

Art Curriculum

Year 1 to Year 6

Spring 2

Art Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Expressive Arts)	Collage with wax crayon rubbings Explorer's books: collecting colour	Finding Circles Night Time Collage	Imaginary Landscapes	Creating a book world Still Life Compositions	Insect hotels Fruit & Veg Heads	Repeat Pattern Printing Roller Dressing up as fossils
Year 1		Spirals		Printmaking	Playful Making	
Year 2		Explore & Draw		Expressive Painting	Be An Architect	
Year 3	Gesturing Drawing with Charcoal		Shape & Colour			Stories Through Drawing & Making
Year 4	Storytelling through Drawing		Exploring Pattern		The Art of Display	
Year 5		Typography & Maps		Land And City Scapes		Set Design
Year 6		2D drawing to 3D making		Activism	Brave Colour	
Drawing & Sketchbook Surface & Colour 3D Work						

The Aims of the National Curriculum for Art and Design:

- 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
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

At St. Luke's CE Primary School, we believe that art lessons will engage, inspire and challenge all children to think innovatively and develop creative understanding. Our intent is to create an Art and Design curriculum that is rich, diverse and will ignite passion for learning. Our aim is to allow children to express their individual interests, thoughts and ideas alongside building resilience, confidence and critical-thinking skills. The curriculum will be tailored to suit the needs of children to equip them with the knowledge and skills needed to experiment, invent and create their own works of art. They should also know that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Our Art curriculum shows a progression of skills which ensures the learning that takes place each year is revisited, embedded and allows progression and challenge for all children.


Implementation

The Art and Design curriculum is taught through the progression of techniques using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given opportunities to explore and evaluate different creative ideas. The opportunities enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Learning is planned so the pupils have the opportunity to appreciate and discuss the work of iconic artists throughout history over time, learn from modern day, current artists, and use these as inspiration for their own creative development. Children are expected to be reflective and evaluate their work, thinking how they can make changes and keep improving. In order for our pupils to shine, they will be encouraged to take risks and experiment because 'creativity takes courage' – Henri Matisse.

All children from EYFS up to Year 6 will have ownership over a sketchbook that will be placed at the centre of their creativity. The sketchbooks will be used to gather, collect, experiment and reflect as well as develop personalities. However, sketchbooks will only be used when appropriate in an art lesson. Sometimes children will have the opportunities to sculpture, create 3D art work, use apps, on large paper or outdoors. Where practical art work is implemented, photographs will be used to evidence this learning.

Reception

For further information about the knowledge content taught in Reception please refer to the separate EYFS curriculum document.

Year 1 Term Spring 2	Focus of Study: Printmaking
NC Objectives	Key Knowledge Content
<p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Context of Study</u></p>  <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. This unit invites children to explore the world about them as a way to begin to understand the concept of “print”.</p> <p>Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make “plates” by making impressions in plasticine, and then by using printing foam.</p> <p>They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>
	<p><u>Knowledge content</u></p> <ul style="list-style-type: none"> • To know that we can make a ‘plate’ from which to ‘print’. • To know that there is a relationship between plate and print e.g. negative/positive • To know that we can use print to create ‘multiples’. • To know that we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention



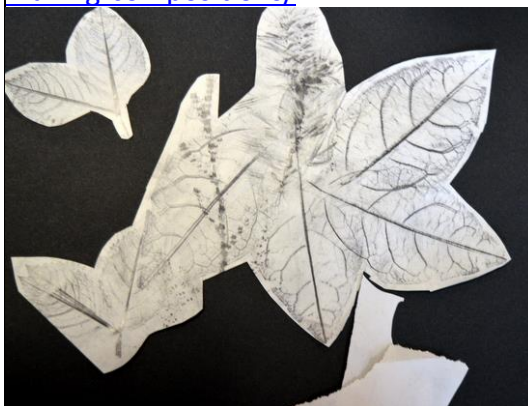
Hands, feet and flowers: <https://www.accessart.org.uk/hands-feet-and-flowers/>

Begin an exploration of printmaking using the “Hand, Feet and Flowers” resource to explore other ways of printing patterns using our bodies. This activity can work outdoors on a large scale but can also work well on tables in small groups.

Through this activity pupils directly experience what it means to make a “print”, discover how much paint they need and how much pressure they might apply. Children can use primary paint colours, start using the names of the colours, and they can also use ready mixed paint in other colours.

In this resource, pupils overlay their printed imagery with drawn imagery based upon flowers. You can choose if you proceed to this second activity, or if you prefer to leave the work as prints only, or if you wish to apply another theme or focus, i.e. draw hands, insects, etc.

Taking Rubbings & Making Compositions: <https://www.accessart.org.uk/three-taking-rubbings-and-making-compositions/>



This week focus upon how you can make prints by rubbing dry materials such as wax crayon or pencil crayon, over textured objects.

Encourage children to “think like an explorer” and venture into the classroom and playground to collect textures and objects which they can take rubbings from. Make sure children take rubbings from things around them like the ground, as well as from things which you can lift up and bring back to the classroom, like leaves.

Invite children to use the rubbings to make a composition, working in a sketchbook or on large sheets. Adapt the “Taking Rubbings & Making Compositions” Resource.

Exploring Relief Printing

Over the next few weeks, explore the following printing methods, continuing as far into the exploration as pupils are able.

Give pupils plenty of time for discovery, experimentation and practice.

As pupils travel further along the journey they will learn new skills and discover more about how to use their prints to explore pattern and intention.

Explore how plasticine can be used to print <https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/>



Use the “Printing with Plasticine” resource to further explore how we can use the things we find around us to create impressions in plasticine which we can then print from.

Collect shells, feathers, leaves, twigs, string, coins, lego etc, and invite the children to explore what happens when we push them into plasticine. What kinds of marks does each object leave in the plasticine?

Using ink pads with which to print means the plasticine will pick up even fine detail.

Once children have created a number of “prints” they can cut them out and stick them in their sketchbooks.

Observational drawing: <https://www.accessart.org.uk/continuous-line-drawing-exercise/>



Support the creation of prints with close observation and careful drawing using the “Continuous Line Drawing Exercise“. Invite pupils to use a subject matter which informs the creation of prints, and work in sketchbooks.

Share and celebrate outcomes: <https://www.accessart.org.uk/crit/>



Invite children to display the work in a clear space on tables or on the wall. Encourage positive language and a celebration of all their hard work! Recap with children about the exploration – where they started, what they discovered and what they enjoyed.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.


Outcome: Prints

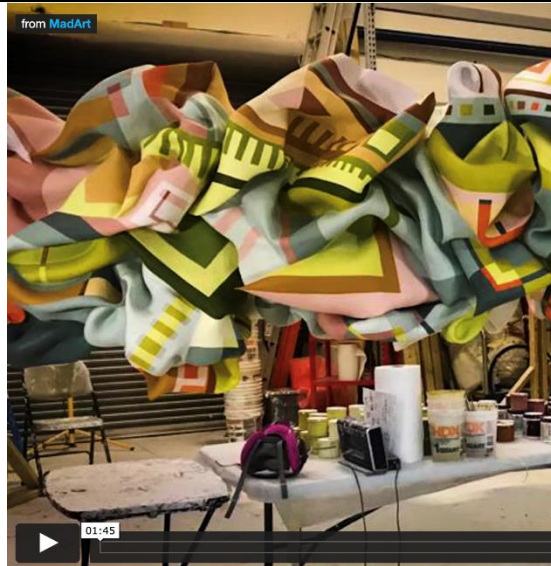
Medium:

Paper, printing ink, plasticine,

Approved Resources

Access Art

Year 2 Term Spring 2	Focus of Study: Expressive Painting
NC Objectives	Key Knowledge Content
<p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Context of study</p> <p>In this unit children are introduced to the idea that they can use paint in an exploratory way. The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint. Sketchbooks are used throughout to record, experiment and reflect. See examples below:</p> 
	<p>Knowledge Content</p> <ul style="list-style-type: none"> To know that artists sometimes use loose, gestural brush marks to create expressive painting. To know that expressive painting can be realistic or not realistic (abstract) To know that sometimes artists use colour in an exploratory way To know that we can enjoy and respond to the way paint and exist on the page.



Begin the exploration by introducing children to the work of Marela Zacarías and Charlie French.



<https://www.accessart.org.uk/talking-points-marela-zacarias/>
<https://www.accessart.org.uk/talking-points-charlie-french/>

Use the “Talking Points: Marela Zacarías” resource and the “Talking Points: Charlie French” resource. Use the questions on the resources to help guide a class discussion to explore the different ways artists might use colour and mark making to make art.

Have sketchbooks open and make time during the exploration for “Making Visual Notes”

<https://www.accessart.org.uk/visual-notes/>

They might for example use colour to note down the colours in the artist’s work, or try to copy the kinds of marks the artists use in their work.

Expressive Painting & Colour Mixing



<https://www.accessart.org.uk/expressive-painting-colour-mixing/>

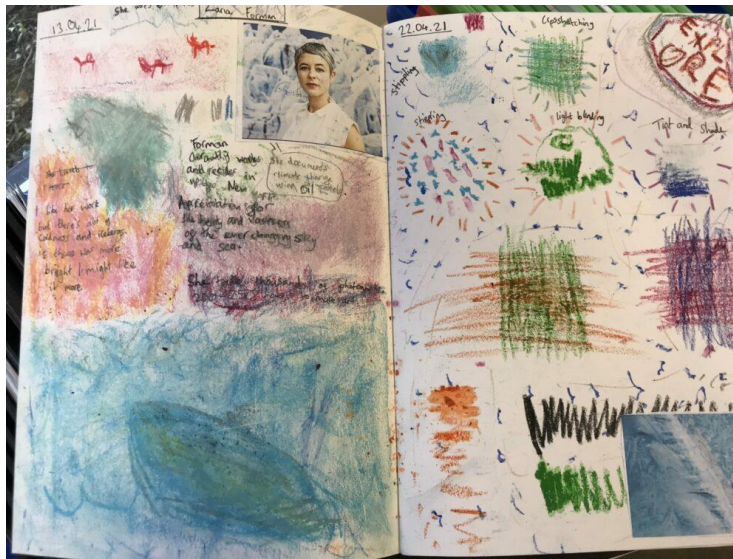
Use the “Expressive Painting and Colour Mixing” resource to explore primary and secondary colours and mark making.

The resource explains how to explore on paper and then transfer to sketchbooks as a way of consolidating learning and reflecting.

Brush Work of Van Gogh & Cezanne: <https://www.accessart.org.uk/talking-points-brush-work-of-van-gogh-cezanne/>



Use the “Talking Points: Brush Work of Van Gogh & Cezanne” resource to enable an exploration of the way the artists used thick paint and loose brushwork to create expressive work.



<https://www.accessart.org.uk/visual-notes/>

Use sketchbooks for “Making Visual Notes“. For example make time for the pupils to use similar brush marks in their sketchbooks, or invite pupils to try to capture the colours in Cezanne’s work.

Invite children to create their own mark making tools. Take inspiration from the “Experimental Mark Making Tools” resource. <https://www.accessart.org.uk/experimental-mark-making-tools/>

Gestural mark making with paint: <https://www.accessart.org.uk/gestural-mark-making-with-acrylic-paint/>



Use the “Gestural Mark Making with Acrylic” (specifically Part three – watch the videos) resource to enable an exploration of making gestural and expressive paintings. Children begin by working from a still life of colour and form, and progress to making abstract paintings.

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome. Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

Art Self Evaluation Sheet

Art - Peer Evaluation Sheet

A sketch of my collage

What went well

A sketch of my peer's collage

What I like about my peer's work

What didn't go well

What would I change

What I think my peer could improve
on

Next time, I think my peer should...

Invite pupils to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

Artist: Marela Zacarías, Vincent Van Gogh, Charlie French

Medium: Paint, paper, paint brushes, sticks

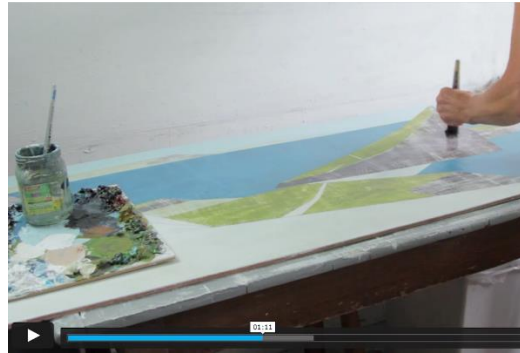
Approved Resources

Access Art

Year 5 Term Spring 2	Focus of Study: Monotypes
NC Objectives	Key Knowledge Content
<p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>	<p>Context of study</p> <p>In this unit children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.</p> <p>Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result.</p> <p>Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.</p> <hr/> <p>Knowledge Content</p> <ul style="list-style-type: none"> • To know that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. • To know that artists often work outside so that all their senses can be used to inform the work. • To know that 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”. • To know we can share our artistic discoveries with, and be inspired by each other. • To know we can use sketchbooks to focus this exploration and we do not always need to create an “an end result” – sometimes the exploratory journey is more than enough.

This pathway aims to introduce pupils to working in mixed media to create land or city scapes with energy and a sense of place. This pathway is about experimenting and exploring. The emphasis is on creative risk taking and discovery. Children are encouraged to explore the format and composition of their work, and explore lots of media combinations through exploratory work.

Vanessa Gardiner & The Shoreditch Sketcher: <https://www.accessart.org.uk/talking-points-vanessa-gardiner/>

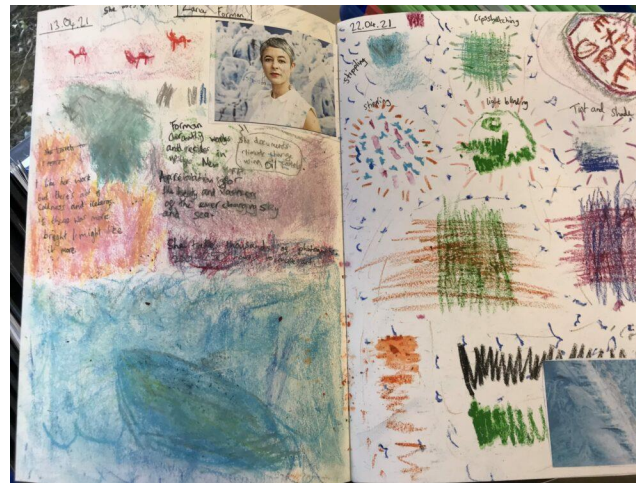


Use the “Talking Points: Vanessa Gardiner” resource to introduce pupils to an artist that takes her inspiration from the landscape.

Compare and contrast Vanessa with the Shoreditch Sketcher via “Talking Points: The Shoreditch Sketcher” resource. <https://www.accessart.org.uk/talking-points-shoreditch-sketcher/>



Use “Making Visual Notes” to help pupils record and reflect on the artists’ work, and identify the things which might be of interest in their own work. <https://www.accessart.org.uk/visual-notes/>



Sketchbook Places & Spaces: <https://www.accessart.org.uk/making-spaces-and-places/>



Extend the sketchbooks to add pages of different sizes and ratios. Make some pages which are long and thin and can fold back into the book accordion style. Make other pages fat and wide. Encourage pupils to think creatively about how they can extend their sketchbook ready for the next few weeks.

Be inspired by Kittie Jones: <https://www.accessart.org.uk/talking-points-kittie-jones/>



Use the “Talking Points: Kittie Jones” resource to be inspired by how the artist combines different media in their work to capture the energy and spirit of place.

Again use the [“Making Visual Notes”](#) resource to get pupils to think about the chosen artists approach approach in sketchbooks.

Exploring Mixed Media



With the emphasis on exploration and experimentation, ensure pupils work in sketchbooks, or if it feels right towards the end of the project on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place.

<https://www.accessart.org.uk/mixed-media-landscape-challenges/>

Use the “Mixed Media Landscape Challenges” resource to inspire and enable their exploration. Allow children to take their time and give them the space to explore as many of the challenges as feels right. Structure the challenges so all pupils do the same challenge at the same time. Pupils may be able to draw outside in the school grounds. Try to work outside for at least one session, but if this is not possible or you wish to draw from a different kind of land or city scape then pupils can draw from image or film. You may like to use the resources below as source imagery – or find your own.

<https://www.accessart.org.uk/drawing-source-material-drone-footage/>

<https://www.accessart.org.uk/drawing-source-material-drone-footage-natural-landscape/>

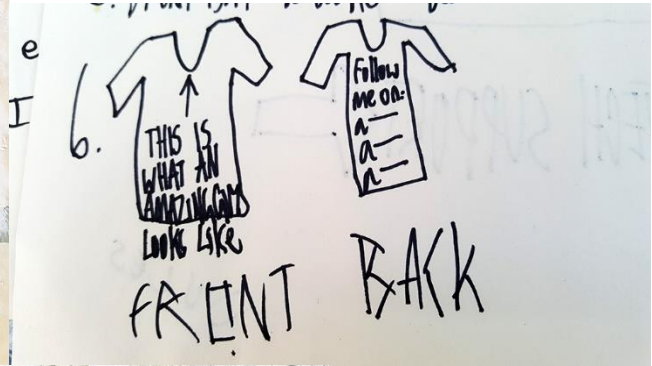
Introduction to watercolour: https://www.accessart.org.uk/introduction_to_watercolour/



	<p>Use the "Introduction to Watercolour" resource to steer pupils towards a final outcome using watercolour.</p> <p>Share, Reflect & Discuss</p> <p>Time to see the work which has been made, talk about intention and outcome.</p> <p>Display the work in a clear space, with sketchbooks open on desks – encouraging pupils to carefully and respectfully look in each others books. Walk around the work as if you were in a gallery. Give the work the respect it deserves. Remind the children of their hard work.</p> <p>If you have class cameras or tablets, invite the children to document their work and upload to SeeSaw.</p> <p>Artist: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones.</p> <p>Medium: Paint, paper, paint brushes, sticks</p>
Approved Resources	Access Art

Year 6 Term Spring 2	Focus of Study: Activism
NC Objectives	Key Knowledge Content
<p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p>	<p>Context of study</p> <p>In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. There is then a choice of projects: the class can either make posters or zines, using using collage, print and drawing.</p>

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



Knowledge Content:

- To know that artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- To know that artists acting as activists often use print because it allows them to duplicate and distribute their message.

- To know that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- To know that art as activism allows us to come together.

Knowledge Content

The relationship between print & activism

Begin by introducing pupils to the idea that art can be used to express the opinions of artists, who in turn speak for sectors of society. Artists can be activists, and many artists choose print as a way to make their art, as it allows them to reproduce their artwork so that it can reach many people.

Luba Lukova <https://www.accessart.org.uk/talking-points-luba-lukova/>



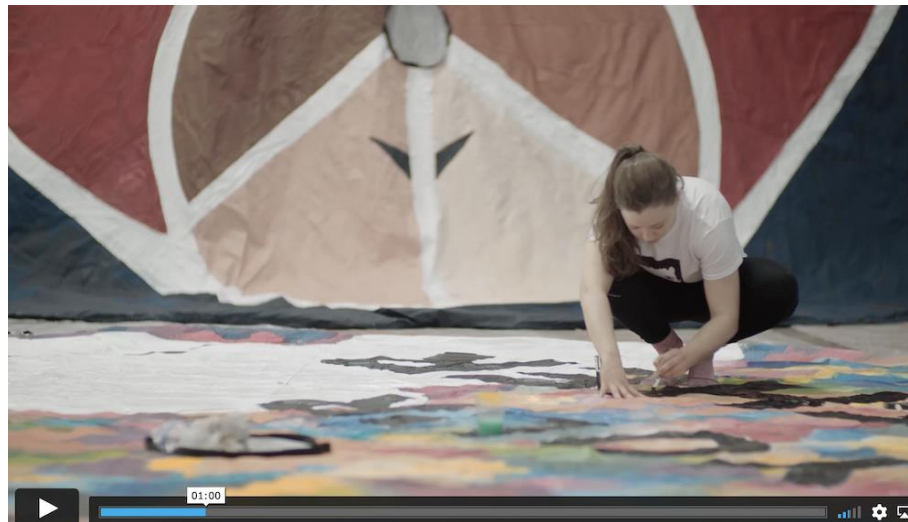
Use “Talking Points: Luba Lukova” to explore a designer who uses posters as a way to address injustice in the world. Use the questions at the bottom of the resource to help guide a discussion about the artists approach.

Faith Ringgold <https://www.accessart.org.uk/talking-points-faith-ringgold/>



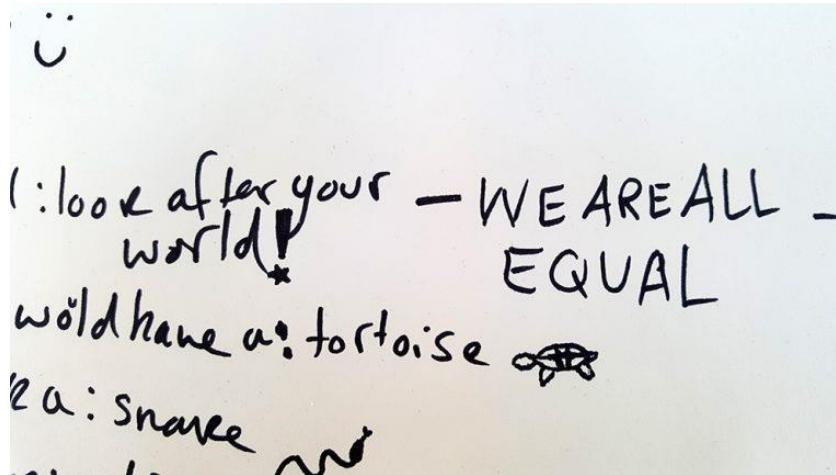
Use “Talking Points: Faith Ringgold” resource to explore an artist who makes painted quilts to communicate personal narratives, history and politics. Use the questions at the bottom of the resource to help guide a discussion about the artists approach.

Kate DeCiccio



Use "Talking Points: Kate DeCiccio" to explore how posters can be used to communicate important messages within different communities.

What do YOU Care About? <http://www.accessart.org.uk/find-your-message/>



Ask pupils to consider what they care about. What is their message to the world? Sometimes it can be hard to find the right words, or be brave enough to say them outloud.

The "Find Your Message" resource will help pupils to find their passion and their message, and enable them to communicate it in their own way.

Work in sketchbooks or on large sheets of paper. Work alone or in small groups of people you trust.

This activity will encourage children to start exploring who they really are, before they take their next steps to secondary school.

Find your focus:

For this unit pupils will make posters about something they care about.

Look at the work of Shepard Fairey: <https://www.accessart.org.uk/talking-points-shepard-fairey/>



Pupils will create a poster inspired by Shepard Fairey using a collaging technique (<https://www.accessart.org.uk/teenagers-make-propaganda-art-inspired-by-shepard-fairey/>) . They will go on to create their poster design, through stencil and collage. Invite pupils to print selections of newspaper, old wallpaper as the basis for their prints to provide a textured surface. They will layer these items and use them to create their own stencils.





Step 1: Cut and tear pieces and stick them down with PVA glue. Use a thin layer of paint in varying degrees of thickness to unify the whole sheet.



Step 2: Cut with scissors a stencil from newsprint. Newsprint will provide the best print as it is thin. Check the newsprints are appropriate for pupils.



Step 3: Lay the stencil over the surface to be printed on. Take a sheet of card and lay it over the surface. Use a small piece of thick card as a squeegee to make your print. Make sure the card has a straight edge, otherwise the print will not be even. Hold the card with your non-dominant hand and angle the card so that you can pull the paint through the mesh. Work in one direction only (towards you). Press down so that the mesh

does not move. Make sure you squeegee the ink through all parts of the stencil.

Step 4: Carefully lift the mesh and stencil off the printed surface. Make sure you lift the mesh and stencil as one. Lift in one go and away from the printed surface, so that any spare ink does not touch the surface.



Step 5: Whilst the printing ink was still wet on the textured surface, some pupil chose to use tools to scratch into the inked surface.



Step 6: We use screwed up newsprint to create texture in wet printing ink to create a more textured surface...



Artist: Shepard-Fairey

Medium: Paper, pen, paint

Approved Resources

Access Art