

## Art Overview

### Intent

In line with the National Curriculum at St Paul's our curriculum for art is designed to '**engage, inspire and challenge**' our pupils. They are taught the **knowledge, skills and techniques** to enable them to **invent, experiment and create** their own works of art, craft and design.

We endeavour to link our art to our termly themes so that our children can make more **meaningful connections** across the whole curriculum.

Children are exposed to a range of art, artists and designers, including different genres, styles and cultures. Progression of skills and techniques is built into the curriculum and allows children to develop at their own pace as they gain a visual language with which to express their ideas and respond to starting points.

Children are given opportunities to **engage** and **critique** their own art, the work of artists and of others and are encouraged to use the key art vocabulary to express their opinions.

We help them to use their **growing confidence** to express their thoughts. They learn about the role of art and creativity in the local environment and understand that art play an important role in the history of our nation.

### Implementation

Each child from Y1 upwards has a sketchbook that moves through the year groups with them which allows us, and them, to see their art journey. Our art topics **link** to the curriculum theme for that term. Each topic has one or two artworks/artists linked to it for the children to discuss and learn about. These are taken from a range of styles, genres, times and cultures. These are used to **inspire** the children's own work through the concept, medium or subject matter.

Our curriculum topics include one or more skills – for example drawing, painting, collage, 3D or printing. **Progression** is built in across all year groups on our skills progression map and these skills and media are revisited in different year groups allowing for the skills to be added to.

Children use their sketchbooks to **explore** and **experiment** with skills and techniques, develop and **plan** their ideas and **respond** to the artwork of other artists, craftspeople, etc.

Their final piece/outcome may be displayed in school and/or go home or kept in their sketchbooks. Photographs of work sent home can be added to the sketchbook.

Sketchbooks are not marked. We carry out two drawing assessments in the sketchbooks through the year (a self portrait and a trainer). These allow for self-assessment and for teachers to see individual children's progress against their previous year(s) work in an informal way. Our emphasis is on self and peer assessment.

Differentiation in art means providing for the individual needs by the various ways support is offered. Some of this is planned into the lesson and some happens during the lesson and some after lesson.

## **Impact**

No formal testing is carried out in art but the sketchbooks are used as evidence of skills taught and photographs and displays demonstrate how well they have achieved in art. Our children are able to **speak confidently** about their work and our art exhibitions, held approximately every three years, give them an opportunity to **share pride** in their work with the other children, teachers and their families. This also gives the opportunity for all the children to visit an 'art gallery' and use the opportunity to **appraise** the work of others in a considered way.

Children show our school values when undertaking art work, they show **perseverance** and **resilience** as they are encouraged to **review** and **modify** their ideas as they work, in response to their own or peer assessment and feedback from their teacher. Pupil voice is used to judge the impact during monitoring of the subject.

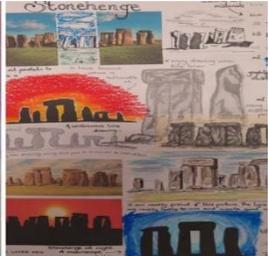
## Curriculum Overview

	Autumn		Spring		Summer	
	Assessment piece (pencil portrait) in sketchbooks				Assessment piece (pencil observational drawing of a trainer) in sketchbooks	
YR Expressive arts & design	Chalk/pastel skeleton pictures Family portraits Value hand prints Painted portraits Looking at art.	Spaceship and planet models Alien dough creations 2d shape pictures Junk modelling of rockets Christmas cards Mix colours Experiments with texture Diva lamps in clay Rangoli patterns	Manipulates and constructs with materials building chairs houses and beds  Sock puppets	Uses tools and techniques to make junk models of farms, animals and zoos Animal pattern collages Making window green houses Observational drawings of flowers Creating houses from materials	Experiments with colour, design, texture and form. Painting different people who help use Painted sunflowers	Mixed media sea creatures Still life drawings of shells Beach party hats and decorations Large class under the sea display
Birth to Five EAD PD CL	<p>Creating with materials Range 6</p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Expresses and communicates</li> </ul>	<p>Creating with materials Range 6</p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p>Moving and handling Range 6</p>	<p>Creating with materials Range 6</p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts,</li> </ul>	<p>Creating with materials Range 6</p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p>Moving and handling Range 6</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> </ul>	<p>Creating with materials Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul> <p>Moving and Handling Statutory ELG: - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>Creating with materials Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> </ul> <p>Moving and Handling Statutory ELG: - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>

	<p>working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> </ul>	<p>watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Moving and handling Range 6</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> </ul>		<p>Moving and Handling Statutory ELG: - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	
Continuous provision	Throughout the year the children have access to paper, pencils, pens and paint for independent drawing, writing and painting. These are both inside and outside. The children also have access to collage materials and different types of resources and glues. The children are encouraged to use the resources to make pictures and models which are then displayed before they go home.					
Year 1	<p><b>Autumn 1</b> <b>Drawing/Painting</b> Mark making different media Starting with the book The Dot (then Beautiful Oops) linking learning behaviours an art.</p> <p><b>Bridget Riley</b> 2022 add Beatriz Millhazes to this topic (Brazilian abstract artist</p> 	<p><b>Spring 1</b></p>	<p><b>Spring 2</b> Clay – pinching 3d Use modelling materials, squeezing, pinching and rolling them to make familiar objects Hedgehog (to hibernate) link to Science</p> <p>Collage/Painting - Henri Matisse The Snail.</p> <p>Create animal in the style of Matisse (painted) Mix primary colours to make secondary</p>	<p><b>Summer 1</b> 1 lesson (Science link) Drawing from observation (Plants)</p>	<p><b>Summer 2</b> Printing monoprints, cardboard, found objects, wheels. (Large scale collaborative print using wheels) <b>Ian Cook Pop Bang Colour</b></p>	



	<p><b>Drawing</b> Use a variety of mark-making tools, inc.pencils, pencil and wax crayons, pastels. Draw lines of different sizes and thickness Use sketchbook to practise skills Take inspiration from the work of others Describe the work of notable artists. Explore and develop ideas</p>	<p><b>Painting</b> Use watercolour paint Use thick and thin brushes Take inspiration from the work of others <b>Sculpture</b> Use clay <b>Join together</b>, pinch squeeze and roll</p>		<p><b>Collage</b> Create textured collages from a variety of media. Joining, positioning and manipulating materials with some independence <b>Paint</b> Use thick and thin brushes Mix primary colours to make secondary Use different types of paint (ready mix) Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Take inspiration from the work of others Describe the work of notable artists.</p>	<p><b>Printing</b> - Print with a variety of objects, including natural and made objects. Use a repeating pattern. Exploring and develop ideas including natural and made objects. Experiment with printing techniques e.g. mono print and resist printing. Make rubbings</p>
Y2	<p><b>Autumn 1</b> Drawing and Painting The colour wheel– primary and secondary colours. Colour mixing Creating different tones using paint Mixing warm and cold colours Creating a colour wash Creating an Autumn picture using colour washing and printing. Sketching and using different techniques for shading.</p>	<p><b>Spring 1</b> Creating a collage of the Great Fire of London. Using colour mixing to represent it as a picture</p>	<p><b>Spring 2</b> Using sketching pencils and pastels, then a colourwash to create a London City Scape. <b>Artist focus: Georgia O'Keeffe</b> Observational drawing of flowers. Working with textiles to add colour to fabric and stitches to embellish</p>	<p>Summer 2 Aboriginal style art Drawing Australian animals</p>	
Skills	<p><b>Drawing</b> Show pattern and texture by adding dots and lines Show different tones by using coloured pencils Use a sketchbook to practise skills and begin to collect ideas <b>Painting</b> Add white to colours to make tints and black to colours to make tones.</p>	<p><b>Painting</b> Add white to colours to make tints and black to colours to make tones. Mix a variety of colours and know which primary colours make secondary colours</p>	<p><b>Drawing</b> Show pattern and texture by adding dots and lines Show different tones by using coloured pencils and pastels Use a sketchbook to practise skills and begin to collect ideas Use drawing as the starting point for work in other materials</p>		

	<p>Mix a variety of colours and know which primary colours make secondary colours. Work on a range of scales e.g. large brush on large paper etc.</p>	<p><b>Collage</b> Create textured collages from a variety of media. Joining, positioning and manipulating materials with some independence</p>	<p><b>Printing</b> Use a variety of techniques, inc. press and fabric printing and rubbings. <b>Textiles</b> Use a variety of techniques, inc. sewing, quilting, fabric crayons and appliqué <b>Exploring and developing ideas</b> Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	
<p>Y3</p>	<p><b>Drawing and Printing Autumn</b> Drawing Using sketchbooks Designing own print pattern Add colour Printing Over print with second colour <b>William Morris</b></p>	<p><b>Drawing and Painting Spring</b> <b>Cave art/Stonehenge</b> Cave art. Observing different types of mark making from the Lascaux/Stone Age and how pictures tell stories. Designing and creating own cave art. Sketch from photos of Stonehenge colour mixing for background to create different tones.</p> 	<p><b>Plant art Summer</b> <b>Linked to plants Science</b> Sketch from observation first in detail <b>Plan Bee scheme</b> <b>Look at range of artists painting and drawing plants eg</b></p> 	
<p>Skills</p>	<p><b>Printing</b> Make printing blocks Explore pattern and shape, creating designs for printing Print using a variety of materials, objects and techniques including layering.</p>	<p><b>Drawing</b> Sketch lightly Use different hardness of pencils and media to show line, tone and texture Plan, refine and alter their drawings as necessary. Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p><b>Painting</b> Add colour carefully (water colour, readymis, pastels) Use more specific colour language e.g. tint, tone, shade, hue. Plan and create different effects, moods and textures with paint according to what they need for the task.</p>	<p><b>Textiles</b> Thread a needle, cut, glue and trim material. Colour fabric  Use a variety of techniques, inc., embroidery and appliqué.</p>

<p><b>Y4</b></p>	<p style="text-align: center;"><b>Drawing and Printing</b> <b>Autumn 1: PRINTING</b> <b>An Egyptian themed print</b></p> <p>Experimenting with different materials and techniques to produce a printed effect.</p> <p>Creating an Egyptian print design from looking at images and symbols in other cultures and artwork and using it to produce a piece of artwork.</p> <p>Look at Hieroglyphs and striking images from Egyptian culture Use textiles to add print Use skills and techniques to design printed Christmas card on fabric</p> <p style="color: red;">Make string block. (Glue string into pattern) followed by a 2 colour block print (cutting shapes from polystyrene and then texturing)</p> <p style="text-align: center;"><b>Alma Thomas African artist link to Egyptian tiles</b></p> 	<p style="text-align: center;"><b>Drawing and 3D</b> <b>SECOND UNIT: SCULPTURE</b> <b>Roman Shields G F Watts sculptors</b></p> <p style="background-color: magenta; color: black;"><b>ROMAN CRAFT DAY</b></p> <ul style="list-style-type: none"> <li>• Research Roman designs and patterns</li> <li>• Design a Roman Shield</li> <li>• Make shield using MODROC (collage, coiling string, things to embellish, paint etc)</li> </ul> 	<p style="text-align: center;"><b>Drawing and Painting</b> <b>THIRD UNIT: LANDSCAPES</b> <b>A painting of a local landscape</b></p> <p>Look at landscapes from a variety of artists and eras and comment on any similarities/differences and give their thoughts and preferences Look at key vocabulary</p> <p>Study local areas – photos etc</p> <p>Look at the work of David Hockney or Ken Done and replicate</p> <p>Sketch from direct observation (on field or on a trip to Boxhill etc) OR Sketch from photographs – Dorking landscape – Box Hill etc</p> <p>Experiment with paint – mixing colour, creating textures etc</p> <p>Create a landscape in the style of the artist – use Dorking landscape as subject matter <b>SKETCHING PRACTICE FOR SUMMER ASSESSMENT</b></p>
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- Drawing - Use sketchbook to collect and annotate sketches to explain and elaborate ideas and techniques. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination.
- Sculpture - Show an understanding of shape, space and form. Talk about their work understanding that it has been sculpted, modelled or constructed. Include texture that conveys feelings, expression or movement. Use a variety of materials.
- Painting - Use watercolour paint to produce washes for backgrounds and then add the detail. Use more specific colour language e.g. tint, tone, shade, hue. Plan and create different effects, moods and textures with paint according to what they need for the task. Make and match colours with increasing accuracy.
- Collage – Develop skills in cutting and joining (volcano art uses collage)

Year 5	<p>Autumn <i>The human body – link to Science:</i> Drawing an accurate representation of a human face To explore and represent moving figures through line drawing</p> 		<p>Spring Sketching and Printing <b>Arcimboldo</b> Space Art <b>Artist focus: Peter Thorpe</b></p>		<p>Summer Sketching and 3D work <b>Artist focus: L S Lowry</b></p>
Skills	<p><b>Drawing</b> Use a choice of techniques to depict movement, perceptive, shadows and reflections Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Collect images and information independently in a sketchbook and use to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p><b>Print</b> Build up a layer of colours/textures. Choose the printing method appropriate to task. Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p>	<p><b>Painting</b> Sketch (lightly) before painting to combine line and colour Use the qualities of watercolour and oil pastels to create visually interesting pieces Combine colours, tone and tints to enhance the mood of the piece Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Make experimental preliminary studies to test media and materials</p>	<p><b>Sculpture</b> Use tools to carve and add shapes, textures and pattern Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p>	
Year 6	<p><b>Autumn</b> Sketching and painting  Focus artist (linked to English: Charlie Mackesy)</p>		<p><b>Spring</b> Exploring the work of graffiti and urban artists; children build up a collection of sketches and improve their designs for pieces, and have opportunities to draw, paint, cut and stencil during every lesson.</p>		<p><b>Summer</b> <b>End of school play</b>  Examine different types of theatre back drops (considering art + styles in the wider world) and then moving onto them designing</p>



Skills	<p><b>Drawing</b> <i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionist). Identify artists who have worked in a similar way to their own work. Collect images and information independently in a sketchbook and develop ideas using different or mixed media,</i></p> <p><b>Painting</b> <i>Create a colour palette based upon colours observed in the natural or built world Use brush techniques and the qualities of paint to create texture. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Draw upon ideas from other artists and work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</i></p>		<p><b>Drawing</b> Use a choice of techniques to depict movement, perspective, shadows and reflections Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Collect images and information independently in a sketchbook and use to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p>	).	<p>their own backdrop and accompanying props.</p> <p><i>Use tools to add shapes, textures and pattern Use recycled, natural and manmade materials to create sculpture. Plan a sculpture or 3D artwork through drawing and other preparatory work</i></p>