

Art Curriculum

Year 1 to Year 6

Autumn 1

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 Jeanne-Claude	
Year 2		Explore & Draw		Expressive Painting Charlie French	Be An Architect Hundertwasser	
Year 3	Gesturing Drawing with Charcoal Edgar Degas		Shape & Colour Henri Matisse		Stories Through Drawing & Making Quentin Blake	
Year 4	Storytelling through Drawing		Exploring Pattern Andy Gilmore		The Art of Display Thomas J Price	
Year 5		Typography & Maps		Land & City Scapes Vanessa Gardiner		Set Design Rae Smith
Year 6		2D drawing to 3D making		Activism Shepard Fairey		Memory Boxes Louise Nevelson
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 3 Autumn 1	Focus of Study: Drawing with Charcoal
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, pupils explore the medium of charcoal – Making loose, gestural drawings with charcoal, and exploring drama and performance. Pupils will go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). This is the fifth 3D unit pupils will have studied. In Year 4 they looked at sculpture using wire. Children will discover how to make drawings that capture a sense of drama using charcoal. Children use the qualities of charcoal to work in dynamic ways as opposed to drawings based on observation.</p>
	<p>Knowledge Content:</p> <ul style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.
	<p>Introduce children to the work of Laura McKendry who uses charcoal to make large drawings of dogs, using the “Talking Points: Laura McKendry”</p> <div data-bbox="790 834 1494 1233">  </div> <p>Questions to Ask Children</p> <p>Why do you think Laura likes to work in large scale when she uses charcoal?</p> <p>Which words would you use to describe Laura’s charcoal dogs?</p>

What kinds of lines does she use?

Where does she move from when she draws? Her wrist? Her elbow? Her shoulder? Her whole body?

Introduction to Edgar Degas



Contrast the work of Laura (above) with the charcoal drawings of Degas using the [“Talking Points: Charcoal Drawings by Edgar Degas”](#) resource.

Ask: In some of Degas’ drawings you can see a faint grid. Why do you think Degas used a grid? (allows you to produce an accurate line drawing by reducing your subject to a series of small squares)

Exploring Charcoal – Plenty of practice!

Children will begin to explore charcoal for themselves in their sketchbooks and on sugar paper as part of a guided session. Use the [“Discovering Charcoal Warm-Up Exercise”](#) resource to support this exploration and consider using a visualiser for easy modelling. Document this work on SeeSaw. Click [here](#) for step-by-

step instructions



Layer Charcoal and chalk



Using compressed charcoal to get really black blacks

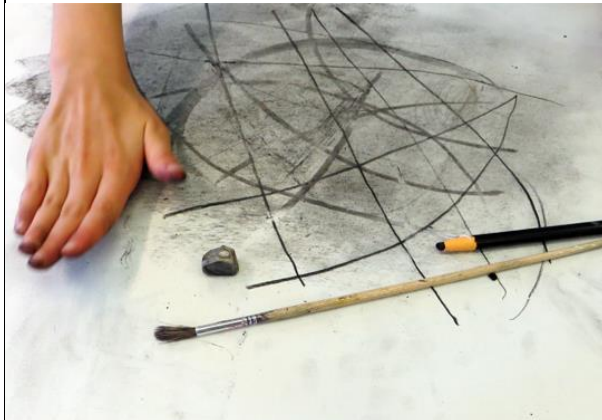


Charcoal, chalk, eraser, finger



Using the eraser to draw back into the marks

Model how to experiment with mark making to create line, shape and tone. Explore the [“Talking Points: What is Chiaroscuro”](#) resource to get pupils to think about light and dark.



How does the light and the dark help create mood and atmosphere?

Has the artist actually used “black” and “white” or are the light and dark areas different tones of grey?

Drawing Large

Watch the [“Drawing Large”](#) resource video to understand how your drawings can become very

gestural. If you use this resource think about how children can use charcoal to make big loose marks, and use rocks or fossils as their subject matter.



Drawing like a cave person

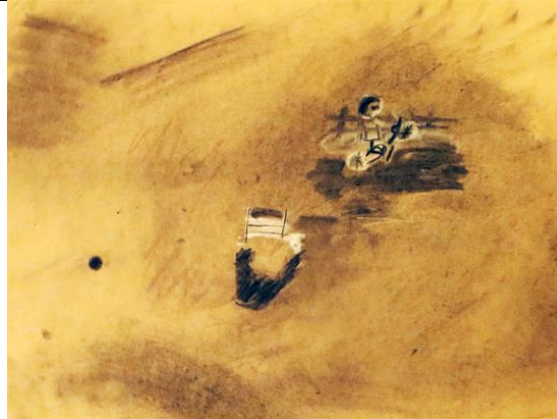


Charcoal Project

Explore how students can use charcoal to explore narrative and creating a sense of drama. Remind them of 'chiaroscuro' to deepen their exploration.

Remind children of the beginnings of drawing with "[Talking Points: Cave Art](#)", and inspire simple mark making, through the medium of charcoal and handprint art.

Be inspired by historic and contemporary images of cave art. Use the "[Drawing Like a Caveman](#)" resource to encourage children to explore how they can use charcoal and hands to explore mark making further.



	Artist: Laura McKendry
	Medium: Charcoal, paper
Approved Resources	Access Art

Year 4 Autumn 1	Focus of Study: Storytelling through Drawing
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 explore how we can create sequenced imagery to share and tell stories. This is the fourth drawing unit pupils will have studied. The previous was a unit focusing on the medium of charcoal. However, this unit progresses onto using</p> <p>Knowledge Content:</p> <ul style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to create picture in our mind <div data-bbox="792 948 1151 1292"> </div> <div data-bbox="1173 948 1702 1305"> </div>

Laura Carlin & Shaun Tan



Use the free to access “[Talking Points: Laura Carlin](#)” and “[Talking Points: Shaun Tan](#)” resources to introduce children to 2 artists that tell stories through imagery.

Laura uses writers’ text to inspire her visuals, working as an illustrator, whilst Shaun Tan creates his illustrations for his own stories, in the genre of graphic novels.

Use the “[Making Visual Notes](#)” resource to students understand how they can use sketchbooks to gather ideas from the way other artists work, and store them for use later on.

Drawing Stories



Set the scene for the half term by inviting children to "[Draw Stories](#)". Use toys, poetry and their own text to create richly illustrated narratives, contained within a single drawing. Work in sketchbooks.

Illustrating The Jabberwocky



Explore the [“Illustrating The Jabberwocky”](#) resource. You can adapt the teaching ideas in this resource to any text, book, or poetry you choose, but it works best with writing which is rich in evocative imagery. The resource provides plenty of opportunity for children to explore different materials such as charcoal, graphite, ink or pastel.



Present, Talk, Celebrate



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Pupils will display the work appropriately to fit with the chosen project including having open sketchbooks. Use the [“Crit in the Classroom”](#) resource to help you facilitate the session.

Encourage children to reflect upon all stages of the journey, and reference the artists studied.

If available, children can use tablets or cameras to take photographs of the work and share on SeeSaw.

Artist: Laura Carlin, Shaun Tan

Medium: Drawing materials, paper

Approved Resources	Access Art
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