

Art and Design Curriculum – St Cuthbert Mayne Junior School – 2023/2024

Our Curriculum Vision – PRAY

<p>Protecting our Planet – learn and contribute to protecting God’s creation – in our community and wider work. Caring about the world we live in;</p>	<p>Resilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;</p>	<p>Aspiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve.</p>	<p>Yes to equality – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.</p>
<p>Lessons include use of natural materials. Children use nature during their creative journey in order to create art.</p> <p>Children value and appreciate nature through the use of specific art work related to God’s creation e.g. fossil and ammonites in Year 3, flowers and outdoor learning art inspired by Andy Goldsworthy in Year 4.</p>	<p>Each child takes ownership over their sketch book.</p> <p>Children are encouraged to be involved in the creative journey with no right or wrong answers.</p> <p>Children are given opportunities to practise a range of skills over time.</p> <p>Work is celebrated including work completed at home.</p> <p>Sketch books are very personal to each child. Sketch books include a variation of art work amongst children so that no child feels their work is incorrect.</p> <p>Sketch books offer opportunities for children to experiment, practise and make selections of skills to inform final pieces.</p>	<p>Children look at a range of artists in order to inspire their own creative journey.</p> <p>Children are inspired by their own work and the work of others through the use of classroom walking galleries.</p> <p>Art work is celebrated around the school.</p>	<p>Every child has a sketch book.</p> <p>Children look at a range of artists from different cultures, genders and backgrounds from different periods of time to promote and reflect the diversity of our school and country.</p>

Our Subject Philosophy

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” *Quentin Blake*

At St Cuthbert’s, we fully agree with Arts Council England that a high quality Art and Design curriculum will “engage, inspire and challenge children...equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design”. We believe that the skills and knowledge of art and design help children be more inquisitive, persistent, imaginative and reflective, with benefits going well beyond the ability to draw and paint.

Our carefully planned and sequenced curriculum develops children’s skills, knowledge and understanding across the core strands of drawing, painting, sculpture, printing and collage, giving pupils a broad experience of art and design traditions and techniques across time and cultures.

The requirements of the National Curriculum

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.

Pupils should be taught:

- **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]**
- **to learn about great artists, architects and designers in history**

In line with the National Curriculum, our curriculum for Art and Design covers the strands of drawing, painting and sculpture; this is supplemented by a

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further strand, design, which incorporates printing and collage. This design focus supplements the core art skills, building and broadening the scope of pupils' understanding of the breath of art and design. In addition, the curriculum introduces pupils to a range of new and significant artists in each topic. These artists are chosen thoughtfully, ensuring the children are exposed to artists and designers of a range of styles, techniques, materials, cultures and historical periods.

Sketchbooks

We intend to use sketchbooks across the art curriculum and we will use them in cross-curricular ways. We have three clear aims:

- 1. Teachers should not be afraid if sketchbooks seem chaotic.** Artist's sketchbooks are full of personality – some sketchbooks are neat and tidy, others are not. All are valid. Sketchbooks are a place to put unresolved ideas into the world, which can be assimilated later. Sketchbooks are rarely linear and a good sketchbook will raise more questions than answers.
- 2. Sketchbook content should be treated with respect.** Creativity is a delicate process. Teachers should not mark directly in the book. Teachers should use one-to-one or small group discussion to help articulate and understand sketchbook content.
- 3. Sketchbooks should equate to momentum.** Sketchbook use will drive projects forwards and help all children understand their own learning. Pupils (and teachers) should therefore be discouraged from working in a single sketchbook which lasts a year or even longer. Instead, sketchbooks should be filled with energy, enthusiasm and momentum.

Art Long term plan:

Art Curriculum Map 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Drawing</u> - exploring marking making, shade and patterns		<u>3D form</u> - forming clay slabs		<u>Print making</u> - using a roller to make a variety of marks	
Year 4	<u>Painting</u> – watercolours mixing and washes.		<u>Drawing</u> – pencil/charcoal tonal, shading, blending, Observational		<u>Collage</u> - abstract / geometric shapes Cutting Variety of materials	
Year 5	<u>Drawing</u> - developing a variety of marks, selecting and enlarging drawings		<u>Print-making</u> – research and respond to printmakers		<u>3D form</u> – clay slab forms	
Year 6	<u>Painting</u> multi-media		<u>Drawing</u> use of tone		<u>Collage</u> creating collages using different medias	

Curriculum Progression at St Cuthbert's Mayne Junior School

	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> • Focus on drawing the outline of natural and man-made objects. • Use 2B, HB, 2H, 4B pencils for outlines and shading. • Complete shading exercises in sketchbooks to learn to see light and dark tones. • In addition to pencil drawing, use oil pastels, coloured pencils and pens. • Produce patterns using the elements of line, colour and shape with coloured pencils and pens. • Increase the scale of an image and enlarge patterns. • Draw using oil pastels, pencils, pens when drawing to develop an appreciation for the different properties of mark making materials. • With support, annotate sketches to explain and elaborate ideas. 	<ul style="list-style-type: none"> • Draw objectives from a range of perspectives – i.e., looking up close at a flower. • Use 2B, HB, 2H, 4B, 6B to show a range of tonal scales. • Draw a wide range of observational drawings, showing blended dark/light tones. • Experiment with the use of erasers. • Use hatching and crosshatching techniques to show light and dark areas on a drawing. • In addition to pencil drawing, draw using charcoal, fine tipped pens and the media used in Year 3. • Annotate sketches to explain and elaborate ideas. 	<ul style="list-style-type: none"> • Use view finders to focus attention on a section of the object/landscape to be drawn. • Use the full range of art pencils to create texture on drawings building on previous work concerning line and tone. • In addition to pencil drawing, draw using brush and ink and media used in Year 3/4. • Select and enlarge drawings. • Use positive and negative drawing techniques in response to work from an artist. 	<ul style="list-style-type: none"> • Make detailed, analytical observational drawings. • Use a range of techniques from previous years when drawing in sketchbooks including shading, hatching, crosshatching and blending. • Develop a style of drawing through line, tone, pattern, texture and mixed media. • Enlarge and embellish designs/drawings developed in their sketchbook. • Use a variety of media (pencil, pen, ink, charcoal, pastel etc) and select the most appropriate for the drawing task. • Explain why a particular media might be more appropriate for a drawing task.

Art and Design Curriculum – St Cuthbert Mayne Junior School – 2023/2024

Painting	<ul style="list-style-type: none"> • Know the names of primary and secondary colours. • Know how to mix secondary colours. • Understand the basic colour wheel • Create tones of one colour. • Ensure the children use watercolours and tempera paint for colour work and paintings. 	<ul style="list-style-type: none"> • Experiment with different effects of washes for shades of colours/ different colours. • Use different sized brushes to create different effects. • Building on Year 3 colour work, use tones of colour in their paintings. • In addition to water colours and tempera paint, use acrylics for painting. 	<ul style="list-style-type: none"> • Identify mix and use primary and secondary, complimentary, and contrasting colours, shades and tones with confidence building on previous knowledge. • Use brushwork to produce an interesting surface to shapes within their sculptures. • Use rollers and sponges to apply paint in addition to brushes. • Learn how to paint using wet-on-wet technique or the building up approach. 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects, brush strokes and textures. • Use a range of ways to apply paint building on previous knowledge including rollers, sponges, brushed and palette knives. • Mix and match colours to create atmosphere and light effects. • Understand the visual elements of colour, shape and space and how these can be combined to produce abstract images
Sculpture	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Roll and form clay slabs. • Create textures and patterns in malleable materials including clay. • Add embellishments and decorations to enhance a form or sculpture. • Produce more intricate surface patterns/textures and use them when appropriate. 		<ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination. • Developing understanding of modroc (plaster bandage) as a sculptural material. • Develop construction techniques using clay slabs. • Use a variety of materials to produce 3D forms. 	

Art and Design Curriculum – St Cuthbert Mayne Junior School – 2023/2024

Design, Printing and Collage	<p>Printing:</p> <ul style="list-style-type: none"> • Ink up a slab correctly and use a roller in different ways to make a variety of marks. • Understand how different materials placed under the printing surface can show texture. • Develop skills in monoprinting using different colours and working from light to dark. • Print simple pictures using different printing techniques. • Replicate patterns from observations 	<p>Collage:</p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering, tessellation, and montage to create images and represent textures. • Select and arrange materials for a specific purpose. 	<p>Printing:</p> <ul style="list-style-type: none"> • Produce first and second colour prints from Press Print reduction block. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Combine processes already learned to produce an overlaid printed image. 	<p>Collage:</p> <ul style="list-style-type: none"> • Develop the use of geometric shapes and patterning in more abstract contexts. • Apply their experience of materials and processes and develop control of tools and techniques. • Combine visual and tactile qualities of materials and match these to the purpose of their work.
Artists, designers and architects we look at in our	<p>Drawing: Mark Speigh, Stephen Wiltshire, Kandinsky.</p> <p>Sculpture: Howard Hodgkin.</p> <p>Printing: William Morris.</p>	<p>Drawing: John Brunson, Bridget Riley.</p> <p>Painting: Georgia O Keefe, J.N.W. Turner.</p> <p>Collage: Henri Matisse, Andy Warhol, Francis Bacon.</p>	<p>Drawing: Hundertwasser, Frank Auerbach.</p> <p>Sculpture: Alberto Giacometti.</p> <p>Printing: Dale Devereux-Barker.</p>	<p>Drawing: Matisse, Picasso, Gainsborough, Modigliani, Schnabel, Bacon, Rembrandt, Van Gogh</p> <p>Painting: Patrick Heron, Patrick Caulfield.</p> <p>Collage: Gustav Klimt, Pablo Picasso.</p>