

## Our Art & Design Curriculum – A Journey of Creativity

At St Chrysostom's we value Art and Design as a vital part of the children's entitlement to a broad and balanced curriculum. Art and Design allows curiosity, creativity and self-expression to develop whilst also providing the children with opportunities to improve their resilience, problem solving and critical thinking skills.

Our text-led curriculum is a huge inspiration for final outcomes and Art sessions are taught in blocks every term. This is to ensure that the children make meaningful links between subject areas and allows for deep exploration and application of skills. Moreover, children are immersed in the four phases of learning; **Inspiration, Planning, Skills Development and Final Outcome.**

To further enhance learning, the children explore various artists and designers from Manchester, as well as Artists from different cultures. We believe that in celebrating our local area and the diverse backgrounds of our children, we will help to create confident world citizens with high aspirations and a secure understanding of who they are and can be.

### Curriculum Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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 wealth of our nation.

### National Curriculum Aims

The national curriculum for science aims to ensure that all pupils:



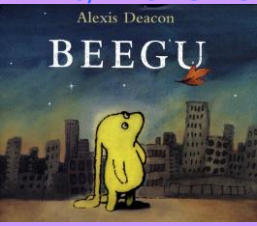
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### National Curriculum Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

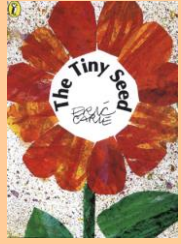
## YEAR 1

<b>AUTUMN 1</b>	<b>DRAWING</b> Materials: Graphite pencils, large paper, Sharpie markers <ul style="list-style-type: none"><li>• Extend variety of drawing tools</li><li>• Observe and draw landscapes</li></ul>
<b>Lost &amp; Found</b> <b>THE NORTH &amp; SOUTH POLE</b> 	<b>COLOUR</b> Materials: Black acrylic, poster paints, inks, large and small brushes, sponges <ul style="list-style-type: none"><li>• Mix colours</li><li>• Apply colour with a range of tools</li></ul> <b>TEXTURE</b> Materials: Fabric <ul style="list-style-type: none"><li>• Use textiles to create things</li></ul> -Teach children how to observe from pictures and recreate images on a larger scale. -Teach children how to place a variety of images to create one large design. -Teach children how to trace. -Teach children how to use water-resistant paints to create sharp borders and areas that can be flood-filled with colour.
<b>AUTUMN 2</b>	<b>AUT 1 Outcome:</b> Create large fabric wall hangings inspired by Lost & Found.
<b>The Great Fire of London</b> <b>CAPITAL CITIES</b> <b>KINGS &amp; QUEENS</b> 	<b>AUT 2 Outcome:</b> Create large sharpie drawings of buildings coloured in with ink. Tie dye fabric for a fiery background.
<b>SPRING 1</b>	<b>FORM</b> <ul style="list-style-type: none"><li>• Use materials to make known objects for a purpose.</li><li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li><li>• Explore sculpture with a range of malleable media, especially clay.</li><li>• Experiment with, construct and join recycled, natural and man-made materials.</li><li>• Explore shape and form.</li></ul>
<b>Toys in Space</b> <b>HISTORY OF TOYS</b> 	<b>PATTERN</b> <ul style="list-style-type: none"><li>• Awareness and discussion of patterns.</li><li>• Repeating patterns</li><li>• Symmetry</li></ul> <b>SPR 1 Outcome:</b> TBC
<b>SPRING 2</b>	<b>SPR 2 Outcome:</b> TBC
<b>Beegu</b> <b>ALIENS/BELONGING</b> Alexis Deacon 	

## SUMMER 1

### The Tiny Seed

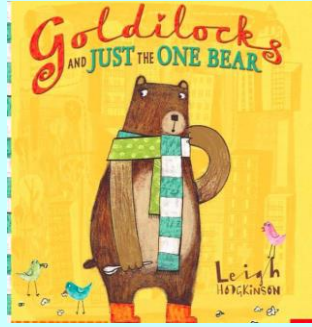
#### PLANTS



## SUMMER 2

### Just the one Bear

#### TRADITIONAL TALES



## DRAWING

- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- Use a sketchbook to gather and collect artwork.
- Begin to explore the use of line, shape and colour

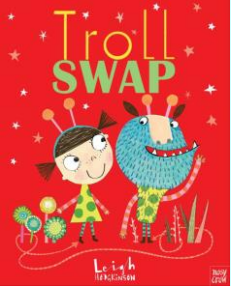
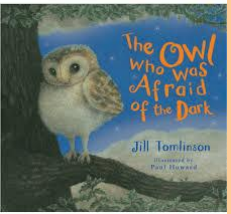
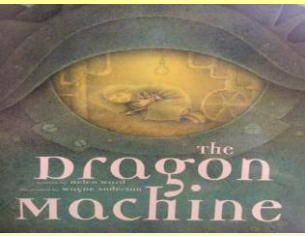
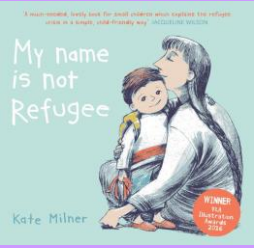
## PRINTING

- Makes marks in print with a variety of objects, including natural and man- made.
- Carry out different printing techniques e.g. mono print, block, resist and relief printing.
- Make rubbings
- Build a repeating pattern and recognise pattern in the environment.

SUM 1 Outcome: TBC

SUM 2 Outcome: TBC

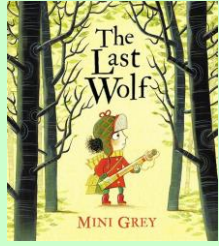
## YEAR 2

<p><b>AUTUMN 1</b></p>	<p><b>TEXTURE</b> Materials: corrugated card, newsprint, papers, fabric, yarn</p>
<p><b>Troll Swap</b> <b>TRADITIONAL TALES</b></p> 	<ul style="list-style-type: none"> <li>• Overlapping and overlaying to create effects</li> <li>• Collage</li> </ul> <p><b>COLOUR</b> Materials: crayon, oil pastel, Brusho, inks, poster paint, PVA glue</p> <ul style="list-style-type: none"> <li>• Using colour on a large scale</li> </ul> <p><b>DRAWING</b> experiment with tools and surfaces, draw as a way of recording experiences and feelings, discuss use of shadows, use of light and dark and sketch to make quick records.</p>
<p><b>AUTUMN 2</b></p>	
<p><b>The Owl Who Was Afraid</b> <b>NIGHTIME</b></p> 	<p>-Teach children how to decorate papers in a variety of ways including wax relief to create a range of colours and textures for collage. -Teach children how to cut, tear, fold and glue paper and fabric to create the required shapes. -Explore different patterns to create a variety of textures.</p> <p><b>AUT 1 Outcome:</b> A large collage recreating the bridge scene.</p> <p><b>AUT 2 Outcome:</b> Create light or dark backgrounds with strips of layered paper and sketches of feathers and owls to mount on top.</p> <p>ARTIST STUDY- Jackson Pollock</p>
<p><b>SPRING 1</b></p>	
<p><b>Dragon Machine</b> <b>INVENTORS</b></p> 	<p><b>FORM</b></p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms</li> <li>• Expression of personal experiences and ideas</li> <li>• To shape and form from direct observation (malleable and rigid materials)</li> <li>• Decorative techniques</li> <li>• Replicate patterns and textures in a 3-D form</li> <li>• Replicate work and that of other sculptors</li> </ul>
<p><b>SPRING 2</b></p>	
<p><b>My Name is not Refugee</b> <b>Refugees- leaving home</b></p> 	<p><b>PATTERN</b></p> <ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Explore natural and manmade patterns</li> <li>• Discuss regular and irregular patterns.</li> </ul> <p><b>SPR 1 Outcome:</b> TBC</p> <p><b>SPR 2 Outcome:</b> TBC</p>

## SUMMER 1

### The Last Wolf

#### CONSERVATION



## DRAWING

- Extend variety of drawing tools
- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.
- Understand the basic use of a sketchbook and work out ideas for drawings.
- Draw for a sustained period of time from the figure and real objects, including single and grouped objects.
- Experiment with the visual elements; line, shape, pattern and colour.

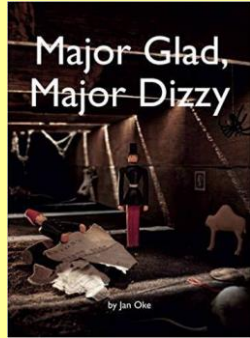
## PRINTING

- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.
- Design patterns of increasing complexity and repetition.
- Print using a variety of materials, objects and techniques

## SUMMER 2

### Major Glad, Major Dizzy

#### MUSEUMS



SUM 1 Outcome: TBC

SUM 2 Outcome: TBC

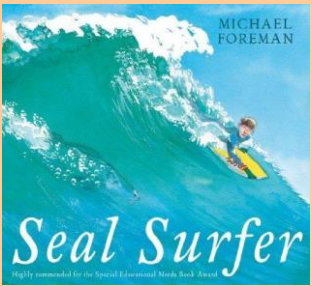
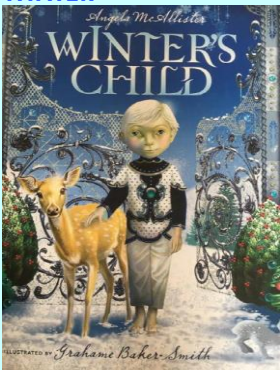
## National Curriculum Key stage 2

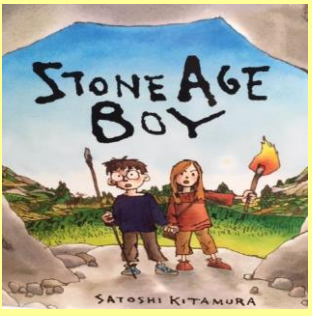
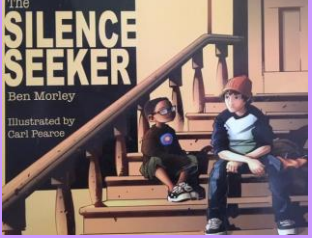
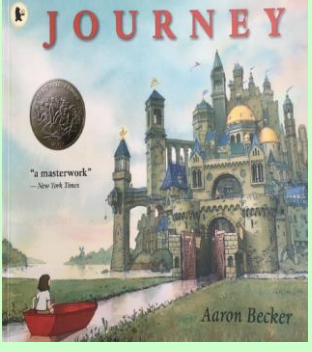
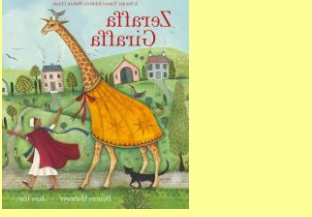
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

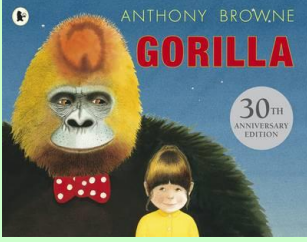
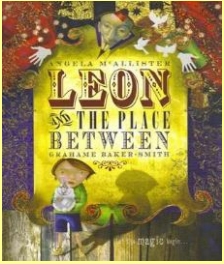
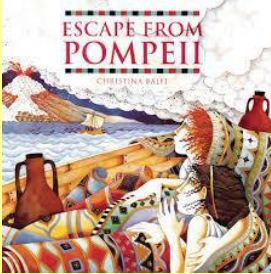
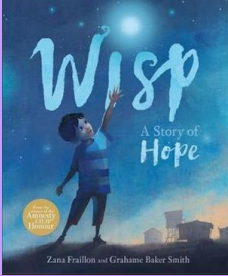
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## YEAR 3

<p><b>AUTUMN 1</b></p>	<p><b>DRAWING</b> Materials: sketching pencils, watercolour pencils, graphite pencils, magnifying glasses, mackerel fish.</p>
<p><b>Seal Surfer</b> <b>COASTS</b></p> 	<ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> <li>• Closely observe objects in order to draw</li> <li>• Use initial sketches as preparation for a final outcome</li> </ul> <p><b>FORM</b> Materials: Newsprint, masking tape, cake-box card, spray paint, oil pastel, coloured paper and tissue, thick wire, sellotape, cellulose paste.</p> <ul style="list-style-type: none"> <li>• Shape, form and model materials</li> <li>• Plan ideas and develop a design</li> <li>• Build an understanding of different adhesives and methods of construction.</li> <li>• Learn about aesthetics.</li> </ul>
<p><b>AUTUMN 2</b></p>	
<p><b>Winter's Child</b> <b>WINTER</b></p> 	<ul style="list-style-type: none"> <li>-Teach children how to observe real objects to look at key aspects – shape and colour.</li> <li>-Teach children the art of sketching – using large, repetitive strokes, holding the pencil like a paintbrush, avoiding rubbing out. Learn how to create fluid curves and circles to build up desired shapes.</li> <li>-Model how to use watercolour pencils to capture fine details.</li> <li>-Teach children how to recreate images on a larger scale and use materials to construct a 3D form.</li> <li>-Learn techniques for decorating a sculpture.</li> </ul> <p><b>AUT 1 Outcome:</b> Create 3D mackerel</p> <p><b>AUT 2 OUTCOME:</b> line drawings of leaf skeletons and 3D leaves constructed from wire and paper/ card.</p>

<p><b>SPRING 1</b></p>	<p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• to explore pattern and shape, creating designs for printing.</li> </ul>
<p><b>Stone Age Boy</b> <b>SETTLERS</b></p> 	<p><b>PATTERN</b></p> <ul style="list-style-type: none"> <li>• Observe pattern in the environment</li> <li>• Design different patterns (using ICT)</li> <li>• Make patterns on a range of surfaces</li> <li>• Explore symmetry</li> </ul> <p><b>SPR 1 Outcome: TBC</b> <b>SPR 2 Outcome: TBC</b></p>
<p><b>SPRING 2</b></p>	
<p><b>The Silence Seeker</b> <b>WELCOMING NEWCOMERS</b></p> 	
<p><b>SUMMER 1</b></p>	<p><b>COLOUR</b></p> <ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>
<p><b>Journey</b> <b>RIVERS</b></p> 	<p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>
<p><b>SUMMER 2</b></p>	<p><b>FORM</b></p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop ideas</li> <li>• Understanding of different adhesives and methods of construction</li> <li>• Consider aesthetics</li> </ul>
<p><b>Zeraffa Giraffe</b> <b>ANCIENT CIVILIZATIONS</b></p> 	<p><b>SUM 1 Outcome: TBC</b> <b>SUM 2 Outcome: TBC</b></p>

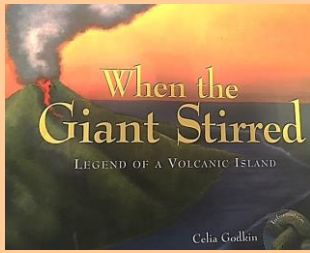
## YEAR 4

<b>AUTUMN 1</b>	Local Artist Study- Stanley Chow
<b>Gorilla</b> <b>ANIMALS IN CAPTIVITY</b> 	<b>COLOUR- Painting</b> <ul style="list-style-type: none"><li>• Learn about colour mixing and matching; tint, tone, shade</li><li>• Observe colours</li><li>• Use suitable equipment for the task</li><li>• Use colours (and framing) to reflect mood (and attitude/opinion)</li></ul> <p>-Teach children how to sketch then use water colours to paint detailed, up-close drawings of animals.</p> <p>-Teach children about the colour wheel and how to add black to a pure colour to create shades, white to a pure colour to create tints and grey to a pure colour to create tones.</p> <p>-Teach children how to use view finders to look at detail and how different framing techniques are used in illustration to tell a story (through the reading lesson).</p>
<b>AUTUMN 2</b>	
<b>Leon &amp; the Place Between</b> <b>THE CIRCUS</b> 	<b>DRAWING</b> <ul style="list-style-type: none"><li>• Make informed choices in drawing inc. paper and media.</li><li>• Alter and refine drawings and describe changes using art vocabulary.</li><li>• Collect images and information independently in a sketchbook.</li><li>• Use research to inspire drawings from memory and imagination.</li><li>• Explore relationships between line and tone, pattern and shape, line and texture.</li></ul> <p><b>AUT 1 Outcome:</b> Create large-scale images of animals in captivity.</p> <p><b>AUT 2 Outcome:</b> Expressive portraits using 4 different art movements (Pointillism, Cubism, Pop Art and Art Nouveau)</p>
<b>SPRING 1</b>	
<b>Escape from Pompeii</b> <b>INVADERS</b> 	<b>FORM</b> <ul style="list-style-type: none"><li>• Make informed choices about the 3D technique chosen.</li><li>• Show an understanding of shape, space and form.</li><li>• Plan, design, make and adapt models.</li><li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li><li>• Use a variety of materials.</li><li>• Analyse and interpret natural and manmade forms of construction</li></ul> <b>PATTERN</b> <ul style="list-style-type: none"><li>• Explore environmental and manmade patterns</li><li>• Tessellation</li></ul>
<b>SPRING 2</b>	
<b>Wisp</b> <b>REFUGEE CAMPS: HOPE &amp; FREEDOM</b> 	<p><b>SPR 1 Outcome: TBC</b></p> <p><b>SPR 2 Outcome: TBC</b></p>



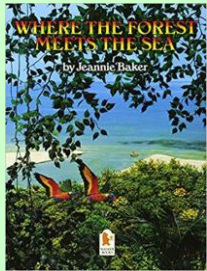
## SUMMER 1

### When the Giant Stirred VOLCANOES



## SUMMER 2

### Where the Forest Meets the Sea RAINFORESTS



## TEXTURE

- Use a wider variety of stitches
- Observation and design of textural art
- Experimenting with creating mood, feeling, movement-
- Compare different materials inc fabrics

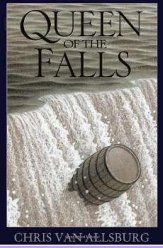
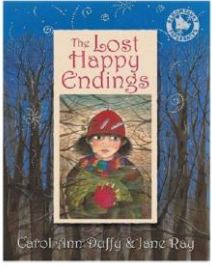

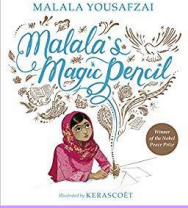
## PRINTING

- Research, create and refine a print using a variety of techniques.
- Record ideas in sketchbook (textures/ patterns).
- Select broadly the kinds of material to print with in order to get the effect they want
- Resist printing including marbling, silkscreen and cold water paste.

SUM 1 Outcome: TBC

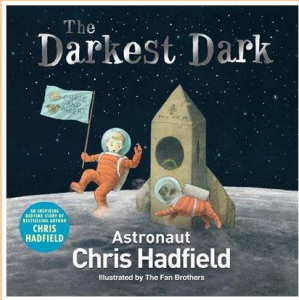
SUM 2 Outcome: TBC

## YEAR 5

<p><b>AUTUMN 1</b></p>	<p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>• Use stories, music, poems as stimuli</li> <li>• Select and use materials and embellish work.</li> </ul>
<p><b>Queen of the Falls</b> DAREDEVILS</p> 	<p><b>DRAWING</b></p> <p>Materials: Pencil, charcoal, chalks, soft pastels, oil pastels.</p> <ul style="list-style-type: none"> <li>• Study the effect of light on objects and people from different directions</li> <li>• Interpret the texture of a surface</li> <li>• Produce increasingly accurate drawings of people</li> <li>• The concept of perspective</li> </ul> <p>-Teach children how to sketch accurate portraits using norms of facial proportion. -Teach children to use different shading techniques and materials to create light and dark areas. -Teach children how to use chalks and charcoal to create detail. -Develop a basic understanding of perspective – objects that are closer, appear larger and more detail can be seen. -Understand colour theory and grey scale.</p>
<p><b>AUTUMN 2</b></p>	
<p><b>Lost Happy Endings</b> TRADITIONAL TALES</p> 	<p><b>AUT 1 Outcome:</b> Recreate an image from the key text. <b>AUT 2 Outcome:</b> create large scale drawings of naked trees decorated with a range of patterns and textures.</p>
<p><b>SPRING 1</b></p>	<p><b>FORM</b></p> <ul style="list-style-type: none"> <li>• Plan, develop and evaluate ideas</li> <li>• Shape, form, model and join</li> <li>• Take inspiration from observation or imagination</li> <li>• Explore properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors.</li> </ul>
<p><b>Arthur and the Golden Rope</b> ANCIENT GREECE</p> 	<p><b>PATTERN</b></p> <ul style="list-style-type: none"> <li>• Create own abstract patterns to reflect personal experiences and expression.</li> <li>• Create pattern for purposes</li> </ul> <p><b>SPR 1 Outcome: TBC</b> <b>SPR 2 Outcome: TBC</b></p>
<p><b>SPRING 2</b></p>	
<p><b>Malala's Magic Pencil</b> WOMEN WHO CHANGED THE WORLD</p> 	

## SUMMER 1

### The Darkest Dark EARTH & SPACE



## SUMMER 2

### Leather Shoe Charlie INDUSTRIAL MANCHESTER



Local Artist Study – LS Lowry 'Coming from the Mill'

### PRINTING

- Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.
- Choose the printing method appropriate to task.
- Build up layers and colours/textures.
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.
- Choose inks and overlay colours.

### COLOUR

- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- Work on preliminary studies to test media and materials.
- Create imaginative work from a variety of sources.

### TEXTURE

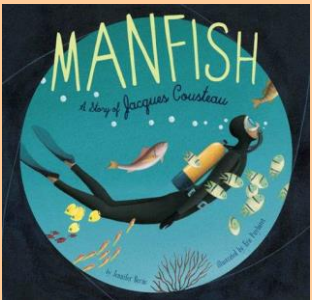
- Select and use materials
- Embellish work
- Fabric making
- Artists using textiles

**SUM 1 Outcome: TBC**

**SUM 2 Outcome: TBC**

## YEAR 6

<b>AUTUMN 1</b>	<b>DRAWING</b> Effect of light on objects and people from different directions, interpret the texture of a surface, produce increasingly accurate drawings of people and understand the concept of perspective.
<b>Star of Fear, Star of Hope</b> <b>WORLD WAR 1 &amp; 2</b> 	<b>FORM/TEXTURE</b> Materials: Mod roc <ul style="list-style-type: none"><li>• Plan and develop ideas</li><li>• Shape, form and model</li><li>• Create from observation and imagination</li><li>• Discuss and evaluate own work and that of other sculptors</li><li>• Apply knowledge of different techniques to express feelings</li><li>• Work collaboratively on a larger scale</li></ul>
<b>AUTUMN 2</b>	<b>COLOUR</b> Create hue, tint, tone, shades and mood. Explore the use of texture in colour and different purposes of colour (expressing feelings).
<b>Can we Save the tiger?</b> <b>ECOLOGY/CONSERVATION</b> 	-Teach children how to design a sculpture. -Teach children how to build up the base of a sculpture using canes, newsprint and masking tape. -Teach children how to use mod roc to mould and shape basic human forms. -Teach children how to use rollers to apply acrylic paint and how to use soft pastels to create the gentle images seen in the key text.  <b>AUT 1 Outcome:</b> Adapt an image from the key text with a 2D background and 3D foreground. <b>AUT 2 Outcome:</b> sketches of animals linked to text illustrations which has then been developed into creating a collaborative piece of Batik artwork.
<b>SPRING 1</b>	<b>COLOUR</b> <ul style="list-style-type: none"><li>• Create hue, tints, tones, shades and mood.</li><li>• Explore the use of texture in colour</li><li>• Use colour for different purposes</li><li>• Use colour to express feelings</li></ul>
<b>Jemmy Button</b> <b>The Island</b> <b>MULTICULTURALISM</b> 	<b>PATTERN</b> <ul style="list-style-type: none"><li>• Create own abstract pattern to reflect personal experiences and expression</li><li>• Create pattern for different purposes</li></ul> <b>SPR 1 Outcome:</b> TBC <b>SPR 2 Outcome:</b> TBC
<b>SPRING 2</b>	
<b>The Day War Came</b> <b>DISPLACEMENT &amp; MIGRATION</b> 	

<p><b>SUMMER 1</b></p>	<p><b>TEXTURE</b></p> <ul style="list-style-type: none"> <li>• Develops experiences in embellishing</li> <li>• Applies knowledge of different techniques to express feelings</li> <li>• Works collaboratively on a larger scale</li> </ul> <p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>• Builds up drawings and images of whole or parts of items using various techniques.</li> <li>• Screen printing</li> <li>• Explore printing techniques used by various artists.</li> </ul> <p><b>SUM 1 Outcome: TBC</b> <b>SUM 2 Outcome: TBC</b></p>
<p><b>Manfish</b> <b>TROPICAL SEAS</b></p> 	
<p><b>SUMMER 2</b></p>	
<p><b>Sky Chasers</b> <b>THE SKIES ABOVE</b></p> 	

**Local artists/ designers**

- Stanley Chow- Manchester artist (portraits/ illustrations)
- LS Lowry- Manchester artist
- Meha Hindocha- Designer based in Manchester
- Gemma Truman- Glassblower from Manchester (takes inspiration from nature and birds)
- Emma Reynolds – Illustrator based in Manchester
- Terry Farrell- Famous architect from Sale
- Nomad Clan- Street Mural artists based in Manchester (see Federation Bee project)
- Peter Saville – graphic designer from Manchester
- Kerry Beall- Manchester based graphic designer and illustrator
- David Vaughn- Psychedelic artist
- Helen Bradley- Artist from Lancashire (painted in the style of Lowry)
- William Stott- Landscape artist from Oldham
- Edward Adamson- 'The father of art therapy', from Sale

### **Famous Multicultural artists**

- Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting.
- Frida Kahlo was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature, identity and artifacts of Mexico.
- Julie Mehretu is a contemporary visual artist, well known for her multi-layered paintings of abstracted landscapes on a large scale, from Ethiopia.
- El Anatsui is a Ghanaian sculptor who uses mixed media to create his work.
- Shahzia Sikander is a Pakistani visual artist. Sikander works across a variety of mediums, including drawing, painting, printmaking, animation, installation, performance and video.
- Wangechi Mutu is a visual artist from Nairobi, Kenya primarily known for her sculptures and paintings.
- Faith Ringgold is an American painter, writer, mixed media sculptor and performance artist, best known for her narrative quilts about race and gender.
- Arpita Singh is a figurative artist from West Bengal, India

### **Other famous artists to study**

- Leonardo da Vinci
- Jan Vermeer
- Claude Monet
- Henri Rousseau
- Mary Cassatt
- Vincent Van Gogh
- Henri Matisse
- Paul Klee
- Franz Marc
- Pablo Picasso
- Marc Chagall
- Andy Warhol