



ART

Art



St Joseph's
Catholic Primary School



Learning Journey

Welcome to
secondary
school!

UKS2
Year B



Cityscapes



Cubism



Flower
Sculptures



Human
Form



Propaganda
Posters



Illuminated
letters &
Patterns

UKS2
Year A



Use of Line



Transient
Sculptures



Printing
Patterns

LKS2
Year B



Painting
Portraits



Clay tiles
and
Mosaics



Patterns
in Nature

LKS2
Year A



Observational
Drawing



Shapes –
Kandinsky/
Delaunay



Masks

KS1
Year B



Paper
Sculptures



Pop Art



2D to 3D
Still Life

KS1
Year A

Your
Art
journey
starts
here!

EYFS

Expressive Arts and Design: In the EYFS children begin to use and explore a variety of materials, tools and techniques such as paint, play doh, collage etc. They begin to experiment with colour, design, texture, form and function linked to their interests, and learn to mark make in different ways.



Drawing



Painting



Sculpture

Christ at the Centre, Children at the Heart

Art at St. Joseph's

Intent

At St Joseph's, our art curriculum nurtures every child's creativity, imagination and sense of belonging **as a child of God**. It is progressive, enabling children to build their skills, take creative risks and achieve well through engaging lessons. Pupils are encouraged to **take opportunities** to extend their skills through a range of enriching experiences given in our enrichment offer. By studying artists and designers from different cultures, time periods and our local heritage, children develop curiosity, confidence and creativity, knowing they are part of a **wider world** of art and design. Art is also woven through our faith, through RE lessons and through times of prayer and worship, as we celebrate it as a gift from God and a powerful way to express our beliefs and values.



- Express ourselves imaginatively and confidently through use of art
- Develop knowledge of artists, craftspeople and designers from around the world and across time
- Nurture independence, initiative and creativity when drawing, painting, painting and sculpting
- Think critically and reflect on art produced by others and ourselves



Implementation

Our long-term plan provides a rich and inspiring Art and Design curriculum for all children from EYFS to Year 6. Art is taught within meaningful contexts, helping children understand how artists and their work reflect and shape historical events, people and cultures.

The curriculum is carefully sequenced to ensure skills and knowledge are built progressively. Core disciplines — **drawing, painting, printmaking, collage and 3D work** — are introduced, revisited and refined over time. **Sketchbooks** underpin this process, enabling children to explore, experiment and reflect on their creative journey.

Teachers introduce key skills, materials and ideas while fostering independence and creativity. In a **safe and nurturing environment**, children are encouraged to take creative risks and learn from their experiences. Resources and activities are inclusive and accessible, ensuring all children can participate and succeed.

The curriculum aligns fully with the **National Curriculum for Art and Design**, ensuring pupils:

- produce creative work, exploring and recording ideas and experiences;
- become proficient in a range of artistic techniques;
- evaluate and analyse art using appropriate language;
- know about great artists, craft makers and designers, and understand their cultural impact

Our progressive curriculum toolkits promote high-quality teaching and ensure continuity from EYFS to Key Stage 2. Each year group completes **three projects or units**, embedding our **threshold concepts**.

- Every year begins with a **drawing unit**.
- Each **painting unit** starts with a **colour study**.
- Each class also explores **sculpture, printing or collage** within a project.



Children are explicitly taught the **Formal Elements of Art and Design** — *line, shape, space, form, tone, texture, pattern, colour and composition* — which are revisited and built upon each year. By combining these formal elements with our threshold concepts, children develop confidence, creativity and mastery as young artists, producing personal and original artwork that reflects their skills and imagination.

Art at St. Joseph's

Curriculum Cohesion

At St Joseph's, we know that children learn more, remember more and are more inspired when they understand the purpose of their learning. Wherever possible, our Art and Design curriculum makes **cohesive links** with other subjects, topics and experiences across the wider curriculum. These connections help children to make sense of their learning, apply their skills in meaningful contexts, and see how art reflects the world around them.

Art projects are carefully planned to build on prior knowledge and prepare for future learning, ensuring that creativity is connected across subjects. For example:

- When learning about **Brazil** in Geography, pupils in Year 1/2 explore **Brazilian carnivals**, designing and creating their own vibrant masks.
- In Year 3/4, pupils studying the **Romans** in History learn about **Roman mosaics**, experimenting with colour, pattern and texture to create their own mosaic-inspired artwork.
- In **Science**, pupils in Year 3/4 explore **rocks and natural materials** to create **transient sculptures**, considering texture, form and the impermanence of their designs.
- In **RE**, pupils use art to express and reflect on spiritual concepts, creating work inspired by Bible stories, prayer, and symbols of faith to deepen their understanding of God's world.
- When celebrating Spanish Day, we explore significant Spanish artists.
- When exploring 200 years of the Stockton and Darlington Railway, pupils studied the work of Lucy Pittaway, using her style and techniques as inspiration for their own projects.

By linking art to wider learning, children are encouraged to think critically, make creative connections, and see themselves as artists within a broad, inspiring, and faith-enriched curriculum.

Context

We are proud of our small school, situated in a close-knit mining village within Bishop Auckland, in the North East of England. Our Art and Design curriculum makes meaningful links to local artists, such as Tom McGuinness, Norman Cornish and Lucy Pittaway, to show children that the North East is home to successful and inspirational artists. By highlighting local talent, we aim to broaden pupils' horizons, inspire ambition, and encourage them to **dream big** while seeing themselves as part of a rich artistic community.



Enrichment – Enriching the Curriculum

We are committed to providing pupils with opportunities to enrich their learning and develop their artistic skills. We do this through a range of carefully planned experiences:

- **Cross-Curricular Links:** We plan specific days and weeks throughout the year that incorporate art into wider learning. For example:
 - When learning about 200 years of the Stockton and Darlington Railway, pupils explored the work of Lucy Pittaway.
 - During Spanish Day, pupils studied Joan Miró.
 - During Black History Month, pupils explored the work of significant Black artists.
- **Educational Visits:** Pupils experience art in real-world contexts through visits to local and regional galleries, including the Spanish Gallery, Mima, and the Auckland Project.
- **Clubs:** We offer lunchtime and after-school clubs where children can further develop their skills, experiment with new techniques, and explore their creativity.
- **Workshops with Parents:** We run art workshops for parents to attend alongside their children, with different themes throughout the year such as Remembrance, Advent, and Easter. These workshops are delivered in collaboration with Leeholme and Coundon Art and Craft Club, fostering community engagement and shared creative experiences.

Threshold Concepts

Developing

"To develop their creativity and ideas through exploring and recording experiences, and through understanding the work of others."

"To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms."

Children will develop ideas through investigation, demonstrating a growing understanding of different sources of inspiration. They will be encouraged to explore a range of materials and techniques, take creative risks, and learn from their outcomes. They will study the natural world (e.g. trees, textures, rock formations) and the work of a variety of artists, craftspeople, and designers. These influences will inspire and inform their own creative ideas.



EYFS: Explore media and materials freely to develop ideas.

KS1: Begin to use artistic vocabulary to talk about ideas and inspiration.

KS2: Develop more purposeful investigations, combining influences to form personal responses.

Experimenting

"To become proficient in drawing, painting, sculpture and other art, craft and design techniques."

Children will build on their ideas by experimenting with a broad range of materials and techniques. Sketchbooks will show evidence of exploration and analysis of how well different approaches work. Children will begin to use **annotation** to record their thoughts, decisions, and reflections about their work and processes.



EYFS: Use a variety of tools, colours and textures in art-making.

KS1: Experiment with a range of materials and techniques, describing the effects achieved.

KS2: Select and refine techniques for a specific purpose, evaluating effectiveness.

Recording

"To record observations and use them to review and revisit ideas."

Children will explore different ways of recording their observations and ideas. They will record responses to images, objects, and experiences using drawing, painting, collage, sculpture, and other media. Progression will be evident in their sketchbooks, showing increasing skill, confidence, and understanding of visual language.



EYFS: Begin to represent experiences and observations through mark-making and construction.

KS1: Record simple observations and imaginative ideas.

KS2: Record with accuracy and expression, revisiting and refining ideas over time.

Presenting

"To evaluate and analyse creative works using the language of art, craft and design."

Children will bring together their explorations and experiments to make informed creative choices. Their sketchbooks will show how ideas have developed, how materials and techniques have been tested, and how final pieces are inspired by artists and sources studied. Each project will culminate in a **personal, original artwork** that demonstrates understanding of the creative process and the formal elements of art.



EYFS: Share creations, explaining what they have made.

KS1: Talk about what they like and how they might improve their work.

KS2: Present finished work that demonstrates intention, reflection, and influence from other artists.

Formal Elements

Line	Shape	Space	Form	Tone
Children explore how different types of lines (straight, curved, broken, thick, thin) can be used to describe shape, texture and movement. They learn to use line to create outlines, add detail, and convey mood or energy within their artwork..	Children identify and create geometric and organic shapes. They explore how shapes can be combined, repeated or changed to form patterns, compositions and representations of the world around them.	Children learn how artists create the illusion of space and depth. They explore foreground, middle ground and background, and experiment with scale, overlapping and perspective to position objects within their work.	Children explore three-dimensional qualities in both two- and three-dimensional work. They investigate how shape becomes form through shading, modelling and construction, and how form can be used to represent real or imagined objects.	Children will know that 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.
Texture	Pattern	Colour	Composition	
Children explore both real and visual texture — how something feels and how it looks like it feels. They use a range of materials and mark-making techniques to create texture in drawings, paintings, prints and sculpture.	Children will begin to understand that 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 manmade and some are natural.	Children will learn about primary, secondary and tertiary colours through colour mixing and use of a colour wheel. Each painting unit starts with a colour study.	Children will begin to understand how the composition of a piece of art can draw the view to the work of art. They will experiment with different compositions.	

Sequence of Learning

Curriculum Coverage							
Upper KS2	Year A		Posters Pupils will explore World War II propaganda posters, analysing their design and persuasive techniques before creating their own impactful posters that connect art with historical messaging.		Illuminated Letters and Patterns Pupils will explore the historical and artistic significance of illuminated letters, drawing inspiration from the Lindisfarne Gospels to create their own decorative designs using bold colours, fine brushwork, and intricate patterns		Human Form Pupils will explore sculpture with a focus on the human form, studying artists like Giacometti and Moore while developing their skills in proportion, texture, and movement using materials such as clay and wire.
	Year B		Cubism Pupils will explore Cubism by studying Picasso and Braque, experimenting with line, shape, and perspective to create dynamic, abstract compositions that challenge traditional realism.		Cityscapes Pupils will explore cityscapes by studying artists like Edward Hopper and L.S. Lowry, and Tom McGuiness developing their skills in perspective, colour, and texture to create their own expressive urban scenes.		Flower Sculptures Pupils will explore the theme of flowers, drawing inspiration from Japanese art and culture to create expressive three-dimensional pieces that reflect symbolism, balance, and resilience.
Lower KS2	Year A		Patterns in Nature Pupils will explore natural patterns through observational drawing, studying symmetry, texture, and markings in nature while developing techniques such as contour drawing, hatching, and stippling to refine their artistic skills and creativity..		Portraits Pupils will explore portraiture by studying artists such as Tom McGuiness, experimenting with colour, line, and texture, and developing skills in observation and self-expression to create their own expressive portraits.		Clay Tiles Pupils will explore sculpture through clay tiles and mosaics, drawing inspiration from Roman Britain and modern artists, while developing their design skills and understanding of historical and contemporary mosaic art.
	Year B		Use of Line Pupils will develop their drawing skills by exploring line through various materials and techniques, such as mono-print and oil pastel printing, while considering composition, orientation, and bold lines inspired by artists like Michael Craig-Martin and Julian Opie.		Printing Patterns Pupils will be introduced to printing, focusing on creating nature-inspired repeating patterns, exploring techniques like block and relief printing, and studying artists such as William Morris, Orla Kiely, and Yayoi Kusama, while developing skills in design, composition, and eco-friendly practices.		Transient Sculptures Pupils will create transient sculptures using natural materials, inspired by artists like Andy Goldsworthy and Nils-Udo, while developing creativity, problem-solving, and environmental awareness through hands-on, collaborative art-making.
KS1	Year A		2D to 3D Still Life Pupils will enhance their drawing skills by focusing on tonal shading, pencil control, composition, and orientation, while exploring shape, line, and colour, and drawing inspiration from artists like Paul Cezanne and Audrey Flack.		Pop Art This unit introduces pupils to bold colours, repetition, and everyday imagery, inspired by artists like Andy Warhol and Roy Lichtenstein, while developing creativity, artistic techniques, and self-expression.		Paper Sculptures Pupils sculpture using recycled paper, promoting creativity, sustainability, and developing motor skills through hands-on techniques inspired by contemporary artists.
	Year B		Observational Drawing Exploring a range of mark making techniques. Children will explore local landscapes and artist such as Van Gogh, Tom McGuiness and Lucy Pittaway.		Shapes Children will explore a range of painting techniques. They will also explore the works of famous artists, Kandinsky and Delaunay, and discover the importance of colour in their work.		Masks Pupils will use a range of materials to design and make a Carnival mask. They will use the medium of sculpture to develop and share ideas, experience and imagination.

Impact

Impact

We measure the impact of our Art and Design curriculum through children's engagement, progress and outcomes across all year groups. Evidence in sketchbooks, displays and discussions with children demonstrates how well they understand, apply and articulate the key knowledge and skills taught.

As a result of our Art and Design curriculum at St Joseph's, our children:

- Produce creative and meaningful artwork that reflects their own ideas, imagination, beliefs and experiences, showing pride in their achievements as unique children of God.
- Become skilled and confident artists, able to use a range of techniques, materials and processes with increasing independence, creativity and control.
- Think and talk like artists, using appropriate language to evaluate, reflect and make informed choices about their own work and that of others.
- Develop cultural awareness and appreciation, understanding the influence of great artists, craft makers and designers from different times, cultures and local heritage, recognising their own place within a wider artistic world.

Careers



We want our Art curriculum to open doors to a wide range of creative and inspiring careers. Pupils explore opportunities to become artists, illustrators, animators, designers, photographers, architects, or work in digital media, fashion, theatre, and beyond. By developing their skills, confidence, and creativity through our curriculum and enrichment experiences, children are encouraged to **dream big**, take risks, and see how their God-given talents can shape their future.

How Will Art Help Me?	How Will Art & Design Help Me?
Artist	JOB OF THE WEEK - EPISODE #229 – ARTIST
Art Therapist	JOB OF THE WEEK - EPISODE #217 - ART THERAPIST
illustrator	JOB OF THE WEEK - EPISODE #80 – ILLUSTRATOR How to become an illustrator: Anh's story - BBC Bitesize
Tattoo Artist	JOB OF THE WEEK - EPISODE #19 - TATTOO ARTIST
Photographer	JOB OF THE WEEK - EPISODE #210 – PHOTOGRAPHER
Car Designer	JOB OF THE WEEK - EPISODE #170 - CAR DESIGNER
Carpenter	JOB OF THE WEEK - EPISODE #167 – CARPENTER How to become a wheelwright (craft woodworker): George's story - BBC Bitesize
Stone Mason	JOB OF THE WEEK - EPISODE #160 – STONEMASON
Joiner	JOB OF THE WEEK - EPISODE #102 - JOINER
Architect	JOB OF THE WEEK - EPISODE #72 – ARCHITECT How to become an architect: Tegan's story - BBC Bitesize
Animator	JOB OF THE WEEK - EPISODE #157 – ANIMATOR
Game and Graphic Designer	JOB OF THE WEEK - EPISODE #145 - GAME DESIGNER How to become a graphic designer: Ste's story - BBC Bitesize
Interior Designer	JOB OF THE WEEK - EPISODE #123 - INTERIOR DESIGNER
Fashion Designer, including Costumes and Wedding Dresses	JOB OF THE WEEK - EPISODE #120 - FASHION DESIGNER How to become a costume designer for Fantastic Beasts: Colleen's story - BBC Bitesize How to become a wedding dress designer and shop owner: Deborah's story - BBC Bitesize How to become a fashion designer: Gemma's story - BBC Bitesize
Upholster	JOB OF THE WEEK EPISODE #068 - UPHOLSTERER

Curriculum Continuity – EYFS to KS1

A team of Primary teachers and Secondary Heads of Department within BHCET have worked together to produce high quality units, following the threshold concepts. An effective history curriculum must cover all four of these concepts and within one lesson, at least three of these concepts should be covered. Writers of these units have worked to identify sufficient breadth of content and ensure that pupils learn in sufficient depth. The units are written for Year 1 pupils up to Year 6. This document captures the progression from EYFS into Key Stage One and gives suggested texts that could be explored with Early Years pupils to support the history threshold concepts.

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Developing	Experimenting	Recording	Presenting
Nursery			
Use a comfortable grip with good control when holding pens and pencils. Use drawing to represent ideas like movement or loud noises.	Explore colour and colour-mixing. Explore different textures. Join different materials.	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.	Share their work with others.
Reception			
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to use and develop skills linked to formal elements i.e. creating different types of lines, recognising patterns, beginning to colour in shapes etc. Explore famous artists and artworks, taking inspiration from them into their own work. Use a range of small tools, including scissors, paintbrushes and cutlery.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore ways to mark make using a range of techniques including painting, drawing, printmaking.	Create collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used. Begin to use vocabulary linked to formal elements.

Curriculum Continuity – EYFS to KS1

What are the Key Stage One End Points?

Developing	Experimenting	Recording	Presenting
Year 1			
Recognise that ideas can be expressed in art work. Recognise and describe some simple characteristics of different kinds of art, craft and design (models, collage, Pop Art).	Experiment confidently with a range of materials and techniques. Use materials purposefully to achieve particular characteristics or qualities. Name the tools, materials, techniques and some formal elements (colours, shapes, tones etc.) that they use.	Begin to record ideas and inspiration. Try out a range of materials and processes and recognise that they have different qualities.	Talk about their own, and other's work, identifying similarities and differences and what they like.
Year 2			
Identify that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.	Test ideas using other materials. Choose particular techniques for a given purpose.	Develop care and control over the materials and tools used. Use different techniques to begin to record ideas and develop designs.	Express, and give some reasons for preferences when looking at creative work. Talk about the materials, techniques and processes they have used, using an appropriate vocabulary: names of tools, materials and colours used.

SEND

The BHCET Art curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

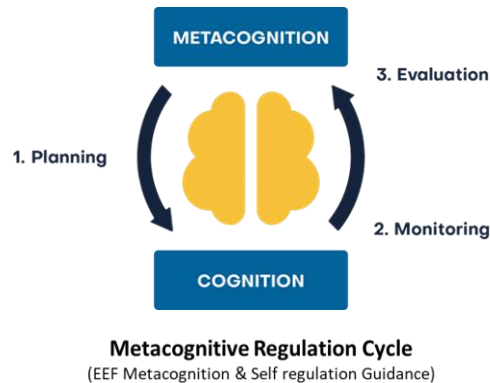
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

