CYCLE A - Digital Media – Photography
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Secure work to continue at a later date. ➤ Make a slip to join two pieces of clay. ➤ Decorate, coil, and produce maquettes confidently. Model over an armature: newspaper frame for Modroc. Use recycled, natural and man-made materials to create sculptures. ➤ Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. ➤ Show awareness of the effect of time upon sculptures. 	<ul style="list-style-type: none"> ➤ Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. ➤ Draw for a sustained period of time at an appropriate level. ➤ Have opportunities to develop further drawings featuring the third dimensions and perspective. 	<ul style="list-style-type: none"> ➤ Create a piece of art which includes integrating a digital image they have taken. ➤ Take a photo from an unusual or thought-provoking viewpoint
CYCLE B - Printing and Pattern	CYCLE B – Collage and Texture	CYCLE B – Painting
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Increase awareness of mono and relief printing. ➤ Demonstrate experience in fabric printing. ➤ Expand experience in 3 colour printing. ➤ Continue to experience in combining prints taken from different objects to produce an end piece. ➤ Create more complex repeating patterns 	<ul style="list-style-type: none"> ➤ Develops awareness of contrasts in texture and colour. ➤ Develops with creating mood, feeling, movement, and areas of interest. ➤ Selects and uses materials to achieve a specific outcome. 	<ul style="list-style-type: none"> ➤ Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. ➤ Mix colour, shades and tones with increasing confidence. ➤ Start to look at working in the style of a selected artist

Year 5		
<p>National Curriculum Objectives:</p> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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 ➤ about great artists, architects, and designers in history 	<p>Assigned Artists</p> <p>Jane Perkins L.S Lowry Darrell Wakelam Joseph Thiongo Gareth Wood aka Fuller</p>
CYCLE A - Sculpture/3d form	CYCLE A - Drawing	CYCLE A - Digital Media – Photography
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Show experience in combining pinch, slabbing and coiling to produce end pieces. ➤ Develop understanding of different ways of finishing work: glaze, paint, polish. ➤ Gain experience in modelling over an armature: newspaper frame for Modroc. ➤ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ➤ Adapt work as and when necessary and explain why. Confidently carve a simple form. ➤ Compare the style of different styles and approaches: Moore, Aztec. 	<ul style="list-style-type: none"> ➤ Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. ➤ Use different techniques for different purposes i.e. shading, hatching within their own work. ➤ Start to develop their own styles using tonal contrast and mixed media. ➤ Develop further simple perspective in using a single focal point and horizon. ➤ Begin to develop an awareness of composition scale and proportion in their paintings. ➤ Use drawing techniques from a variety of sources including observation, photographs and digital images. Develop close observation skills. 	<ul style="list-style-type: none"> ➤ Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning – Links with Chetwynd Deer Park Photography Workshop (Summer Term) ➤ Compose a photo with thought for textural qualities, light and shade.
CYCLE B - Printing and Pattern	CYCLE B – Collage and Texture	CYCLE B – Painting
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Use tools in a safe way . ➤ Continue to gain experience in overlaying colours. ➤ Start to overlay prints with other media. ➤ Use print as a starting point to embroidery. ➤ Show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> ➤ Embellishes, using a variety of techniques, including drawing, painting and printing. 	<ul style="list-style-type: none"> ➤ Confidently control the types of marks made and experiment with different effects and textures. ➤ Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on pervious knowledge. ➤ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ➤ Start to develop their own style using tonal contrast and mixed media. ➤ Recognise the style of a key Famous painters.

Year 6		
<p>National Curriculum Objectives:</p> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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 ➤ about great artists, architects, and designers in history 	<p>Assigned Artists</p> <p>Jane Perkins L.S Lowry Darrell Wakelam Joseph Thiongo Gareth Wood aka Fuller</p>
CYCLE A - Sculpture/3d form	CYCLE A - Drawing	CYCLE A - Digital Media – Photography
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Model and develop work through a combination of pinch, slab and coil. ➤ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. ➤ Recognise sculptural forms in the environment: Furniture, buildings. ➤ Solve problems as they occur. Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> ➤ Draw for a sustained period of time, over a number of sessions working on one piece. ➤ Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, or hatching within their own work. ➤ Confidently apply their own style using tonal contrast and mixed media. ➤ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. 	<ul style="list-style-type: none"> ➤ Have opportunity to explore modern and traditional artists using ICT and other resources. ➤ Combine a selection of images using digital technology considering colour, size and rotation
CYCLE B - Printing and Pattern	CYCLE B – Collage and Texture	CYCLE B – Painting
Substantive Knowledge and Skills Progression		
<ul style="list-style-type: none"> ➤ Develop ideas from a range of sources. ➤ See positive and negative shapes. ➤ Demonstrate experience in a range of printmaking techniques. ➤ Describe techniques and processes. ➤ Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. ➤ Develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> ➤ Applies knowledge of different techniques as a form of expression. ➤ Be creative in the choices made of textures and colours. 	<ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of painting, including the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. ➤ Develop an awareness of composition, scale and proportion in their paintings

