

Art Curriculum



Art & Design is an integral part of the curriculum here at St Mary's Bryanston Square.

The national curriculum for Art & Design aims to ensure that all pupils:

- 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.

Art and Design is a practical subject that develops creativity, imagination and self-expression. It is accessible to all abilities and crosses language barriers. At St Mary's Bryanston Square, our art curriculum aims to provide all children with stimulating and engaging opportunities to use their imagination, explore ideas and work creatively in an enjoyable and safe environment.

It is our intent to provide all of our children with a high-quality education in Art & Design which:

- stimulates their creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- develops an understanding of colour, form, texture, pattern
- develops their ability to use materials and processes to communicate ideas feelings and meanings visually;
- explores ideas about meanings in the work of artists, craftspeople and designers, and help them learn about the different roles
- they learn about the functions of art, craft and design in their own lives and in different times and cultures
- enable them to make thoughtful judgments and aesthetic and practical decisions about Art and Design and the environment.
- allows for attending educational visits to museums, galleries and other places where art is on display (parks, shops etc) or to attend workshops in school which will give them insight into how the skills learnt in art can be implemented in real life.

Through skilful observations and direct experiences, children will be encouraged to develop their natural curiosity and awareness of the world. They will develop their understanding of the visual elements of art and their own making skills by using a variety of techniques and media. Our curriculum ensures the progression of skills in techniques of drawing, painting, printing, sculpting and collage.

The art curriculum provides a platform for children to express their individuality and develop their self-esteem, resilience, confidence and critical thinking. These are skills which we believe are transferable across the primary curriculum and we would hope to support children in embedding these in all aspects of their learning; whilst developing their self-confidence in becoming artists.

The aims of the National Curriculum for Art & Design, are used as the basis for our work in this subject area. To read the rest of our policy on Art & Design, please see our school website: <https://www.stmarys.bryanston.net/>

Termly Overview

Reception Progression of Expressive Arts and Design

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Creating with Materials	Name colours Experiment with mixing colours Create simple representations of people and objects Draw and colour with pencils and crayons Role play using given props and costumes Explore different techniques for joining materials (Glue Stick) Know how to work safely and hygienically Use non-statutory	Use colours for a particular purpose Share their creations Explore different techniques for joining materials (Glue Stick, PVA) Know how to work safely and hygienically Use non-statutory measures (spoons, cups)	Experiment with different mark making tools such as art pencils, pastels, chalk Explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) Know how to work safely and hygienically Use non-statutory measures (spoons, cups) Return to and build on their previous learning, refining ideas and developing their ability to represent them	Share creations and talk about the process Explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) Make props and costumes for different role play scenarios (Superheroes capes, masks etc.) Know how to work safely and hygienically Use non-statutory measures (spoons, cups) Create collaboratively, sharing ideas, resources	Know which prime colours you mix together to make secondary colours Plan what they are going to make (cooking, wood work, construction, junk modelling) Draw more detailed pictures of people and objects Manipulate Materials Create observational drawings Know how to work safely and hygienically Use non-statutory	Know some similarities and differences between materials Explore, use and refine a variety of artistic effects to express their ideas and feeling Share creations, talk about process and evaluate their work Adapt work where necessary	-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.

	measures (spoons, cups)			and skills	measures (spoons, cups)		
Being Imaginative and Expressive	Explore, use and refine a variety of artistic effects to express their ideas and feelings Sing and perform nursery rhymes Join in with whole school singing assemblies Experiment with different instruments and their sounds Talk about whether the like or dislike a piece of music Create musical patterns using body percussion Use costumes and resources to	Listen attentively, move to and talk about music, expressing their feelings and responses Develop storylines in their pretend play Perform in the Christmas Play Learn and perform a poems Join in with whole school assemblies Pitch match Sing the melodic shape of familiar songs Begin to build	Watch and talk about dance and performance art, expressing their feelings and responses Join in with whole school assemblies Create musical patterns Begin to create costumes and resources for role play	Perform a poem to another class Join in with whole school assemblies Associate genres of music with characters and stories Create costumes and resources for role play Sing in a group or on their own, increasingly matching the pitch and following the melody	Explore and engage in music making and dance, performing solo or in groups Join in with whole school assemblies Act out well know stories Follow a musical pattern to play tuned instruments Create narratives based around stories	Listen to poems and create their own Join in with whole school assemblies Create own compositions using tuned instruments Invent their own narratives, making costumes and resources	-Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well know nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

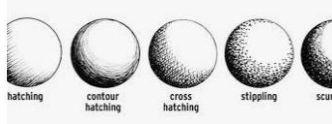
	act out narratives	up a repertoire of songs Sing entire Songs Use costumes and resources to act out narratives					
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Art Day focus
Year 1	Drawing & Printing Drawing animals and animal prints. Printed birds. Famous artist or artistic movement: Aboriginal Art		Painting Learn watercolour painting techniques. Famous artist or artistic movement: Paul Klee Museum trip or community based art experience: Visit The Courtauld Gallery		Sculpture Make a clay tile in the theme of a house. Famous artist or artistic movement: Hundertwasser		Collage Select & sort materials, Cut & tear, consider shape, colour, texture. Make a collaged picture. Weave paper or fabric strips, in/out/over/under.
Year 2		Collage (Textiles) Silk painting, sewing and weaving. Famous artist or artistic movement: Bayeaux Tapestry		Drawing Drawing faces. Famous artist or artistic movement: Frida Khalo	Painting Colour mixing. Famous artist or artistic movement: Frank Bowling Museum trip or community based art experience:		Sculpture & Printing Use clay to make a pinch pot. Pinch wet clay together to join. Make a repeated & rotated pattern by printing. Make a

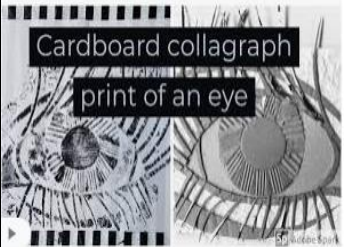
					Visit Tate Britain		printed picture with found objects.
Year 3		Painting Mixing & colour matching. Use different types of brushes & painting techniques. Add texture to paint. Famous artist or artistic movement: Hokusai Museum trip or community based art experience: Visit The British Museum		Drawing Use drawing pencils. Make close observational drawings. Make preliminary sketches. Look at negative and positive shape. Famous artist or artistic movement: Henri Rousseau	Printing Use lines, mark & tones to make monoprints. Use a grid to register prints. Make a Collograph printing block. Famous artist or artistic movement: Henri Matisse		Sculpture & Collage Make a 3D picture using natural & man-made objects. Make linear constructions exploring space. Join clay using score & slurry. Overlap collage materials. Cut & arrange multiple shapes. Use a loom to create texture, line, pattern and colour.
Year 4		Drawing Be aware of scale and proportion when drawing. Draw people with more accuracy. Learn shading techniques. Manipulate images through IT.	Collage Make a collage in response to stimulus. Make a representational textured collage, add mark making details. Use different looms. Increase, decrease and block weave.	Painting Select portrait or landscape. Colour mix with black & white. Create a painting from research. Work from observation using scale and overlapping shapes.			Sculpture & Printing Use observational work to make sculptures. Use wire to make more complex linear forms. Use an armature to explore space and form.

Year 6	Drawing Develop one point perspective. Learn two point perspective. Experiment with effect of light. Use grid method to paint portrait. Famous artist or artistic movement: Johannes Vermeer			Painting Show effect of light, colour & texture in art. Use primary or secondary source to produce range of alternative compositions. Consider fragmentation. Famous artist or artistic movement: Hans Holbein Museum trip or community based art experience: Visit The Queen's House, Greenwich		Sculpture, Collage & Printing Construct, model, cast & carve. Develop alternative forms from primary & secondary sources. Develop abstracted forms. Use found and art materials to represent an observed or imagined surface. Embellish decoratively. Develop a design in applique & use a variety of stitches. Famous artist or artistic movement: Grayson Perry/Henry Moore	
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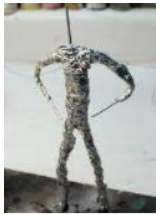
Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	- Use a variety of mark making tools including pencils, markers, chalks, oil pastels and charcoal. - Explore different textures. Use a variety of tools and surfaces including drawing in sand, on the playground, on windows, different types of paper/card. - Observe patterns. - Observe anatomy, draw humans and animals.	- Experiment with tools and surfaces. - Draw as a way of recording experiences and feelings. - Discuss the use of shadows, the use of light and dark. - Make sketches to be able to make quick records.	- Experiment with the potential of various pencils.  - Carry out close observational drawings. - Drawing of both positive and negative shapes (eg looking at the gap between objects) - Make initial sketches in preparation for a final piece of artwork. - Draw people with more accuracy, particularly faces.	- Draw with an increased awareness of scale and proportion. - Draw people with increased accuracy including proportion and placement. - Introduce shading techniques to add shadow and draw the effect of light.  - Use IT art programmes to be able to manipulate images.	- Introduce the concept of one point perspective.  - Explore movement of a figure. - Use shading with greater skill to demarcate areas of light and shade. - Use IT art programmes to create a montage using photographs/scanned images.	- Interpret the texture of a surface. - Develop the concept of one point perspective and introduce two point perspective.  - Experiment with recording the effect of light on objects. - Use a grid method to create a self portrait. 

Painting	- Name and use primary and secondary colours. - Know warm and cool colours.  - Explore colour mixing. - Apply colour with a range of tools eg; fingers, sticks, glue spreaders and sponges. 	- Describe colours by relating to familiar objects. - Make as many tones of one colour as possible (add white).  - Make as many shades of one colour as possible (add black). - Use colour on a large scale. - Investigate mixing colours to represent real life, ideas and to express feelings. - Use painting skills to apply surface techniques to create or suggest a place, time or season.	- Mix primary and secondary colours matching them to objects and/or the colour wheel.  - Investigate using warm and cool colours to express a mood.  - Experiment with different types of brushes and techniques to apply colour by dotting, scratching and splashing for specific purposes. - Explore the effect of adding water,	- Select portrait or landscape format. - Mix and use primary and secondary colours plus black and white. - Create a painting from designs and from using research to communicate an idea or emotion. - To work directly from observation using scale and  overlapping shapes.	- To examine spatial relationships of images in a composition. - To select a view with an awareness of fore-ground, mid-ground and background.  - To record pattern and texture. - To create different effects using a variety of tools and techniques eg; scratching, dotting and splashing and applying paint in layers. - To be able to select from different methods to apply colour to express an emotion.	- To show the effect of light and colour, texture and tone on natural and man-made objects. - To be able to use primary or secondary source material to produce a range of alternative compositions. - To consider fragmentation in the composition. 
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	- Select and use a range of brushes. - Apply paint to create a background.		glue, sand, sawdust etc to paint.			
Printing	- Apply ink to a shape or surface and investigate the improvement of placement and quality. Use hands, feet, found objects and natural materials. - Make monoprints by applying ink to a an ink block, placing a piece of paper and drawing using controlled lines and tones using tools and pressure.  - Take rubbings from textured objects to understand and	- Repeat a pattern using tiles in a grid. - Explore and create patterns and textures with an extended range of found materials. - To be able to make a rotated print pattern.  - To be able to plan and evaluate a print.	- Explore lines, marks and tones through monoprinting onto a variety of papers to create an image. - Explore images and use different textures to make a Collograph print using corrugated card, rubber bands or string.  - To be able to use press prints on a grid system to develop registering.	- Design a more complex pattern made up of two or more motifs and print a tiled version. - Compare own design and pattern making with that of well-known designers or familiar patterns  eg. William Morris, Orla Kiely.	- Make connections between own work and patterns in their local environment eg curtains, wallpaper. - Recreate images through relief printing using card and mark making tools to control line, shape, texture and tone. Use polystyrene tile or soft lino.  - Explore colour mixing through printing. Use two coloured inks and a roller.	- Recreate a scene with detail (remembered, observed or imagined) through Collograph printing.  - To examine repeated prints in art eg Andy Warhol and make own repeated design. - To look at the work of William Morris wallpaper and create own flower/leaf printed deisgn.

	inform their own texture prints. To be able to make successive prints in a straight line. 					
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Sculpture	• Build, shape and model with malleable and rigid materials such as clay, card and found objects to represent something known. • Model in malleable materials to control form and assemble basic shapes and be able to add surface features.	• Use clay to construct a simple functional form such as a pinch pot. • To explore simple joining techniques with clay (pinching wet clay together). • To use 3D materials to express imagination, ideas and experience. 	• To work in relief from natural and made objects. • To make linear constructions to explore space. • To explore joining techniques in clay using scoring and slurry. • Design and make a 3D form as a maquette (miniature model) for a larger imagined piece and consider form/function.  	• To plan and develop observational work from drawings. • To use wire to explore linear space. • To be able to construct 3D forms that are more complex. • To be able to use the skills of cutting and carving from a block. • To model over an armature (frame). • Build a functional form in clay using  	• Recreate 2D images in 3D, looking at one area of experience eg. A landscape or a figure focussing on form and surface. • To develop the use of wire to create more complex linear forms. • To use an armature (frame) to explore space and form. 	• To be able to use a range of materials to construct, model, carve and cast. • To be able to develop alternative ideas from primary and secondary sources. • To develop abstracted forms from direct observation.  
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				2/3 building techniques and some surface decoration.		
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- To be able to select, sort and modify materials by cutting and tearing.
- Choose materials considering shape, colour, surface and texture.
- Use paste to stick cut, torn and found pieces onto a surface to convey an idea.
- To develop the concept of in/out/under/over.
- To be able to weave paper and fabric strips.



- Select, sort and modify with consideration before adding marks/colour to represent an idea.

- Select and use materials according to



specific qualities eg smooth, blue, glittery.



- Develop the concept of in/out/under/over whilst using a simple loom or making simple stitches.

- Develop skills of overlapping in order to place objects in front and behind.



- Cut multiple shapes with scissors and arrange and stick on to a surface with purpose.



- Experiment with creating mood, feeling and movement and areas of interest using different media.
- To be able to use a loom to explore texture, line, pattern and colour.

- Represent a range of stimuli (poem, music, story) using mixed media in a carefully and controlled way.
- Make a representational textured image using carefully selected textures/media.
- Add detailed and decorative elements to a textured surface by adding marks using a range of mark



making tools.

- Select and use cutting tools and glue with care to achieve a specific outcome.
- Embellish a textured surface with a variety of techniques including drawing,



painting and printing.

- To be able to weave in wavy lines.



- Select and use found materials in addition to art materials and glue to represent an observed or imagined surface.

- Embellish



decoratively using more layers of found materials to build complexity



and representing the qualities of the stimulus.

- To develop a design from



- Create a fabric image using applique and some simple stitches.



- To be able to use different types of looms.
- To be able to increase and decrease block weaving.
- To be able to sew



two pieces of material together.

- To be able to use a variety of stitches.



research to applique work.

- To use a variety of stitches for pattern and texture.



Vocabulary Development

	Years 1 & 2	Years 3 & 4	Years 5 & 6
Drawing	Line: thick, thin, broad, narrow, fine, pattern, wavy, straight, curved, bold, pencil, chalk, pastel, marker, charcoal, sketch, scraffito. Texture: smooth, rough, wrinkly, bumpy. Colour/pattern: tone, soft, hard, shiny, light/dark, shadow, pale, deep. Shape: circle, oval, long, curvy, zigzag.	Line: drawing pencils, B – HB, charcoal, crayon, pastels, pens, ink. Texture: scrunch, crumple, patterned texture, expression. Colour/pattern: grade, shade, tone, variation. Shape: space, circle, curve, spiral, dots, negative and positive shape, outline, proportion.	Line: mark making, tone, form, observational drawing, photograph, mixed media, images. Texture: surface texture Colour/pattern: tonal contrast, blending, shading, hatching. Shape: grid, horizontal, vertical, diagonal, parallel, movement. Perspective and composition: one point perspective, vanishing point, scale, foreground, mid-ground, background, single focal point, composition, scale, two point perspective, horizon.
Painting	Brush, sponge, tool, tip, stroke, line, colour, pattern, texture, colour mixing, primary colours, secondary colours, warm colours, cool colours, water colours, techniques, layering, wet on wet, tones, shades, expression.	Colour wheel, mixed colours, primary, secondary, shade, tint, effect, adding texture, matching colours, wax resist, blocking, wash, layering, mood, feeling, Overlap, feint, angular.	Recording observations, inspiration, composition, imagination, natural, man-made, foreground, mid-ground, background, layering, mixed media, splattering, scratching, dotting, light effects, atmosphere, review, design, complementary colours, fragmentation, primary and secondary source.

Printing	Printing ink, printing block, monoprint, rubbings, texture, straight line, repeat, grid, pattern, rotate, evaluate, lines, marks, tones, press.	Collagraph print, registering, investigate line and tone, repeated image, corrugated card, rubber bands, design, motif, compare, familiar, roller, impress, overlay.	Connections, environment, relief printing, control, polystyrene, lino, lino cutters, blade, carve, detail, industry, mixed media.
Sculpture	Build, shape, model, malleable, rigid, observation, imagination, texture, clay, card, modelling tools, assemble, functional form, pinch pot.	Linear, construction, joining techniques, stick, glue, tape, score/slurry, 3D form, Relief, textural, natural, man-made, surface, manipulate, rolling, kneading, cutting, carving, frame, surface decoration.	Armature, natural, realistic, abstract, carve, cast, primary and secondary sources, direct observation, slab, coil, slip, review, improve, intricate, sculptor.
Collage including textiles	Tear, cut, sort, materials, qualities, shape, colour, surface, texture, stick, glue, place, picture, in, out, over, under, weave, loom, stitch, sew, observation, imagination, threading, needle, decorate.	Create, variety, images, media, materials, fabric, purpose, select, texture, crumple, rip, fold, twist, overlap, stimulus, detail, block weaving, increase, decrease, warp, weft, garment, ancient, thread, knot, fray, fringe, twist, plait.	Range of media, found materials, observed or imagined surface, embellish, layering, complexity, ornate, research, applique, decorative.