



# Art & Design Curriculum

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# Art & Design Intent Statement

The intent of the Art & Design curriculum at St Vincent's VC Academy is to provide plenty of opportunities for the children to learn, apply and strengthen the key elements of:

Line, Tone, Texture, Colour, Pattern, Shape,

Drawing



Painting



Textiles



Collage



Printing



3D Sculpture



Our curriculum plan has been designed and built with clear schemes of work for each year group and each subject. The plan allows for spiral learning avoiding unnecessary repetition but recapping what has gone before and moving learning on. Rosenshine's Principles underpin the teaching and learning practices within planning, lesson design and delivery. Sequences of learning are also carefully planned for so that there is a natural flow between units of learning.

It is also the intent of the Art Curriculum to provide the children with knowledge of different artists which they can draw inspiration and technique from as well as enjoy the cultured world of art by visiting art galleries.

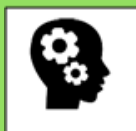
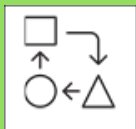
In addition, the school aims to develop the children's use and understanding of technical vocabulary associated with this subject. This is so that the children can articulate the skills / techniques that they have applied, the equipment that they have used and an explanation what their artwork represents.

# Art & Design on a Page



## Big Ideas

- To inspire, enrich and encourage children's artistic expression.
- To ensure children are given a breadth of experiences with Art & Design.
- To give children the skills to discuss, analyse and explore a diverse range of classic and modern artists.
- To give the children the skills to express themselves through drawing, painting, collage, 3D and printing.



## Content, Sequencing and Retrieval

- History units are taught in the order in which they occurred to help children develop a sense of chronology and develop their chronological understanding. Subject specific vocabulary is selected and taught within lesson sequences.
- The Long-Term Plan ensures that pre-requisite knowledge and skills are considered and linked to new learning.
- Opportunities to revisit and retrieve prior learning are woven into sequencing and teaching and learning practice.
  - Local history is considered, focused upon and interwoven into our curriculum.



## Engagement / Enrichment

- Artists are chosen because of their diverse backgrounds, cultures and expertise.
- 'Opportunities for pupils to display work as a gallery within the school and church.
  - Visits to galleries / bankside
- Planned days to support deeper understanding of art knowledge and skills through experiential learning opportunities
  - SHOWCASE: pupils are given the opportunities to showcase their learning and the end of every topic.



## Support, Challenge and Progress for All

Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units.

Knowledge Mats are used to pre-load learners before lessons to support vocabulary and key concepts.

Our Curriculum follows a progression of knowledge and skills.

Children take part in regular mini quizzes and retrieval activities to support their long term memory.

Every lesson has opportunities for children to discuss and practice their learning - linking back to their knowledge mat.

Recall and building on prior learning and knowledge is celebrated - giving opportunities for this is a key part of St Vincent's teaching and learning opportunities.

Every child has access to the National Curriculum.

Children with SEND have specific support and guidance taken from their EHCP and SEN support plans / pupil passports. Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all level.



## Art & Design Long Term Plan

Year Group	Autumn	Spring	Summer
Year One	Drawing	Collage	Printing
Year Two	Painting	Textile	3D
Year Three	Drawing	Collage	Printing
Year Four	Painting	Textile	3D
Year Five	Drawing	Collage	Printing
Year Six	Painting	Textile	3D

## Exploring and Developing Ideas (cover in every topic area)

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Development their artistic and cultural awareness. Support their imagination and creativity.</p> <p>Engage with the arts, through:</p> <ul style="list-style-type: none"> <li>• Observations; see, hear</li> <li>• Exploration</li> <li>• Self-expression</li> <li>• Participation</li> <li>• Vocabulary</li> </ul>	<p>Look at an artist's work and say what I like and describe what I can see.</p> <ul style="list-style-type: none"> <li>• Explore the work of artists, craftspeople and designers from different times and cultures for difference and similarities.</li> </ul>	<p>Look at an artist's work- describe what I can see, interpret the piece and give my own judgement.</p> <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers from different times and cultures.</li> </ul>	<p>Look at an artist's work- describe what I can see, interpret the piece and give my own judgement as well analyses the elements of art the artist has used.</p> <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>

## Evaluating and Developing Work (cover in every topic area)

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Development their artistic and cultural awareness.</p> <p>Engage with the arts, through:</p> <ul style="list-style-type: none"> <li>• Observations; see, hear</li> <li>• Exploration</li> <li>• Self-expression</li> <li>• Participation</li> <li>• Vocabulary</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<p>Evaluate my work and the skills I have used.</p> <ul style="list-style-type: none"> <li>• Review what they have done and say what they think and feel about it.</li> <li>• Identify what they need to improve on</li> </ul>	<p>Evaluate my own work and the work of others.</p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketch books</li> </ul>	<p>Evaluate my own work and the work of others.</p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketch books</li> </ul>

# Drawing

## EYFS

- Correct Tripod grip
- Exploring:
- lines, thick, thin, wavy, straight
- Media
- Finger, stick, chalk, pastel, felt tip

## Key Stage One

- Name, match and draw lines/marks from observations
- Experiment and control the types of marks made with a range of media
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes
- Draw shapes from observations that demonstrate a wide use of mark making for tone.

## Lower KS2

- Apply pattern and texture using a range of tools.
- Apply a simple use of pattern and texture in a drawing making use of a range marks and lines with a wide range of drawing implements.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with variations of tone using different grades of pencil and other implements.
- Show an awareness of objects having a third dimension.
- Begin to show an awareness of objects having a third dimension with the use of mark making and tone used.

## Upper KS2

- Use a range of media and techniques to create shapes within a drawing
- Use a range of media to make different marks, lines, patterns and shapes within a drawing.
  - Use different techniques for different purposes
- Use a range of sources to create close observational drawings with detail
- Work from a variety of sources including observation, photographs and digital images.
  - Work in a sustained and independent way to create a detailed drawing.
  - Develop close observation skills using a variety of view finders.
- Start to develop their own style using tonal contrast and mixed media.
- Develop an awareness of composition, scale and proportion
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

# Painting

## EYFS

Explore what happens when they mix colours.  
Experiment to create different textures.  
Select appropriate resources and adapt work where necessary.

## Key Stage One

Identify primary and secondary colours and begin to mix shades and tones of colour

- Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colour.

Experiment with a variety of tools and techniques.

- Use a variety of tools and techniques including different brush sizes and types.
- Create textured paint by adding sand, plaster.
- Experiment with tools and techniques. Eg. Layering, mixing media, scrapping.

Create a painting that shows an understanding of colour mixing and texture.

- Mix and match colours to artefacts and objects.

## Lower KS2

Identify primary and secondary colours and begin to mix shades, tints and tones of colour from observational work.

- Mix colours and know which primary colours make secondary colours
- Mix and use tints, shades and tones
- Use more specific colour language
- Mix and match colours to artefacts and objects

Develop painting techniques on a range of scales.

- Work on a range of scales e.g. thin brush on small picture etc.

Experiment with a range of painting techniques

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects

Create a painting that shows an understanding of colour mixing and texture

- Create different effects and textures with paint according to what they need for the task

## Upper KS2

Mix and match colours to create atmosphere and light effects

- Mix and match shades, tints and tones of colour to create atmosphere and light effects

Identify and work with complementary and contrasting colours

- Show a greater understanding of the colour wheel and how colours work together

Experiment with different techniques to create preliminary studies

- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours

Create a final painting that shows imagination and a range of techniques

- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music

# Collage

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Understand that different media can be combined to create new effects. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Create collage paper. (wax resist, rubbings, layering) Use ripping as a form of collage. Layer a range of papers to create an image. Design and create a final collage.</p>	<p>Create collage paper being selective with shapes and colour used. Use rip, tear and cut paper to form different shapes. Layer a range of papers thinking carefully about the final composition Create a mix media piece.</p>	<p>Create collage paper using a range of techniques being selective with shapes and colour used. Use rip, tear and cut paper to form specific shapes for a desired outcome. Layer a range of papers thinking carefully about the final composition. Create a mix media piece. (layering collage, painting and drawing)</p>



# Textiles

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Understand that different media can be combined to create new effects.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapt work where necessary.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Use pre felt as a base to add wool roving.</p> <p>Use wool roving to create pre felt.</p> <p>Create a flat image using wet felting</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Show some experience of wet felting and understand the process and some techniques</p> <p>Produce a wet felting image with a resist.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p> <p>Plan a design in a sketchbook and execute it</p>	<p>Work in 2D and 3D using wet felting techniques.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Can use language appropriate to skill and technique.</p>

# Printing

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Explore what happens when they mix colours. Experiment to create different textures. Select appropriate resources and adapt work where necessary.</p>	<p>Record and explore ideas from first hand observations Roll printing ink over found objects to create patterns (bubble wrap, plastic mesh, stencils, leaves etc) Create simple printing blocks with press print (Styrofoam plates/ collagraph) Use mono printing to create simple prints. Create a final piece with overprinting motifs and colour to create texture</p>	<p>Record and explore ideas from first hand observations using a range of mark making techniques and shading Create printing blocks with a repeating pattern using a relief or impressed method Create mono prints with a considered design Create a final design for a print considering colours and shapes to be used. Create a final piece showing a deeper understanding of the processes used.</p>	<p>Develop close observation skills using a variety of view finders and a range of mark making techniques and shading Create printing blocks by simplifying an initial journal idea using relief or impressed method Create mono prints considering design, colour and tools used. Create a final design for a print showing an awareness of the artist's original work and composition Create a print showing an awareness of composition, colour and purpose.</p>

# 3D

EYFS	Key Stage One	Lower KS2	Upper KS2
<p>Understand that different media can be combined to create new effects. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Create a final piece with overprinting motifs and colour to create texture Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p>

## EYFS Overview

Term	Topic	Skills	Artist Focus
Autumn	Printing	Explore what happens when they mix colours. Experiment to create different textures. Select appropriate resources and adapt work where necessary.	Kandinsky
Spring	Painting	Explore what happens when they mix colours. Experiment to create different textures. Select appropriate resources and adapt work where necessary.	Yayoi Kusama
Summer	Collage/ Print	Understand that different media can be combined to create new effects. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.	Guiseppe Arcimboldo (vegetable face)

## Year One Overview

Term	Topic	Skills	Artist Focus
Autumn	Drawing	<p>Name, match and draw lines/ marks from observations</p> <p>Experiment and control the types of marks made with a range of media</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes</p> <p>Draw shapes from observations that demonstrate a wide use of mark marking for tone.</p>	<p>Roy Lichtenstein</p> <p>(Pop art portraits)</p>
Spring	Collage	<p>Create collage paper (wax resist, rubbings layering)</p> <p>Use ripping as a form of collage</p> <p>Layer a range of papers to create an image</p> <p>Design and create a final collage</p>	<p>Henri Matisse</p> <p>The Snail</p>
Summer	Printing	<p>Record and explore ideas from first hand observations</p> <p>Roll printing ink over found objects to create patterns (bubble wrap, plastic mesh, stencils, leaves)</p> <p>Create simple printing blocks with press print</p> <p>Use mono printing to create simple prints</p> <p>Create a final piece with overprinting motifs and colour to create texture</p>	<p>Esther Mahlangu</p> <p>(South African woman)</p>

## Year Two Overview

Term	Topic	Skills	Artist Focus
Autumn	Painting	<ul style="list-style-type: none"> <li>Identify primary and secondary colours and begin to mix shades and tones of colour</li> <li>Identify primary and secondary colours by name</li> <li>Mix primary shades and tones</li> <li>Mix secondary colours</li> <li>Experiment with a variety of tools and techniques</li> <li>Use a variety of tools and techniques including different brush sizes and types</li> <li>Create textured paint by adding and, plaster</li> <li>Experiment with tools and techniques e.g., layering, missing media scrapping through</li> <li>Create a painting that shows an understanding of colour mixing and texture</li> <li>Mix and match colours to artefacts and objects</li> </ul>	<p>Mary Blair (Disney painter)</p>
Spring	Textile	<ul style="list-style-type: none"> <li>Use pre felt as a base to add wool roving</li> <li>Use wool roving to create felt</li> <li>Create a felt image using wet felting</li> <li>Use appropriate language to describe colours, media equipment and textures</li> </ul>	<p>Van Gogh Use 'A Starry Night' as inspiration for fire/water pictures</p>
Summer	3D	<ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling, kneading</li> <li>Explore sculpture with a range of malleable media</li> <li>Manipulate malleable materials for a purpose, e.g., pot, tile</li> <li>Understand the safety and basic care of materials and tools</li> </ul>	<p>Georgia Okeefe</p>

## Year Three Overview

Term	Topic	Skills	Artist Focus
Autumn	Drawing	<p>Apply pattern and texture using a range of tools.</p> <p>Apply a simple use of pattern and texture in a drawing making use of a range of marks and lines with a wide range of drawing implements</p> <p>Experiment with different grades of pencils and other implements to create lines and marks</p> <p>Experiment with variations of tone using different grades of pencils and other implements</p> <p>Show an awareness of objects having a third dimension</p> <p>Begin to show an awareness of objects having a third dimension with house of mark making and tone used.</p>	<p><b>Frida Kahlo</b> (Mexican)</p> <p>Use their painting as inspiration for facial expressions</p>
Spring	Collage	<p>Create collage paper being selective with shapes and colours used</p> <p>Use rip, tear, cut paper to form different shapes</p> <p>Layer a range of papers thinking carefully about the final composition</p> <p>Create a mix media piece</p>	<p><b>Salvador Dali</b> Surrealism</p>
Summer	Printing	<p>Record and explore ideas from first hand observations using a range of mark making techniques and shading</p> <p>Create printing blocks with a repeating pattern using a relief and impressed method</p> <p>Create mono prints with a considered design</p> <p>Create a final design for a print considering colours shapes to be used</p> <p>Create a final piece showing a deeper understanding of the processes used.</p>	<p><b>Andy Warhol</b> (American)</p> <p>Pop Art – Marilyn Monroe images as inspiration)</p>

## Year Four Overview

Term	Topic	Skills	Artist Focus
Autumn	Painting	<p>Identify primary and secondary colours and begin to use shades, tints and tones of colour from observational work.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Mix and use tints, shapes and tones</p> <p>Use more specific colour language</p> <p>Mix and match colours to artefacts and objects</p> <p>Develop painting techniques on a range of scales</p> <p>Work on a range of scales eg thin brush on a small picture</p> <p>Experiment with a range of painting techniques</p> <p>Experiment with different effects and textures including blocking colour, washes, thickened paint creating textural effects</p> <p>Create a painting that shows an understanding of colour mixing and texture</p> <p>Create different effects and textures with paint according to what they need for the task.</p>	<p>David Hockney (British)</p> <p>Landscape – use of colour to influence mood</p>
Spring	Textile	<p>Show some experience of wet felting and understand the process and some techniques</p> <p>Produce a wet felting image with a resist.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique</p> <p>Plan a design in a sketchbook and execute it</p>	<p>Faith Ringgold (American)</p> <p>Quilts to tell stories</p>
Summer	3D	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p>	<p>Seurat</p>



## Year Five Overview

Term	Topic	Skills	Artist Focus
Autumn	Drawing	<p>Use a range of media and techniques to create shapes within a drawing</p> <p>Use a range of media to make different marks, lines, patterns and shapes within a drawing</p> <p>Use different techniques for different purposes</p> <p>Use a range of sources to create close observational drawings with detail</p> <p>Work from a variety of sources to create close observational drawings with detail</p> <p>Work with variety of sources including observational, photographs and digital images</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Develop close observational skills using a variety of view finders</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p>Develop an awareness of composition, scale and proportions</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings, e.g., foreground, middle ground and background.</p>	Monet and the Impressionists
Spring	Collage	<p>Create collage paper using a range of techniques being selective with shapes and colour used.</p> <p>Use rip, tear and cut paper to form specific shapes for a desired outcome.</p> <p>Layer a range of papers thinking carefully about the final composition</p> <p>Create a mix media piece. (layering collage, painting and drawing)</p>	Georges Braque
Summer	Printing	<p>Develop close observation skills using a variety of view finders and a range of mark marking techniques and shading</p> <p>Create printing blocks by simplicity on initial journal idea using relief or impressed method</p> <p>Create mono prints considering design, colour and tools used</p> <p>Create a final design for a print showing an awareness of the artists original work and composition</p> <p>Create a print showing an awareness of composition, colour and purpose.</p>	Mark Wigan

## Year Six Overview

Term	Topic	Skills	Artist Focus
Autumn	Painting	<p>Use a range of media and techniques to create shapes within a drawing</p> <ul style="list-style-type: none"> <li>• Use a range of media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Use different techniques for different purposes</li> </ul> <p>Use a range of sources to create close observational drawings with detail</p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop close observation skills using a variety of view finders.</li> </ul> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Picasso (Spanish) Still life</p>
Spring	Textile	<p>Work in 2D and 3D using wet felting techniques. Design, plan and decorate a fabric piece.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Can use language appropriate to skill and technique.</p>	<p>Gustav Klimt Austrian</p>
Summer	3D	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p>	<p>Ruth Asawa (metal work)</p>

