

# St John the Evangelist Catholic Primary

## Art and Design



### Curriculum Intent

At St John's Catholic Primary, we aim to deliver a high-quality art and design curriculum that forms an integral part of a broad and balanced curriculum. Art and Design provides essential opportunities to explore, develop and extend skills through expression of individual thoughts and creative ideas. A high-quality curriculum will engage, challenge and inspire pupils to experiment in the creation of their own works of art and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. Pupils will also develop an understanding of significant artist and art periods and how they shape and reflect our history, and contribute to culture, creativity and wealth both nationally and globally.

### **Our Art and Design curriculum**

Art and Design in Early Years aims to enable children to:

Three and Four-Year-Olds Expressive Arts and Design

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures.
- Explore colour and colour mixing
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail.
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings

### **Reception**

- Explore, use and refine a variety of artistic effects to express ideas and feelings

### **Physical Development**

#### **ELG: Fine Motor skills**

- Use a range of small tools, including scissors, paint brushes.
- Begin to show accuracy and care when drawing

## Expressive Arts and Design

### ELG: Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

## Understanding the World

### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

## Implementation

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed by a transition team of our primary school staff working with subject specialists from our secondary schools. This means our curriculum has been designed to ensure clear progression mapping from Early Years to the end of KS3. Skills progression ensures development across each phase of learning and an end point skill acquisition across each phase. Our progression of skills covers the Statutory Framework for Early Years and the National Curriculum.

### National Curriculum aims:

- 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.

The National Curriculum and is underpinned by the building blocks of Art and Design:

- Progression in 5 strands of Art and Design (including vocabulary)
- Descriptors for 9 formal elements
- Progression in Thinking like an Artist

### The 5 strands of Art and Design:

Through these we cover: Art & Artists, Drawing, Painting, Printing, Sculpture and Collage. Progression in each strand is clearly identified, including strand and stage specific vocabulary (Tier 2 and Tier 3) (See separate Progression in skills documents)

Formal elements are introduced through each strand to build knowledge and underpin understanding. Children will know more and apply their learning over a range of contexts.

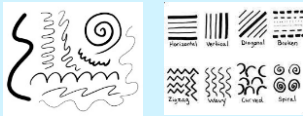
Art is taught in discrete lessons to develop skills and knowledge; effective cross-curricular links are made to provide context to the work being completed. Where required, specific skills may be taught separately.

Woven through each strand are the 9 formal elements of Colour, Line, Value, Tone, Space, Shape, Texture, Form and Pattern.

Artwork is made up of different **'formal elements'**, often used together to make a final piece of art.

### Line

- A line is a mark that is longer than it is wide.
- A line could be created using materials such as a pencil, pen, or a brush dipped in ink.
- A line can be straight or curved. It can be horizontal, vertical or diagonal, and can change direction.



### Colour



- In painting and drawing there are three primary colours: red/yellow/blue. (The RYB system)
- Primary colours are sets of colours that can be combined to make a useful range of colours.
- The primary colours are those which cannot be created by mixing other colours.
- In printing, when mixing pigments or dyes, the primary colours are cyan, magenta and yellow (The CMYK system)
- When coloured lights are overlapped e.g. in television and computer screens, the primary colours normally used are red, green and blue.
- Mixing 2 primary colours together creates a secondary colour e.g. red + yellow = orange
- Tertiary colours are created by mixing a primary colour and a secondary colour together.
- Warm colours are reds, including pinks, oranges, yellows and browns.
- Cold colours are blues, including greens, violets and greys.
- Black, white and grey are neutral colours.

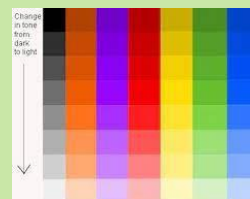
### Value

- Value is the lightness or darkness of a colour. High value is light, with white being the highest.
- Low value is dark, and black is the lowest.
- Value is the key to illusion of light. This is why value is so important to drawing and painting
- Using different values creates contrast, which helps the viewer to see and understand the image, such as in a black and white photograph.
- Value contrast refers to the amount of contrast between two areas of different value. It's the relationship between a light area and a dark area.



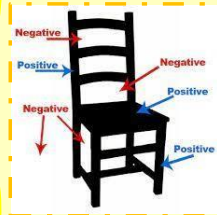
### Tone

- The tone of something refers to how light or dark it is.
- Areas with lots of light are called highlights, and darker areas are called shadows. There are a range of tones in between.
- Shading can be used to create different tones in a drawing.



## Space

- Space is the area around or between objects.
- Space includes the background, foreground, and middle ground.
- A space can be negative or positive.
- Positive shapes are the shapes of actual objects.
- Negative shapes are the areas between these objects.



## Shape

- A shape is flat and created by a closed line.
- The shape might be an outline or filled in with a solid colour, shading, or a pattern.
- Shapes can be geometric, like squares or triangles.
- They can also be irregular, or natural shapes, such as puddles or leaves.

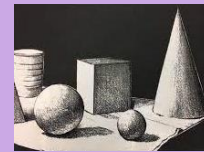
## Texture

- Texture refers to the surface quality of something, and the way it feels. Actual texture really exists, and you are able to touch it e.g. the texture of different fabrics in a collage.
- Visual texture is an illusion of texture, created using lines, shapes, colours or tones.
- A texture can look different to how it really feels e.g. a drawing of a sheep might look fluffy, but the paper feels smooth to touch.



## Form

- Form is a three dimensional shape. It may be a regular shape, such as a cube or pyramid, or an irregular, organic shape.
- Form can be expressed in 3D, such as in a sculpture.
- Artists can also use tone and perspective to create an illusion of form in a 2D artwork.



## Pattern

- A pattern uses a repeated design or a motif, created using line, shape, or tone. The design can be simple or complex.
- Some patterns are man-made, such as the designs on our clothes.
- Some patterns are natural, such as the markings on a tiger's fur.



line

colour

value

tone

space

shape

texture

form

pattern

## Curriculum Sequence

We have chosen to sequence the curriculum as follows:

	Autumn	Spring	Summer
Year 1	Blow Art Sarah Taylor Junk modelling Printing - repeated patterns Julia Burns -Red Hen Originals	Painting -pointillism Aboriginal Art Georges Seurat	Sculpture stamps using a variety of media.
Year 2	Collage Pablo Picasso Henri Matisse Eric Carle	Observational drawing- plants Georgia O'Keefe Sydney Parkinson	Portrait painting -pencil and watercolour John Everett Millais Dante Gabriel Rossetti
Year 3	Line drawing /painting (Cave paintings) Lascaux paintings Chauvet Cave	Sculpture- 3d masks Henry Moore	Rainforest Collage Henri Rousseau Beatriz Milhazes
Year 4	Sculpture- Greek vases/relief tiles	Exploding pictures Roy Lichtenstein	Portrait painting Hans Holbein the Younger
Year 5	Drawing - illustrated script The Book of Durrow Lindisfarne Gospels The Book of Kells	Printing Victorian Arts and Crafts movement William Morris	Mosaic- Islamic pattern Antoni Gaudi
Year 6	Colour wash collage- Blitz pictures Joseph Gray Leonard Rosoman Ernest Boye Uden	Graffiti Art Banksy	Textile Battle scenes - Bayeux tapestry Graham Sutherland

Each topic includes a knowledge retention/recap element so that we build on prior learning. Pupils take an assessed task in each unit which draws on their learning and vocabulary.

## Impact

When pupils leave our school, they will have explored and developed a wide range of skills in a relevant, creative context and will be able to articulate their ideas both visually and verbally across a range of disciplines. Pupils will have developed their creative skills across a range of media. They will have the firm foundations in Art and Design and are well placed to make good progress at Key Stage 3. Pupils will have developed an awareness of the work of local, national and international artists across a number of historical periods and art movements.