

Curriculum Intent & Progression Document

ART

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



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St. Mary's Catholic Voluntary Academy, Grantham
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Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black, along with what this translates to as regards Art in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. *Our intention is for pupils to encounter Jesus through their Art work. Wherever relevant we relate what we teach to the influence of Gospel values. We encourage the children to imitate the resilience of Jesus in their learning behaviour and we want every child to be happy and enthusiastic learners and to be eager to achieve their very best in order to fulfil their God-given talents.*
- Experience the challenge and enjoyment of learning. *As they progress through St Mary's, the children will use a range of techniques, mediums and imagination, to design and create artwork that stimulates conversation and reflects their individuality. Art is an inspiring, creative and practical subject. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands on, focussed and more freestyle tasks.*
- Learn within a coherent and progressive framework. *We believe in the importance of art and design in developing children's vision of themselves and the world around them. It is through the promotion of and exposure to ambitious ideas, experiences and learning that our curriculum broadens the children's knowledge and understanding of the world locally and globally. It is with a particular emphasis on diversity and equality in art & design that we hope to promote equality through non-stereotypical role models within this curriculum area.*
- See clear links between different aspects of their learning. *Our children will learn how to express their feelings and improve their overall wellbeing focusing on their Personal, Social and Emotional development. Looking at different cultures and places helps to create links closely with other subjects such as Geography and History. By experiencing different skills and vocabulary used by artists, our children will learn about, line, tone, texture, colour, pattern, shape and 3D form. Lessons will inspire our learners to work collaboratively, be critical thinkers and understand that everyone can be artistic; therefore, helping our children to progress into confident and competent learners for the future.*
- Understand the purpose and value of their learning and see its relevance to their past, present and future. *We want our Art curriculum to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and cultural wealth of our nation.*
- Explore the breadth and depth of the national curriculum. *We passionately believe that the teaching of Art should be a creative process, in which pupils have the opportunity to experiment and take risks with their work. For us, the focus is not on the final outcome of a piece of work but upon the creative journey that lead to the piece being created. Through this process children develop a deeper understanding of the skills they are learning and gain their own identity as young artists. Ofsted recognises that work which looks great at first glance can often hide poor learning outcomes. Our approach intends to create confident, independent artists who can articulate and value their own creative journeys.*

Curriculum Intent: ART (2022-23)

EYFS ART		
ADVENT - Portraits and Patterns Children will...	LENT - Simple Colour Mixing Children will...	PENTECOST - Printing Children will...
<p>L1: Know what an artist is; know what a paint brush is, how to hold it and how to make marks with it</p> <p>L2: Know what a portrait is and produce a self-portrait</p> <p>L3: Know what a pattern is and experiment with use of patterns</p> <p>L4: Know how to represent objects they have observed in paint</p> <p>L5/6: Know how to make models from junk and say what these represent</p>	<p>L1: Know that Yves Klein is an artist and look at some of her work</p> <p>L2: Know that colours can be changed</p> <p>L3: Know what happens when colours are mixed; know how to keep brushes clean when mixing colours</p> <p>L4: Know that some colours are called primary colours and some are called secondary colours</p> <p>L5: Know what happens to a colour when black is added to it</p> <p>L6: Know what happens to a colour when white is added to it</p>	<p>L1: Know that Guiseppe Arcimboldo is an artist and look at examples of his work</p> <p>L2/3: Know how to use fruit to make patterns and pictures</p> <p>L4: Know what printing is</p> <p>L5: Know how to use fruit and vegetables to print patterns</p> <p>L6: Know how to use fruit and vegetables to print a picture and say what it represents</p>
VOCABULARY		
Artist, paint brush, paint, portrait, pattern, observe, model, junk, represent	Mix, primary, secondary	Printing, pattern, press, shape, cut,

Year 1 ART		
ADVENT - Sculpture Children will...	LENT - Colour Mixing/ Painting Children will...	PENTECOST – Drawing skills Children will...
Refer to Twinkl Unit ‘Let’s Sculpt’, Lesson 2 for this unit	L1. Know how to explain what the Primary colours are	L1. Know how to investigate the different shades of drawing pencil and how they are labelled.

<p>L1: Know that Michelle Reader is an artist and look at some of her work using recycled materials; know that we are going to make our own model dinosaur from recycled materials; know the process we will use</p> <p>L2: Know how to construct the main structure of the dinosaur</p> <p>L3: Know how to cover the model with papier mache to make the 'skin'</p> <p>L4: Know how to paint the main part of the model; know how to make any additional parts required</p> <p>L5: Know how to add finishing detail to the dinosaurs using paint; know how to attach any finishing parts</p> <p>L6: Know what an exhibition is; know how to exhibit your work to a small, friendly audience; know how to look at others' art work; know how to give positive feedback</p>	<p>L2. Know what the Secondary colours are and know what is meant by the Colour Wheel</p> <p>L3. Know what is meant by Warm colours</p> <p>L4. Know what is meant by Cold colours</p> <p>L5. Know what a silhouette is and what a silhouette of the London skyline might look like</p> <p>L6. Know how to create an image of the London skyline against a colour mixed background.</p>	<p>L2. Know how to demonstrate using tone in drawings</p> <p>L3/4. Know how to use shading when drawing still life</p> <p>L5. Know how to sketch fruit and vegetables using tonal techniques</p> <p>L6 Know how to exhibit their work with a short explanation.</p>
VOCABULARY		
<p>Recycled, process, construct, papier mache, detail, exhibition, audience, positive feedback</p>	<p>Secondary, tertiary, complimentary, shade, darker, lighter, warm, cold, silhouette, shape, represent</p>	<p>Hard, black, tone, shade, outline, sketch, still life, position, shadow,</p>

Year 2 ART		
ADVENT - Repeating Patterns Children will...	LENT - Sculpture Children will...	PENTECOST - Portraits Children will...
<p>(Linked to trip to Belvoir Castle)</p> <p>L1: Know how to appraise examples of repeating patterns in wallpaper samples.</p>	<p>L1: Know how to discuss and appraise the work of Guiseppe Arcimboldo and his 3D fruit and vegetable pictures.</p>	<p>L1: Know how to discuss and appraise a range of portraits of the Queen by different artists.</p>

<p>L2: Know how to look at and appraise the repeating patterns in wallpaper created by William Morris (You Tube William Morris art lesson Year 1)</p> <p>L3: Know how to use a pizza tile and felt tips to create a repeating pattern</p> <p>L4: Know how to design and make a printing block</p> <p>L5: Know how to use a printing block to create a repeating pattern</p> <p>L6: Know how to exhibit and explain their repeating pattern.</p>	<p>L2. Know how to use Guiseppe Arcimboldo's techniques to create their own pictures.</p> <p>L3: Know how the artist Andy Goldsworthy created his sculptures and compare with Guiseppe Arcimboldo</p> <p>L4. Know how to re-create one of Andy Goldsworthy's well-known sculptures using natural materials.</p> <p>L5: Know how to use natural materials to create their own sculpture, inspired by the work of Andy Goldsworthy, and take photographs</p> <p>L6. Know how to create a presentation of their work, with explanations, for sharing with parents.</p>	<p>L2: Know how to create their own portrait of the Queen.</p> <p>L3: Know who Andy Warhol was and what his portrait of the Queen looked like. Know what is meant by Pop Art</p> <p>L4. Know how to use their own face for a Pop art inspired piece.</p> <p>L5. Know how to create their own portrait of the Queen in a Pop Art style</p> <p>L6. Know how to compare both of their representations of the Queen and record their comments.</p>
VOCABULARY		
Pattern, repeat, print, block, tile, press, colour, nature,	Like, dislike, thoughts, Sculpture, arrange, shape, natural, free, photograph, display,	Pop Art, image, colour, block, bold, style, artist, portrait, repeat,

Year 3 ART		
ADVENT - Drawing Children will...	LENT - Sculpture Children will...	PENTECOST - Mosaics Children will...
<p>L1: Know the features of Stone Age cave art</p> <p>L2: Know that a colour wash blends colours together gradually</p> <p>L3: know that sketches can help us build up a range of ideas</p>	<p>L1: Know what a sculpture is (Twinkl PPT)</p> <p>L2: Know how to explore different clay techniques (Twinkl)</p> <p>L3: Know how to sketch the human form</p> <p>L4: Know how to use clay to make a sculpture</p>	<p>L1: Know that the Romans used Mosaics and what purpose they served</p> <p>L2: Know who Antoni Gaudi was and discuss his use of mosaic in his work. (He was described as God's architect)</p>

<p>L4: Know how to identify when art is from a different historical period</p> <p>L5: Know how to use a range of pastel and chalk mark making techniques to show texture.</p> <p>L6: Know how to create a cave painting inspired picture using pastel on sandpaper.</p>	<p>L5. Know how to use paints to add shade, depth and shadow to their sculpture</p> <p>L6: Know how to exhibit their sculptures and appraise the work of their peers constructively.</p>	<p>L3: Know how Pentecost is represented in art and appraise examples.</p> <p>L4: Know how to design their own mosaic pattern for Pentecost using a squared grid and coloured pencils.</p> <p>L5/6: Know how to make a mosaic for Pentecost and exhibit these with description. (Exhibit in Church?)</p>
VOCABULARY		
<p>Colour wash, water colour, gradual, blending, pastel, charcoal, stippling, smudging, sgraffito</p>	<p>Clay, man-made, natural, marble, stone, form, line, rolling, coiling, smoothing, squashing, pinching</p>	<p>Tile, grid, pattern, fire, flames, wind, Pentecost, red, shape, display, exhibit</p>

Year 4 ART		
ADVENT - Batik Children will...	LENT- Printing Children will...	PENTECOST - Painting Children will...
<p>L1: Know that animals have been portrayed in many ways in art.</p> <p>L2: Know what Batik is and appraise examples</p> <p>L3: Know how to design their own piece of batik work, based on an animal</p> <p>L4: Know how to transfer their design onto fabric and wax it.</p> <p>L5: Know how to add ink to their designs</p> <p>L6: Know how to iron the design to remove the wax. Know how to display and evaluate their pieces.</p>	<p>L1: Know what is meant by Celtic design, look at and appraise examples.</p> <p>L2: Know how to use sketching techniques to copy examples of Celtic designs and say why they like them.</p> <p>L3: Know how to use their research and observations to design a Celtic inspired image of their own</p> <p>L4: Know how to make a printing tile of their design using cardboard and string.</p> <p>L5: Know how to print their design using their printing tile</p>	<p>(Twinkl Art and Design Focussed skill: painting)</p> <p>L1: Know that there are different painting techniques and that different brushes add to this.</p> <p>L2: Know how to produce; shape, texture, pattern and line with paintbrushes</p> <p>L3: Know how to add texture to a painting through thickening paint</p> <p>L4: Know what is meant by the terms 'highlighting' and 'shadow' in paintings.</p> <p>L5: Know that the artist Georgia O'Keefe used many techniques in her work. Look at her use of reflections.</p>

	L6: Know how to exhibit and appraise their work, giving constructive comments and making comparisons.	L6: Know how to create their own piece of work that demonstrates the skills learned this term.
VOCABULARY		
Wax, batik, representation, stylised, ink, iron, heat, melt, transfer	Swirls, knots, interlink, tile, print,	Highlight, shadow texture, thicken, reflection, shape, pattern, line,

Year 5 ART		
ADVENT – Mixed Media Children will...	LENT - Portraits Children will...	PENTECOST- Art Techniques Children will...
This is to be a child led topic that culminates in a whole class collaboration around the theme of Remembrance. They can use any techniques, medium and materials. They should look at local representations in Wyndham Park.	<p>L1: Know about the artist Hans Holbein and some of his portraiture</p> <p>L2: Know how to revise their skills of colour mixing and creating shades of each colour</p> <p>L3: Know how to lightly sketch their own design, onto a grid to see how each part can be painted in isolation to create a whole image.</p> <p>L4: Know how to carefully paint using graduated shades</p> <p>L5: Know how to complete their grid section to replicate a finished painting</p> <p>L6: Know how to exhibit their individual and whole class grid pieces and appraise</p>	<p>L1: Know what 'perspective' is and to explore examples</p> <p>L2: Know how to practise basic perspective techniques (tree lined avenue, railway line)</p> <p>L3: Know how to use perspective to create a street view (challenge on twinkl)</p> <p>L4: Know about the work of the artist M.C. Escher and their use of tessellations. Appraise examples.</p> <p>L5: Know how to make a template based on an Escher design</p> <p>L6: Know how to create a tessellated pattern inspired by Escher.</p>
VOCABULARY		
	Grid, style, portraiture, gradual, shading, whole image, section	Pattern, repeat, shape, perspective, midpoint, disappear, line, horizon,

**Year 6
ART**

ADVENT - Time line of Art Children will...	LENT - Clay Children will...	PENTECOST - Photography Children will...
<p>Children to explore different famous artists from the different periods of art and look at examples of their work.</p> <p>Children should produce presentations or booklets about the inspirations, styles and techniques favoured by the artists chosen and be able to talk about the sequence of artistic styles throughout history.</p>	<p>L1: Know about Mayan ceramics and be able to describe key features</p> <p>L2: Know how to use their research and observations to create their own design for a clay pot.</p> <p>L3/4: Know how to create a pot using the coil method. Know how to burnish their coil pot and carve in their detailed design</p> <p>L5: Know how to use paint to highlight the detailing on their pot</p> <p>L6: know how to preserve their pot using varnish and create an exhibit style blurb about it.</p>	<p>L1: Know the techniques needed to take a good photograph</p> <p>L2: Know how to make a list of which photographs they want to take to create a memory journal of their time at school.</p> <p>L3: Know which photographs they are going to take and in what style</p> <p>L4: Know how to compile a booklet of their images</p> <p>L5: Know how to annotate their photographs</p> <p>L6: Know how to decorate and finish their Memory Journals to a high standard.</p>
VOCABULARY		
	Ceramic, shape, coil, burnish, smooth, carve, etch, highlight, detail,	Lens, focus, position, pose, natural, shutter, memory, chronology, style.