

Art & Design

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

At St Thomas & St Anne's Primary School we believe that art stimulates creativity, imagination and inventiveness. Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

Art and Design curriculum has been developed using the Chris Quigley 'Essential Curriculum'. It is shaped by cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

We aim to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful member of our community.

Our art curriculum is designed to meet the challenges of mixed age teaching and enables the children to revisit previous learning. As pupils progress, the same threshold concepts are explored in a wide breadth of topics. Through this process, it ties together the subject topics into meaningful schema, gradually build an understanding of them.

Threshold concepts (key areas of learning that the children revisit across the programme of study) for Art and Design are:

- **Develop ideas** -This concept involves understanding how ideas develop through an artistic process.
- **Master techniques** - This concept involves developing a skill set so that ideas may be communicated.
- **Take inspiration from the greats**- This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

We ensure that children are building on previous learning by reinforcing 'Art Knowledge Categories' and 'Milestones for Art & Design.'

Arts Award

It is our ambition that all our children leave our school with a nationally accredited qualification in Art. Children in Y2 will all have the opportunity to complete Arts Award Discover and in Y4 children will have the opportunity to gain their Arts Award Explore qualification, which is an entry level qualification awarded by Trinity College London.

Class	Year	Autumn	Spring	Summer
<p>Fir - ideas in EYFS Expressive arts and design section - Visual Arts</p>		<p>Planned experiences in Visual Arts:</p> <ul style="list-style-type: none"> • Read The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock. • Discuss Kandinsky's paintings. • Provide a variety of materials to encourage children to make their own pictures. • Show Kandinsky's Sign with Accompaniment painting – what shapes and colours do they notice? Can they create their own straight-line compositions? 	<p>Planned experiences in Visual Arts:</p> <ul style="list-style-type: none"> • Read through Georgia's Eyes by Rachel Victoria Rodriguez. • Show Georgia O'Keefe's paintings – what do they notice? • Provide materials to create their own flowers (including clay if they wanted to create their own O'Keefe design). • Encourage children to look at the natural world and use this to inspire their own paintings. <ul style="list-style-type: none"> • Compare new artists. 	<p>Planned experiences in Visual Arts:</p> <ul style="list-style-type: none"> • Read Meet Barbara Hepworth by Laura Carlin – what do the children notice about their work? • Provide clay and modelling tools for children to create their own creations. • Encourage children to make their own sculptures with natural objects they find outside. • Can the children describe the art in detail – their feelings when they look at sculptures or other children's work?
Elm	A	<p>Sculpture Dreams and Sculptures (MS1)</p> <p>Pottery- Create a sculpture, inspired by a dream, using a combination of different shapes.</p>	<p>Painting Love for Landscapes (MS1)</p> <p>Produce washes for backgrounds- explore moods with colour.</p> <p><i>Artist: John Ndambo/ John Constable</i></p>	<p>Painting & Printing Food (MS1)</p> <p>Create portraits from inspiration of <i>Giuseppe Arcimboldo</i>.</p> <p>Printing- Create prints with food</p> <p><i>Artist: Giuseppe Arcimboldo</i></p>
	B - 2024/5	<p>Drawing Food (MS1)</p> <p>Use shading to show light and shadow Use dots and lines to show pattern and texture.</p>	<p>Collage In the Jungle (MS1)</p> <p>Experiment with 3D backgrounds and a variety of outside resources to create texture, effect and emotions.</p> <p><i>Artist: Henri Rousseau</i></p>	<p>Painting Scenes of the Sea (MS1)</p> <p>Use primary and secondary colours to create seascapes.</p> <p><i>Artist: Iva Aivazovsky</i></p>
Ash	A	<p>Drawing & Painting All Work and No Play (MS2)</p>	<p>Printing Abstract Art (MS2)</p>	<p>Sculpture The Renaissance (MS2)</p>

		<p>Drawing/Painting- explore a restricted palette and observational sketches.</p> <p><i>Artist: L.S. Lowry</i></p>	<p>Painting on different materials. Contrasting colours- Printing two or more layers.</p> <p><i>Artist: Wassily Kandinsky</i></p>	<p>Create a piece of art to try and show depth in the person or object you are depicting. Explain how you have tried to make the person or object look 3D and not flat.</p> <p>Artist: Leonardo da Vinci</p>
	B - 2024/5	<p>Drawing Symbolism (MS2)</p> <p>Use hatching and cross hatching to show tone and texture</p> <p>Artist:</p>	<p>Collage Animals (MS2)</p> <p>Select and arrange materials for a striking effect- Use magazine cut outs to create a collage of an animal</p> <p><i>Artist: Megan Coyle</i></p>	<p>Painting Journey in to Space (MS2)</p> <p>Use a number of brush techniques using thick and thin brushes to produce. shapes, textures, patterns and lines.</p> <p>Artist: David A Hardy.</p>
Oak	A	<p>Painting Surrealism (MS3)</p> <p>Landscapes (painting/Drawing)</p> <p><i>Artist Salvador Dali</i></p>	<p>Drawing & Sculptures Art of Anatomy (MS3)</p> <p>Sketches/Sculpture- Sketch wireframes then create life-like sculptures of a human.</p> <p><i>Artist: Leonardo Da Vinci and Ancient Greek Sculptors</i></p>	<p>Printing Pop Art (MS3)</p> <p>Build up layers of colours.</p> <p><i>Artist: Andy Warhol</i></p>
	B - 2024/5	<p>Drawing Amazed by Architecture (MS3)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Architecture drawing.</p>	<p>Painting The Power of love (MS3)</p> <p>Explore how emotions and passion of love can be represented in pieces of art. Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Artist: Gustav Klimt</p>	<p>Collage & Textile Cultural tradition in Art (MS3)</p> <p>Colour fabric using the Batik method. Mix textures and combine visual and tactile qualities.</p> <p><i>Artist : Richard kimbo</i></p>

		Milestone 1	Milestone 2	Milestone 3
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.

				<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. 	<ul style="list-style-type: none"> • Use layers of two or more colours. 	<ul style="list-style-type: none"> • Build up layers of colours.

		<ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

