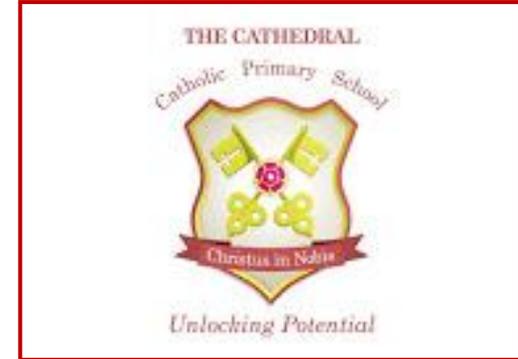## Subject Aims

The aims of Art and Design are:

- To enable all children to have access to a varied range of high quality art experiences
- To provide an imaginative, innovative and co-ordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community and see themselves as artists
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art

Subject Vision

Art and design teaching at The Cathedral Catholic Primary School will provide an engaging, inspiring and challenging course of study that will continue to develop and secure skills to create the children's own independent works of art and design. It will provide a foundation for understanding and exploring the world, and a deeper understanding of art and design by exploring various artists and their impact on culture and history.

Lessons will be lively, engaging and carefully planned, incorporating a variety of pedagogical approaches that ignite children's imaginations and clearly direct learning. The pitch and pace of lessons will be well matched to the needs and learning styles of individuals to ensure high expectations are met and progress is accelerated.

Community	Possibilities	Spirituality
Links will be made with local primary schools and with specialist artists in the local community to enrich the art curriculum at The Cathedral Catholic Primary School.	Children will learn about the value of art and design in many careers and will be confident in their ambitions. Children will be positive about their abilities to achieve in art and design, and will demonstrate self-belief and self-worth, recognising how creative skills can enrich lives, professionally & personally.	The children will develop and apply skills in reflection and appreciation of their own and others work in art and design; how the world around us is enhanced and can be celebrated through their creativity.

CURRICULUM OVERVIEW

EYFS	Key Stage One	Key Stage Two
Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	During Key Stage 1, Art and Design is about expanding children's creativity and imagination. This is achieved through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live. To use a range of materials creatively to design and make products: children will explore the visual, tactile and sensory qualities of materials and processes; children are taught the basics of using brushes, pencils and clay; non-conventional ways of painting should also be explored to investigate different effects, eg painting with twigs or cotton buds. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: children will begin to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings. To think 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: children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?' To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space: children are taught the language of Art and different ways of using the same equipment. i.e. - which way to use their paper to the greatest effect. How to hold their brush to get the best results.	Children in KS2 are able to consolidate their learning by using techniques that they were shown in KS1. To create sketch books to record their observations and use them to review and revisit ideas: children at KS2 have sketch books and are able to self-assess. They have to rate their own work and discuss through their books what they think was good and what they could improve. 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]: children are 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. They are also given the opportunity to be able to use a wide range of resources. To learn about great artists, architects and designers in history

Key Learning in Art – Year 1 and 2

Exploring and Developing Ideas	Evaluating and Developing Work
• Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	• Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.

Drawing

	Lines and Marks	Form and Shape	Tone	Texture
• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media.	• Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media.	• Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes.	• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	• Investigate textures by describing, naming, rubbing, copying.

Digital Media	Painting	Printing	Textiles	3-D	Collage
• Explore ideas using digital sources i.e. internet, CD-ROMs. • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with: • **lines** by changing the size of brushes in response to ideas; • **shapes** using eraser, shape and fill tools; and • **colours and texture** using simple filters to manipulate and create images. • Use basic selection and cropping tools.	• Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties. • **Colour** • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. • **Texture** • Create textured paint by adding sand, plaster.	• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • **Colour** • Experiment with overprinting motifs and colour. • **Texture** • Make rubbings to collect textures and patterns.	• Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. • **Colour** • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. • **Texture** • Create fabrics by weaving materials i.e. grass through twigs.	• Manipulate malleable materials in a variety of ways including rolling and kneading. • Explore sculpture with a range of malleable media. • Manipulate malleable materials for a purpose, e.g. pot, tile. • **Form** • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. • **Texture** • Change the surface of a malleable material e.g. build a textured tile.	• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. • **Colour** • Collect, sort, name match colours appropriate for an image. • **Shape** • Create and arrange shapes appropriately. • **Texture** • Create, select and use textured paper for an image.

Advised curriculum coverage maximum three media per year

Yearly Overview – Year 1 and Year 2

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Penguins, Possums & Pigs	Fire! Fire!	Growth & Green Fingers	Family Album	The Great Outdoors	Robots
	Drawing in pastel developed into 3D using clay		Observational drawings and paintings developed into printmaking	Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art		

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets & Spades
	Drawings and paintings of local area developed into printmaking	Figure drawing with proportions using wooden figures developed into clay				Collage using papers, fabric materials, drift wood

Key Learning in Art – Year 3 and Year 4

Exploring and Developing Ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

● Drawing

	Lines and Marks	Form and Shape	Tone	Texture
• Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level.	• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks.	• Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension.	• Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way.	• Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing.

● Digital Media	● Painting	● Printing	● Textiles	● 3-D	● Collage
• Record and collect visual information using digital cameras and video recorders. • Present recorded visual images using software. • Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision. • Change the type of brush to an appropriate style. • Create **shapes** by making selections to cut, duplicate and repeat. • Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.	• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. • **Colour** • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades.	• Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays.	• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist.	• Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier mache to create a simple 3D object.	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary.

Advised curriculum coverage maximum three media per year

Yearly Overview – Year 3 and Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	There's No Place Like Home	Healthy Humans	Rock and Roll!	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
		3D clay or textile sculpture	Observational drawing of fossils developed into print		Painting on plaster, mosaics and digital mosaics	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	Sparks Might Fly!	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
		Drawing developed into printmaking, rotating and translating images	Drawing and painting of still life into 3D sculpture		Abstract painting; relief paintings, large and small scale with texture	

Key Learning in Art – Year 5 and Year 6

Exploring and Developing Ideas	Evaluating and Developing Work
• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal.

• Drawing

	Lines, Marks, Tone, Form and Texture	Perspective and Composition
• Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. • Identify artists who have worked in a similar way to their own work.	• Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media.	• Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. Composition.

• Digital Media	• Painting	• Printing	• Textiles	• 3-D	• Collage
• Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photostory, Powerpoint. • Use a graphics package to create and manipulate new images. • Be able to Import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas.	• Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • **Colour** • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours.	• Create printing blocks by simplifying an initial journal idea. • Use relief or impressed method. • Create prints with three overlays. • Work into prints with a range of media e.g. pens, colour pens and paints.	• Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	• Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media.	• Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.

Advised curriculum coverage maximum three media per year

Yearly Overview – Year 5 and Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**A Kingdom United**	**Food Glorious Food!**	**Earthlings**	**Inventors & Inventions**	**Amazon Adventure**	**Faster, Higher, Stronger**
			Drawing and painting developed into abstract textured paintings		Painting developed into printmaking/ collage and digital art	Figure drawing developed into 3D sculpture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**Survival?**	**Britten's Got Talent?**	**Heroes & Villains**	**Super Sleuth**	**Oh I Do Like To Be Beside The Seaside**	
	Drawing and painting developed into digital art; developing sketchbook ideas	Painting inspired by music			Drawing and painting developed into collage / batik / felt making	