

## Art and Design Curriculum – St Cuthbert’s Mayne Junior School – 2024/2025

### Our Curriculum Vision – PRAY

<p><b>P</b>rotecting 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><b>R</b>esilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;</p>	<p><b>A</b>spiration – 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><b>Y</b>es 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.

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**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.

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### Art Long term plan:

Art Curriculum Map 2024-25						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<u>Prehistoric Painting</u> making tools and painting on different surfaces to explore prehistoric art.		<u>Drawing: Growing artists</u> the use of shapes, shading, and texture in art to enhance their drawing skills.		<u>Sculpture &amp; 3D: Abstract shape and space</u> . Manipulating a range of materials to join and create free-standing structures	
<b>Year 4</b>	<u>Painting: Light and dark</u> using shades and tints to show form and create three dimensions		<u>Drawing: Power prints</u> combine media for effect when developing a drawing into a print		<u>Craft and Design: Fabric or nature</u> design a repeating pattern suitable for fabric.	
<b>Year 5</b>	<u>Drawing: I need space</u> combine collage and printmaking to create a piece		<u>Painting: Portraits</u> developing unique self-portraits in mixed-media.		<u>Craft and Design: Architecture</u> Investigating the built environment through drawing and printmaking	
<b>Year 6</b>	<u>Drawing: Make my voice heard</u> exploring expressive mark making, tone and the dramatic light and dark effect		<u>Painting: Artist study</u> research the life and techniques of an artist and creating a final piece		<u>Sculpture &amp; 3D</u> Creating a personal memory box using a collection of objects and hand-sculptured forms	

## Curriculum Progression at St Cuthbert’s Mayne Junior School

	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Use shapes identified within objects as a method to draw.</li> <li>• Use 2B, HB, 2H, 4B pencils for outlines and shading.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• Complete shading exercises in sketchbooks to create tone.</li> <li>• In addition to pencil drawing, use a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• With support, annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw objects in proportion to each other.</li> <li>• Use 2B, HB, 2H, 4B, 6B to show a range of tonal scales.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>• Use charcoal and a rubber to draw tone.</li> <li>• Use different tools to scratch into a surface to add contrast and pattern.</li> <li>• Demonstrate greater skill and control when drawing and painting to depict forms.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> <li>• Use the full range of art pencils to create texture on drawings.</li> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine imagery into unique compositions.</li> <li>• Use a range of techniques from previous years when drawing in sketchbooks including shading, hatching, crosshatching and blending.</li> <li>• Achieve the tonal technique called chiaroscuro.</li> <li>• Develop a style of drawing through line, tone, pattern, texture and mixed media.</li> <li>• Use a variety of media (pencil, pen, ink, charcoal, pastel etc) and select the most appropriate for the drawing task.</li> <li>• Explain why a particular media might be more appropriate for a drawing task.</li> </ul>

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<p><u>Painting</u></p>	<ul style="list-style-type: none"><li>• Know the names of primary and secondary colours.</li><li>• Use colour mixing to make natural colours.</li><li>• Create tones of one colour.</li><li>• Create different textures using different parts of a brush.</li><li>• Paint on different surfaces.</li></ul>	<ul style="list-style-type: none"><li>• Building on Year 3 colour work, use tones of colour in their paintings.</li><li>• Mix a tint and a shade by adding black or white.</li><li>• Use tints and shades of a colour to create a 3D effect when painting.</li><li>• Experiment with different effects of washes for shades of colours/ different colours.</li><li>• Use different sized brushes to create different effects.</li><li>• Apply paint using different techniques eg. stippling, dabbing, washing.</li><li>• Choose suitable painting tools.</li></ul>	<ul style="list-style-type: none"><li>• Identify mix and use primary and secondary, complimentary, and contrasting colours, shades and tones with confidence building on previous knowledge.</li><li>• Choose colours to represent an idea or atmosphere.</li><li>• Use rollers and sponges to apply paint in addition to brushes.</li><li>• Experiment with materials and create different backgrounds to draw onto.</li></ul>	<ul style="list-style-type: none"><li>• Confidently control the types of marks made and experiment with different effects, brush strokes and textures.</li><li>• Use a range of ways to apply paint building on previous knowledge including rollers, sponges, brushed and palette knives.</li><li>• Mix and match colours to create atmosphere and light effects.</li><li>• Understand the visual elements of colour, shape and space and how these can be combined to produce images.</li><li>• Make a personal response to the artwork of another artist.</li></ul>
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<p><b>Sculpture</b></p>	<ul style="list-style-type: none"><li>• Plan, design and make models from observation or imagination.</li><li>• Join 2D shapes to make a 3D form</li><li>• Join larger pieces of materials, exploring what gives 3D shapes stability.</li><li>• Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li><li>• Add surface detail to a sculpture using colour or texture.</li></ul>			<ul style="list-style-type: none"><li>• Translate a 2D image into a 3D form</li><li>• Shape, form, model and construct from observation and imagination.</li><li>• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li><li>• Use a variety of materials to produce 3D forms.</li><li>• Manipulate cardboard to create different textures.</li></ul>
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<p><u>Craft and Design</u></p>		<ul style="list-style-type: none"><li>• Select imagery and use as inspiration for a design project.</li><li>• To know how to make a mood board.</li><li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li><li>• Make a repeating pattern tile using cut and torn paper shapes.</li><li>• Use glue as an alternative technique to create patterns on fabric.</li><li>• Use materials, like glue, in different ways depending on the desired effect.</li></ul>	<ul style="list-style-type: none"><li>• Use shapes and measuring as methods to draw accurate proportions.</li><li>• Select a small section of a drawing to use as a print design.</li><li>• Follow steps to create a print with clear lines</li><li>• Draw an idea in the style of an architect that is annotated to explain key features.</li><li>• Draw from different views, such as a front or side elevation.</li><li>• Use sketchbooks to research and present information about an artist.</li><li>• Interpret an idea in into a design for a structure.</li></ul>	
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<p>Artists, designers and architects we look at in our inclusive curriculum</p>	<p><b><u>Drawing:</u></b>            Max Ernst            Carl Linnaeus            Georgia O’Keeffe            Maud Purdy</p> <p><b><u>3D &amp; Sculpture:</u></b>            Ruth Asawa            Anthony Caro</p>	<p><b><u>Drawing:</u></b>            Fernando Botero            Alberto Giacometti            Henri Matisse            Henry Moore            Ed Ruscha            Georges Seurat</p> <p><b><u>Painting:</u></b>            Audrey Flack            Clara Peeters</p> <p><b><u>Craft and Design:</u></b>            Ruth Daniels            Senanayake            Megan Carter            William Morris</p>	<p><b><u>Drawing:</u></b>            Teis Albers            Karen Rose</p> <p><b><u>Painting:</u></b>            Chila Kumari Singh Burman            Njideka Akunyili Crosby            Vincent van Gogh            Frida Kahlo            Maggie Scott</p> <p><b><u>Craft and Design:</u></b>            Zaha Hadid            Friedensreich Hundertwasser</p>	<p><b><u>Drawing:</u></b>            Dan Fenelon            Diego Rivera            Leonardo Da Vinci</p> <p><b><u>Painting:</u></b>            Frank Bowling            Richard Brackenburg            David Hockney            Lubaina Himid            Fiona Rae            Paula Rego            John Singer Sargent</p> <p><b><u>3D &amp; Sculpture:</u></b>            Judith Scott            Yinka Shinobare            Nicola Anthony            Louise Nevelson            Joseph Cornell</p>
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