

Our Art & Design Curriculum – A Journey of Creativity

At St John's and 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 art aims to ensure that all pupils:

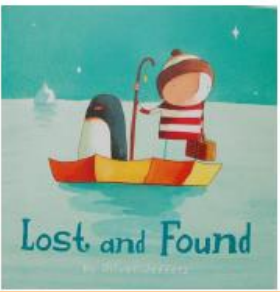
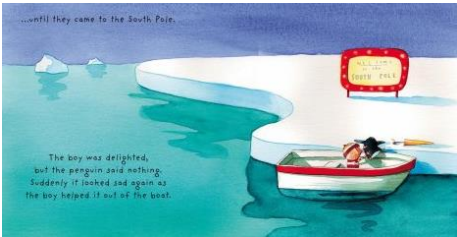


- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and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

National Curriculum Key stage 1

Pupils should be taught:

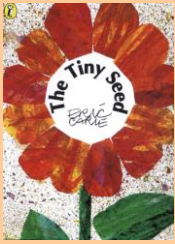
- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the 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: Art & Design

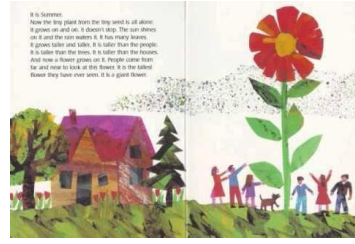
<p>AUTUMN 1</p>	<p>OUTCOME: Make a large fabric wall hanging, inspired by Lost & Found.</p>	
<p>Lost & Found THE NORTH & SOUTH POLE</p> 	 <p>...until they came to the South Pole.</p> <p>The boy was delighted, but the penguin said nothing. Suddenly it looked sad again as the boy helped it out of the boat.</p>	
	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Have some knowledge about the work of Oliver Jeffers. • Name and identify textures. 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Name, match and draw lines/marks from observations. • Observe and draw shapes from observations. <p>Painting:</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. <p>Mixed Media:</p> <ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap papers. • Work on different scales. • Experiment with paste resist (batik)
<p>VOCABULARY thick thin shade fabric shape texture narrow pattern</p>		
<p>SPRING 2</p>	<p>OUTCOME: Using a range of materials to create wrapping paper for a present (<i>wrapping paper will be used at the end of summer 2 to wrap a present for Goldilocks</i>).</p>	
<p>Meerkat Mail BELONGING</p> 	<p><i>Front cover used as inspiration - cover is wrapped like a parcel.</i></p>	
	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Know about the printing and repeated pattern • Learn about the artist Orla Kiely • Understand colour identification • Know the features of a pattern 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Draw shapes in between objects. • Investigate tone by drawing light/dark shapes. <p>Painting:</p> <ul style="list-style-type: none"> • Identify primary and secondary colours by name. • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise patterns in the environment.
<p>VOCABULARY shape primary secondary repeated tone bright shade</p>		

SUMMER 1

**The Tiny Seed
PLANTS**



OUTCOME: Create a layered 3D flower using a range of textured materials and images.



KNOWLEDGE

- Have an understanding of a range of materials.
- Know the links between their own work and a different artist (Vincent Van Gogh).

SKILLS

Drawing:

- Investigate textures by describing, naming, rubbing, copying.

Painting:

- Create textured paint by adding sand, plaster.

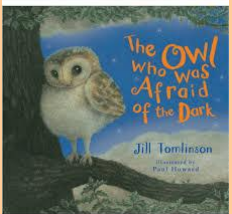

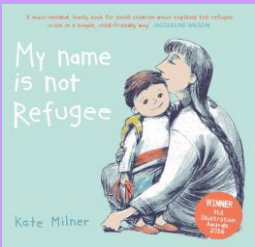
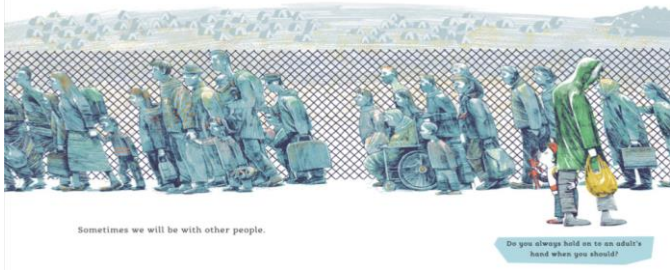
Mixed Media:

- Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose.
- Collect, sort, name and match colours appropriate for an image.

VOCABULARY

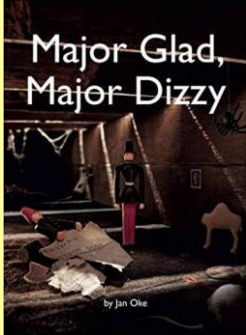
cut stick bend fabric colour attach model assemble

YEAR 2: Art & Design

<p>AUTUMN 2</p>	<p>OUTCOME: Create light and dark backgrounds with sketches of feathers and owls to mount on top.</p>	
<p>The Owl who was Afraid of the Dark NIGHT TIME</p> 		
	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Have an understanding of and ability to use different pencil techniques. • Use an increasing range of marks, lines, light and dark shades. • Learn about Paul Howard – illustrator 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Invent new lines using pencils. • Draw on different surfaces with a range of media. • Invent new shapes. • Investigate tone and texture by drawing light/dark lines, light/dark patterns. <p>Mixed Media:</p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately. • Create, select and use textured paper for an image.
<p>VOCABULARY broad narrow fine shade tone charcoal coloured texture</p>		
<p>SPRING 2</p>	<p>OUTCOME: Recreate the scene of evacuation from the book. Each child to draw and paint a person from the scene. This will then build up into a whole class piece of art recreating that page from the text.</p>	
<p>My Name is not Refugee Refugees- leaving home</p> 		
	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Know the primary and secondary colours in a range of tones. • Know the range of vocabulary to describe the colour and consistency of paint. • Express and represent ideas and feelings through painting. (Lowry) 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Draw from observation the image of a person. • Investigate tone by drawing. <p>Painting:</p> <ul style="list-style-type: none"> • Mix primary shades and tones. • Mix secondary colours. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
<p>VOCABULARY shade tone colour washing painting mixing warm cold</p>		

SUMMER 2

Major Glad, Major Dizzy
MUSEUMS



OUTCOME: To build a 3D sculpture of a soldier made from a range of materials.



KNOWLEDGE

- Understand that visual ideas and images can be represented in media.
- Know that different materials can be assembled to create images.
- Take inspiration from William Britain

SKILLS

Mixed Media:

- Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.
- Use simple 2-D shapes to create a 3-D form.
- Change the surface of a malleable material.

VOCABULARY

shapes mixed media scissors build 3D combined


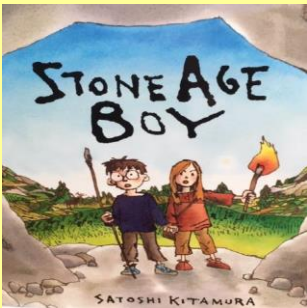
National Curriculum Key stage 2

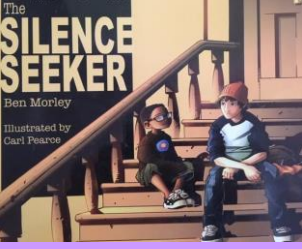


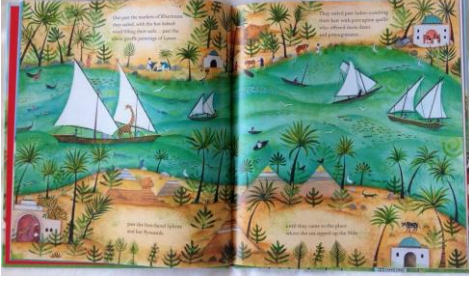
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

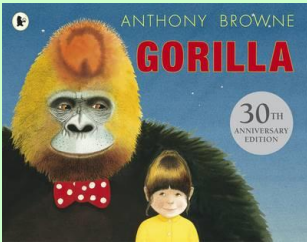
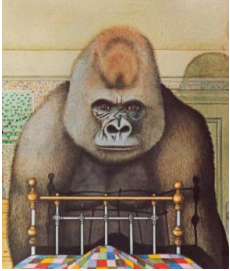
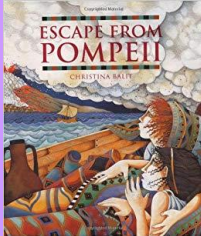

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and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

YEAR 3: Art & Design

<p>SPRING 1</p>	<p>OUTCOME: Produce cave art that can be used on a display, which can then also be transferred to stone.</p> 	
<p>Stone Age Boy SETTLERS</p> 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand how to record their ideas, observations and imaginative drawings. • Understand that drawing has different purposes in different cultures. 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Apply a simple use of pattern in a drawing. <p>Painting:</p> <ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes and thickened paint creating textural effects. • Mix colours and know which primary colours make secondary colours. <p>Mixed Media:</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns.
<p>VOCABULARY symbol practical improve abstract natural intense</p>		

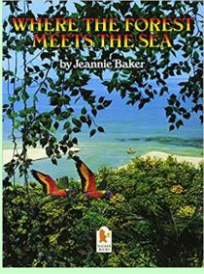
SPRING 2	OUTCOME: Make an image to represent their own identity in the style of Pop Art.	
<p>The Silence Seeker WELCOMING NEWCOMERS</p> 	 <p>KNOWLEDGE</p> <ul style="list-style-type: none"> Learn how to make thoughtful observations and starting points to select ideas to use in their work. Draw inspiration from an artist (Andy Warhol). 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to create lines and marks. <p>Painting:</p> <ul style="list-style-type: none"> Create different effects and textures with paint according to what they need for the task. Print with two colour overlays. <p>Mixed Media:</p> <ul style="list-style-type: none"> Create shapes by making selections to cut, duplicate and repeat.
<p>VOCABULARY identify character change improve colour descriptors</p>		
SUMMER 2	OUTCOME: To build a 3D Egyptian sculpture. (For example: pyramid)	
<p>Zeraffa Giraffe ANCIENT CIVILIZATIONS</p> 	 <p>KNOWLEDGE</p> <ul style="list-style-type: none"> Develop an understanding and control of modelling using clay and card. Know there is a difference between 2D and 3D art. Understand that sculpture techniques translate to architectural details. 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> Investigate objects having a third dimension. <p>Mixed Media:</p> <ul style="list-style-type: none"> Plan, design and make models from observations. Construct a simple base for extending and modelling other shapes. Use papier mache to create a simple 3D object.
<p>VOCABULARY sculpture two-dimensional three-dimensional form structure</p>		

YEAR 4: ART & DESIGN

AUTUMN 1	OUTCOME: To create a large scaled image of animals in captivity.	
<p style="text-align: center;">Gorilla ANIMALS IN CAPTIVITY</p> 	 <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand how scale and proportion work in observational drawings. • Know that drawing can be used as a starting point for other processes. • Know that drawing is a two-dimensional representation of a three-dimensional world. • Use the artist Anthony Browne as inspiration. 	<p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. • Create textures with a wide range of drawing implements. • Use a grid to enlarge an image. <p>Painting:</p> <ul style="list-style-type: none"> • Work on a range of scales e.g. using a thin brush on a small picture. • Use more specific colour language. • Mix and use tints and shades.
<p>VOCABULARY distance position portrait representational scenery tint</p>		
SPRING 1	OUTCOME: To create a Roman helmet using papier mache.	
<p style="text-align: center;">Escape from Pompeii INVADERS</p> 	 <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand control model when using papier mache. • Understand the need to choose the correct materials. • Artist - 	<p>SKILLS</p> <p>Mixed Media:</p> <ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Construct a simple base for extending and modelling other shapes. ▪ Use papier mache to create simple 3D objects.
<p>VOCABULARY daub batik motif geometric shape perspective</p>		

SUMMER 2

Where the Forest Meets the Sea
RAINFORESTS



OUTCOME: To create a whole class collage of a rainforest using images from "Where the Forest Meets the Sea" text.

KNOWLEDGE

- Explore and work from images from the natural world to produce a textured piece.
- Know how to make an image look real using observational drawings as a starting point.
- **Artist**

SKILLS

Painting:

- Work on a range of scales e.g. thin brush on small picture.

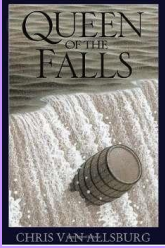

Mixed Media:

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.
- Develop skills in stitching, cutting and joining.

VOCABULARY

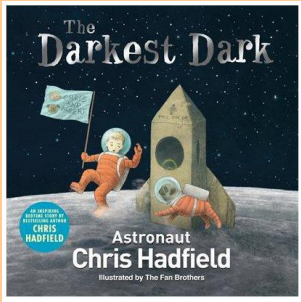
styles shape texture image overlap inspiration

YEAR 5: Art & Design

<p>AUTUMN 1</p>	<p>OUTCOME: Create an image from the key text using self-portraits to show expression.</p>	
<p>Queen of the Falls DAREDEVILS</p> 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Develop a basic understanding of perspective—objects that are closer, appear larger and more detail can be seen. • Know that the relationship between shape, scale and position is important. • Understanding there is a difference between a stylised and accurate drawing. 	<p>SKILLS Drawing:</p> <ul style="list-style-type: none"> • Experiment with media (pencil, charcoal, chinks, soft pastels & oil pastels) to make different marks, lines, patterns, textures and shapes. • Work from a variety of sources including observation, photographs and digital images. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. (Teach children how to sketch accurate portraits using names of facial proportion.) • Show an awareness of how paintings are created i.e. composition. (Teach children to use different shading techniques and materials to create light and dark areas.)
<p>VOCABULARY perspective subject portrait caricature expression</p>		
<p>SPRING 1</p>	<p>OUTCOME: Create their own Greek pottery inspired by Greek artefacts.</p>	
<p>Arthur and the Golden Rope ANCIENT GREECE</p> 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand how construction skills can be extended through experimentation. • Understand the roles of artists working in different times and cultures. 	<p>SKILLS Drawing:</p> <ul style="list-style-type: none"> • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. <p>Painting:</p> <ul style="list-style-type: none"> • Develop a painting from a drawing. <p>Mixed Media:</p> <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Develop skills in using clay. • Produce intricate patterns and textures in a malleable media.
<p>VOCABULARY artefact pliable flexible construct prototype illustration</p>		

SUMMER 1

**The Darkest Dark
EARTH & SPACE**



OUTCOME: Space artwork inspired by Peter Thorpe.



KNOWLEDGE

- Understand that certain colours and textures complement each other.
- Have an increased awareness of colour, pattern, shape and texture.
- Artist: Peter Thorpe

SKILLS

Collect ideas for work.

Painting:

- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

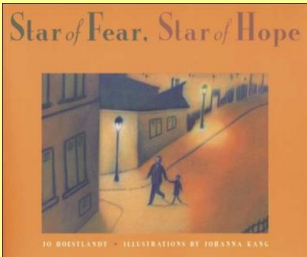

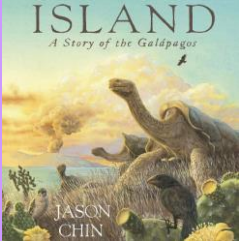

Mixed Media:

- **Work into prints** with a range of media e.g. pens, colour pens and paints.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
- Use relief or impressed method.

VOCABULARY

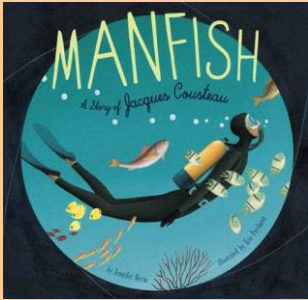
abstract splattered dabbed stroked dotted imaginary relief impressed

YEAR 6: Art & Design

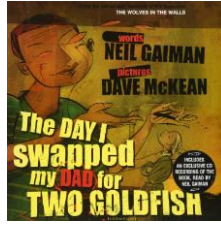
AUTUMN 1	OUTCOME: Adapt an image from the key text with a 2D background and 3D foreground. (Modroc)	
<p style="text-align: center;"> Star of Fear, Star of Hope WORLD WAR 1 & 2 </p> 		<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand how to control the use of tools and their suitability for different tasks. • Know that the design process is a necessary starting point for sculpture. • Know that materials have their limitations. <p>SKILLS</p> <ul style="list-style-type: none"> • Design a sculpture. • Build up the base of a sculpture using canes, newsprint and masking tape. • Use mod roc to mould and shape basic human forms. • Use rollers to apply acrylic paint and how to use soft pastels to create the gentle images seen in the key text. <p>Mixed Media:</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work.
<p>VOCABULARY shape position dynamic proportion balance gesture</p>		
SPRING 1	OUTCOME: To make a landscape painting of a view of an image from the key text.	
<p style="text-align: center;"> Jeremy Button The Island MULTICULTURALISM </p> 		<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Know that drawing can be used to represent people, places and objects in different ways. • Show an awareness of how paintings are created i.e. composition. • Know that a landscape is an image of natural scenery such as mountains. • Artist: <p>SKILLS</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Begin to use simple perspective in their work using a single focal point and horizon. • Explore colour mixing and blending techniques with coloured pencils. • Use tonal contrast and mixed media. <p>Painting:</p> <ul style="list-style-type: none"> • Identify and work with complementary and contrasting colours.
<p>VOCABULARY perspective view point vocal point composition</p>		

SUMMER 1

Manfish
TROPICAL SEAS



OUTCOME: Produce a collage based on different sea creatures. Use the text 'The Day I Swapped my Dad for two Goldfish' for inspiration.



KNOWLEDGE

- Know how colour, pattern, shape and texture complement each other.
- Understand that colour and images from nature can be used as a starting point.
- Artist?

SKILLS

Mixed Media:

- Create printing blocks by simplifying an initial journal idea.
- Create prints with three overlays.
- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

VOCABULARY

embellish enhance practicality manipulation

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