

Art Curriculum

Year 1 to Year 6

Summer 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		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 1 Term Summer 1	Focus of Study: Playful Making
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>In this unit children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures. This is the first unit focused on 3D work and references sculpture and transformation.</p> <p>The unit encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.</p> <p><u>Knowledge Content</u></p> <ul style="list-style-type: none"> • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.
	<p>Introduce the idea of sculpture, using the video (or click here)</p> <p>https://vimeo.com/677767826?embedded=true&source=vimeo_logo&owner=9888868</p> <p>Use the “What Is Sculpture?” resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture. Look at the work of Jeanne-Claude.</p> <div data-bbox="775 1090 1037 1449" data-label="Image"> </div> <p>Enable Children to Be Curious & Articulate</p> <p>Use the video above and image as a starting point to talk about Sculpture made by Sculptors.</p>

Use the artworks and questions on the “[Talking Points: Introduction to Sculpture](#)” to help children explore sculpture made by other artists.

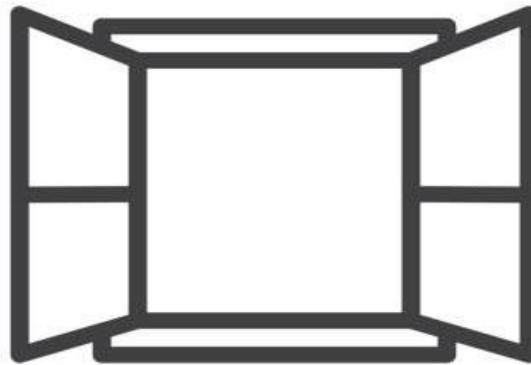
Work in Sketchbooks - Show Me What You See

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the image. Watch the video of the ‘Show me what you see technique’ and read information on it ahead of lesson:

https://vimeo.com/708964526?embedded=true&source=vimeo_logo&owner=9888868

<https://www.accessart.org.uk/show-me-what-you-see-method/>

An effective strategy is using a window cut-out to help children focus on a certain area of the picture. Pupils keep it there and recreate what they see.



By the end of the session sketchbooks should be full of pupil’s interpretations of different

Invite pupils to make drawings of the sculptures using the resource above. Create drawings in sketchbooks inspired by the videos and images using the show me what you see technique



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

Making Prompt Cards

Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch "[Design through Making](#)".



In this warm up session, introduce children to "[The AccessArt Making Prompt Cards](#)" (or click [here](#)). Use a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without "knowing" what they will make ("We are going to be explorers and inventors..."). This comes easy to young children and we tend to grow out of it as we get older – but it's an important skill to acknowledge and retain.

Construction Materials to collect:

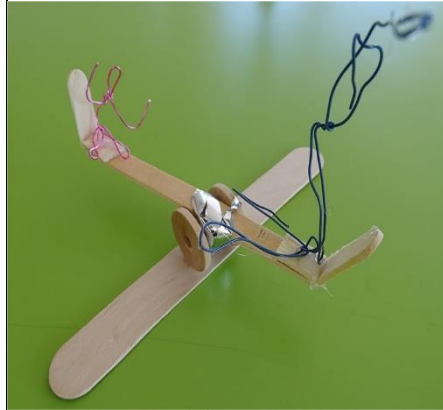
- Recycled Card & Paper
- Paper Fasteners
- Elastic Bands
- String/Wool/Ribbons etc
- Fabrics
- Pipe cleaners
- Straws
- Elastic bands
- Lollysticks, Matchsticks

Please note this is a general list of construction materials. Collect your own materials, use scrap stores and ask parents to donate. Recycle. Think in terms of what might be useful. It might be helpful to split (in your head) materials into those which can help fasten (like string, elastic bands, wire etc) and those which help build (like cardboard) though there will be overlap.

At the end of the session, tidy the room and clear a space to show the "sculptures" made. Remember these are just "doodles" of materials – and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects.

Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

Make your sculpture



The resources below share the aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent.

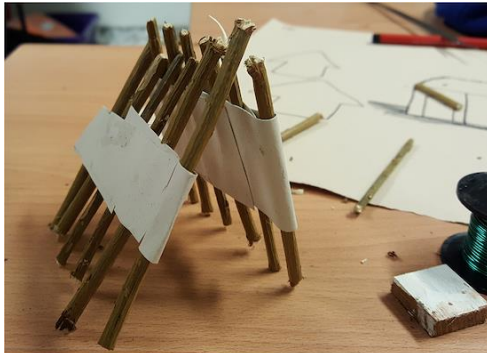


Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome. Encourage and celebrate individuality.

Have sketchbooks open on tables and encourage children to make notes (whatever form they take), and record and reflect.

‘Creativity medals’ - Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years’ experience. Invite children to create imaginative and unique “[Creativity Medals](#)” using recycled materials.



	<p>Presenting, Talking, Sharing, Documenting & Celebrating</p> <p>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 hardwork.</p> <p>Use the tablets in class to invite the children to document their work on SeeSaw. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc. Explore how children can take high quality photographs of 3d artwork with this resource.</p> <p>Use the resource here to help you run a class “crit” to finish the project.</p>
	Artists: Jeanne-Claude
	Outcome:
	<p><u>Medium:</u></p> <p>Construction materials (card, paper, wood, wire, string, fabric (recommending recycled and found objects). Ask your class to bring in cardboard cereal boxes, cartons etc.</p>
Approved Resources	Access Art

Year 2 Summer 1	Focus of Study: Be An Architect
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 Exploring architecture and creating architectural models – this is the second 3D work unit the children will study. Pupils will previously have learnt about the concept of sculpture being 3D in a free, explorative way that captures their imagination with no pre-defined outcome. In Year 3 they will use clay to create their own structure. The Year 2 unit is a pre-cursor to this. This unit will be more closely focused and gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model. The unit can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p> <p>Knowledge Content</p> <ul style="list-style-type: none"> • That architects design buildings and other structures which relate to our bodies and which enhance our environment. • That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. • That we can use drawing as a way to help us process and understand other people's work. • That we can use digital tools such as drones and film to inspire us. • That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. • That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials. <p>Examples of outcomes:</p> <div data-bbox="790 1082 1274 1436">  </div> <div data-bbox="1308 1082 1711 1436">  </div> <div data-bbox="1727 1082 2123 1436">  </div>

What is architecture?



Use the [“Talking Points: Thinking about Architecture”](#) resource to begin an exploration of architecture.

Create a conversation around more well known architecture and architecture in your local environment. What are the landmarks in your area – old or new?

Sketchbooks

Invite children to work in sketchbooks. Use the [“Drawing Source Material: Exploring Architecture”](#) resource to inspire drawings using the pupil’s chosen drawing medium. We suggest using a handwriting pen, and challenging the pupils to make several drawings – perhaps taking no longer than 5 or 10 minutes each. Guide the children with your voice during the drawing session to the things you would like them to notice.



Architect focus: Hundertwasser



Use the [“Talking Points: Hundertwasser the Architect”](#) resource to introduce pupils to the work of an architect.

Show Me What You See

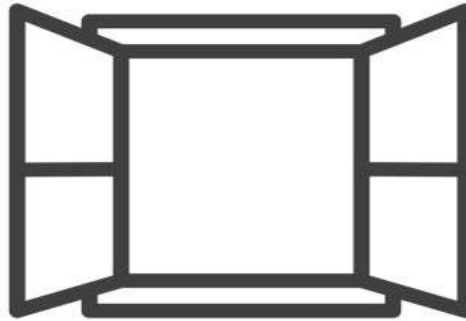
Use the images and videos to frame a discussion around his work and enable the pupils to articulate their response. Use sketchbooks and the [“Show Me What You See”](#) method to help pupils with [“Making Visual Notes”](#) about what they see and think. They might use pen, pencil, coloured crayons, felt tips, to gather information and collect ideas as they see the images on the whiteboard. Make sure any notes they write can be single words (i.e. they don’t have to write full sentences).

Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the image. Watch the video of the ‘Show me what you see technique’ and read information on it ahead of lesson:

https://vimeo.com/708964526?embedded=true&source=vimeo_logo&owner=9888868

<https://www.accessart.org.uk/show-me-what-you-see-method/>

An effective strategy is using a window cut-out to help children focus on a certain area of the picture. Pupils keep it there and recreate what they see.



Try the same exercise using different materials, i.e. handwriting pen, ink and nib, pastel, watercolour...

By the end of the session sketchbooks should be full of pupil’s interpretations of different elements (shapes, lines etc) from the paintings.

Making Architecture



Use the [“Be An Architect”](#) resource to enable pupils to create their own architectural inventions.

Provide plenty of materials and try to use the [“Design Through Making”](#) approach.

Take your time with the making and give children time to start to understand what different materials can do for them, and how they can manipulate materials and fasten them together. Remember children are not making pieces of architecture “in the style of” an artist or architect. Instead, they are making their own work, though they will have their minds opened by looking at the work of other creative practitioners.

Encourage children to be inventive about what kinds of shapes and structure they use and which three dimensional forms they want to create. How will their pieces of architect stand? What is their purpose? Who are they for?



Encourage the use of colour/coloured materials to further develop the pieces, and have sketchbooks open on desks and encourage children to reference them and add to them.

Present, reflect, review






Clean a space and present the finished architectural models next to the sketchbooks. Give all work the space it deserves and encourage children to walk around as if they were in a gallery – discussing the work with their partners before coming together as a class. Use the [“Class Crit”](#) resource to help.

Artist: Hundertwasser

Medium: Construction Materials

Approved Resources

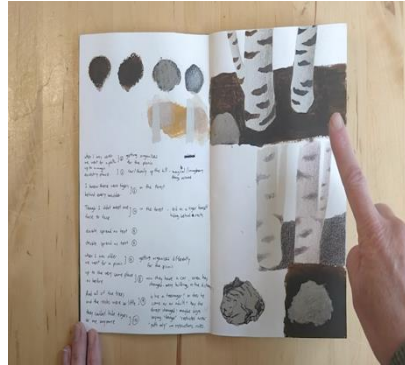
Access Art

Year 3 Summer 1	Focus of Study: Stories Through Drawing & Making
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>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. This is the third 3D work unit pupils will study and the second that consolidates sculpture work from Year 1. Previously they studied architecture and will be consolidating their knowledge of sculpture from Year 1.</p> <p>In this unit children are enabled to make sculptural equivalents of characters from film and literature. The unit begins with an introduction to the work of artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character. The unit can be adapted to which ever books/films being studied in class.</p> <p>Examples of sculpture outcomes:</p> <div data-bbox="786 686 1249 1015">  </div> <div data-bbox="786 1015 1182 1038"> <p>Alfie from Roald Dahl's Esio trot by Louis, year 3.</p> </div> <div data-bbox="1256 686 1650 1015">  </div> <div data-bbox="1288 1015 1361 1038"> <p>The BFG</p> </div> <div data-bbox="1657 686 2085 1015">  </div> <div data-bbox="1653 1015 1753 1038"> <p>Earth Worm</p> </div>
	<p>Knowledge Content</p> <ul style="list-style-type: none"> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction, and colour.

This unit introduces children to the idea that we can use literature and film to inspire our making, and that through making we can retell / re-invent stories.

Be inspired by artists and illustrators

Sketchbook Work:



Introduce the Illustrator Inbal leitner and hear how she used a sketchbook to develop characters and artwork inspired by a poem through the [“My Tiger Sketchbook”](#) resource.

Use the [“Rosie Hurley: Esio Trot”](#) resource to see how Rosie made a whole 3D set inspired by Roald Dahl’s book, and how she used sketchbooks to help develop and refine her ideas.

Use sketchbooks for [“Making Visual Notes”](#) about techniques and ideas which seem important to the class.

Using Quentin Blake’s Drawings as Inspiration!

Use the [“Inspired by Quentin Blake’s Drawings”](#) resource to try three simple exercises to help children draw from life, and explore how we might use exaggeration as a tool to help us convey *the intention* of our drawing.



Begin Making

Choose a piece of literature or poem and take inspiration from one or more of the making resources below.

Remember to use sketchbooks throughout, reminding children of the way Inbal Leitner and Rosie Hurley used their sketchbooks.

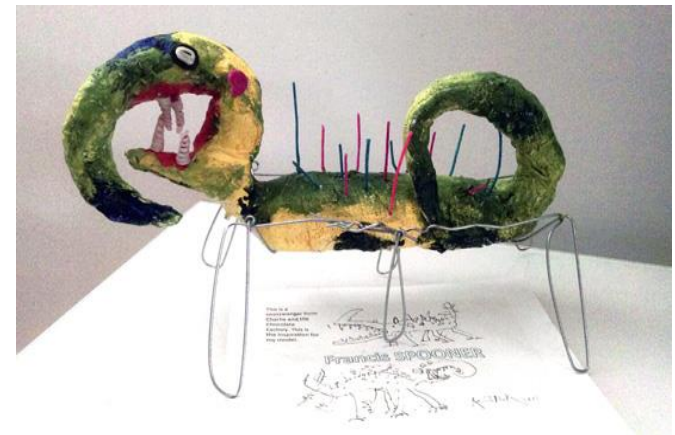
Use the "[Play and Explore: The Ingredients and Elements of the Poem](#)" resource to help support children translate text into imagery.

Clay Characters

Use the "[Make a Roald Dahl Character](#)" resource to make a 3d sculptural character. Below are some characters inspired by Roald Dahl. We will be using air-dry clay which will then be painted.



BFG



Snozzwanger



James & The Giant Peach



Earth Worm



Enormous crocodile



Elliot

Share and Celebrate the Outcomes

Clear the space and display all work including sketchbooks so that pupils and teachers can appreciate the work

Clean a space and present the finished sculpture next to the sketchbooks. Give all work the space it deserves and encourage children to walk around as if they were in a gallery – discussing the work with their partners before coming together as a class. Use the [“Class Crit”](#) resource to help.

Artist: Quentin Blake

Medium: Paper, Drawing Materials, Modelling clay, ready mixed paint, brushes, tray

Approved Resources

Access Art

Year 4 Summer 1	Focus of Study: The Art of Display
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>Explore how the way we display our work can affect the way it is seen. This is the fourth 3D work unit pupils will have completed. Previously, in Year 3, they used clay to create a sculpture inspired by Roald Dahl. In this pathway children begin to think about two very important aspects of making art: context and presentation.</p> <p>When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This unit presents an opportunity for pupils to discover and question the role of the "plinth" in sculpture.</p> <p>Children explore how other artists use the idea of "plinth" to make work. There are then three choices of project. The 1st explores how we can present found objects to re-see them as sculpture, making a mini gallery. In the 2nd project children make sculptures of themselves, putting a version of themselves on a plinth, and in the 3rd children plan an artwork or performance for a fictional plinth in their school.</p> <p>Knowledge Content:</p> <ul style="list-style-type: none"> That artists think carefully not just about what they make, but also how they present what they make. That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work.
	Knowledge Content

What is a plinth?



In the traditional sculptural sense, plinths are usually heavy boxes or bases made from stone, wood or metal, which raise a sculpture above the ground (see image on the left) .

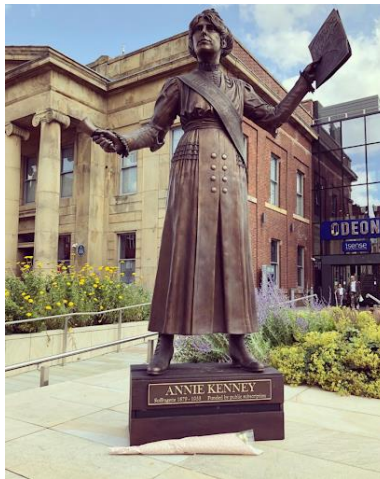
Plinths sometimes protect the sculpture from the elements, such as a sculpture raised out of the way of puddles of rain in the street.

More often, the role of a plinth is to give the sculpture some kind of status. By raising the sculpture to a certain level, the sculptor can decide how the viewer interacts with the artwork.

Plinths also help create a separation between the ordinary everyday world around us and the art “object”.

Seeing an object on a plinth might encourage us to view that object as an artwork – as something special.

Questions to Ask Children: Have you seen any sculpture on a plinth in and around **Oldham**?



Annie Kenney statue in Oldham centre. John Platt sculpture in Alexandra Park

Why do you think those sculptures are on plinths? How does the way the sculpture is displayed affect how you think about the sculpture?

Imagine two peas. One is on the kitchen floor, but an identical pea is on a plinth in a gallery. How does it change how you think about the pea?

Use the “[Talking Points: What is a Plinth?](#)” resource to introduce children to the concept behind “plinth” and to explore some of the artists who have contributed to the Fourth Plinth Project in London.

Invite children to make visual notes in their sketchbooks. Use the “[Making Visual Notes](#)” resource to help this process.

Artist Focus: Thomas J Price



Explore the work of a sculptor who challenges ideas about who should be commemorated as sculptures in the “[Talking Points](#)” [Thomas J Price](#)” resource.

Use the “[Making Visual Notes](#)” resource to see how to encourage pupils to use their sketchbooks whilst looking at an artist or art work.

Plinth People



Enable children to make dynamic figures which stand on a plinth. Invite them to build up from a single wire to form “[Plinth People](#)”, thinking carefully about the position of their figures.

Encourage children to make notes in their sketchbooks about their decision making. Include some swatches of fabrics and makes notes on why certain fabrics were/weren’t selected.

Creating the plinth



card cut for a plinth mould



Card taped into a cylinder with a base



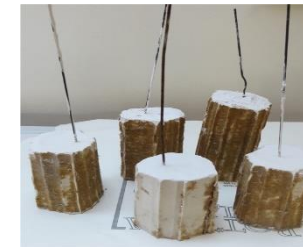
Cardboard moulds ready for plaster



Wires bent into shape

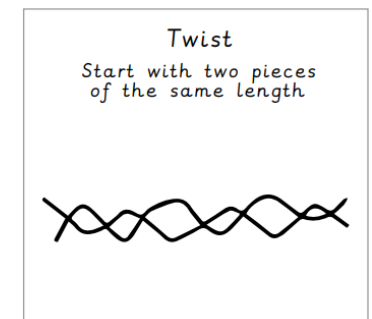
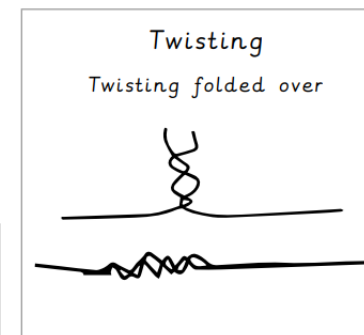
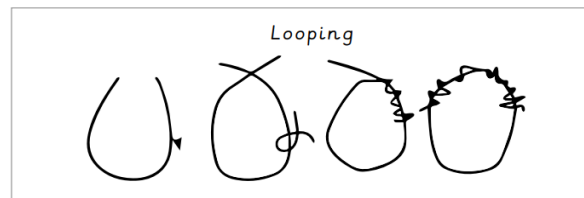
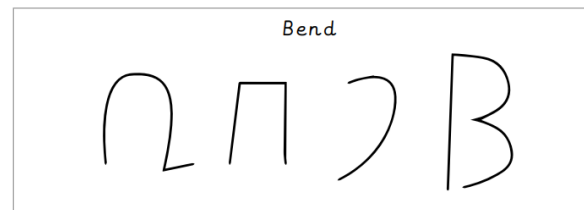


Plaster mixed & poured



Cardboard removed once dried

Practising with wire. Make sure pupils have plenty of practice and know how to use wire safely (click [here](#) for video). Make sure children do not press the cut end of wire into their skin as it is sharp. Use the practice templates [here](#).





Adding the sculpture

Invite pupils to build up from the single wire to form a figure. Ask them to think carefully about the position of their figures and the pose they wanted to take – to take full advantage of the fact that they could make really dynamic poses which shouldn't fall over.



Give children a very quick reminder about which part of the pliers cut the wire, and how to leave long ends on the wire to help them attach the wire tightly (and use pliers again to help them twist and bend the wire).

Once the children had built the figures with wire, and bent them into shape, they began to cover the wire using long, thin strips of cloth. These were to be used to give the figures mass. The strips of cloth were secured with knots, and if necessary, a small amount of glue.

Binding the figures with strips of cloth

Finished examples:, 'runner', 'girl doing a hand stand' and 'parkour person'



Share, Reflect, Discuss

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

Artist: Thomas J Price

Medium: Wire, plaster of Paris, pliers.

Approved Resources

Access Art

Blank	Focus of Study: Blank
NC Objectives	Key Knowledge Content
	Context of study
	Knowledge Content:
	Artist:
	Medium:
Approved Resources	Access Art