



# Our Lady & St Patrick's Primary School

## Art Curriculum

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### 1. Principal aim

“Our art curriculum aims to nurture every child’s creativity, imagination and self-expression through exploring a wide range of materials, techniques and artistic traditions.

### 2. Art Curriculum Intent

‘We strive to develop children’s skills and confidence in creating, reflecting on and appreciating art, encouraging them to communicate ideas visually and to value art as a vital part of their cultural and personal development.’

At **OLSP**, our intent is to provide a rich, inspiring art curriculum that enables all children to explore their creativity, develop artistic skills, and express their ideas with confidence. Through studying a diverse range of artists, cultures and techniques, we aim to broaden pupils’ understanding of the world and nurture a lifelong appreciation for the visual arts. Our curriculum supports children to experiment, take creative risks, reflect on their work and celebrate their own and others’ artistic achievements.

*Children at **OLSP** will:*

- Develop the confidence to explore their creativity and express their ideas.
- Use a wide range of materials, tools and techniques to create art.
- Learn about different artists, cultures and artistic movements to inspire their own work.
- Be encouraged to experiment and take creative risks.
- Reflect on and evaluate their artistic choices and outcomes.
- Build skills in drawing, painting, sculpture, and mixed media.



- Appreciate and respect their own work and the work of others.
- Enjoy art as a vital part of their personal, social and cultural development.

### 3. Implementation

At **OLSP**, our Art curriculum follows the National Curriculum and provides children with enriching opportunities to explore, create and evaluate artwork. Art is taught in a way that is meaningful to our children, making links across subjects and using our local context and environment where appropriate.

#### Our curriculum provides all children with:

- Relevant and coherent substantive knowledge of art, progressively built from EYFS to Year 6
- A grounding in disciplinary knowledge — developing as artists, designers and critical thinkers
- Opportunities to experiment with a wide range of materials and techniques
- Opportunities to observe, discuss and evaluate their own work and that of others
- Experience of studying a diverse range of artists, craftspeople, and artistic traditions

#### Vertical Concepts

The curriculum is built around vertical concepts such as:

- **Drawing and painting** — Developing mark-making, observational skills, and use of colour and tone
- **Sculpture and 3D work** — Exploring form, texture and construction techniques
- **Mixed media and collage** — Combining materials creatively to express ideas
- **Knowledge of artists and art history** — Learning about significant artists, movements and cultural contexts
- **Evaluation and reflection** — Describing, analysing and improving their own and others' artwork

#### Disciplinary Knowledge

Children will:

- Ask and respond to questions about art and artists
- Observe closely and develop visual literacy
- Use appropriate artistic vocabulary to describe and discuss artwork
- Make creative choices in the materials and techniques they use
- Evaluate and refine their own work, giving and receiving constructive feedback

#### Alignment to National Curriculum

Our Art curriculum aligns with and extends the aims of the National Curriculum, ensuring a breadth of creative experience and depth of understanding that prepares pupils for future artistic opportunities and inspires a lifelong enjoyment of the visual arts.



## 4. Impact

Through our Art curriculum, children will:

- Develop as a confident, creative, and reflective artist
- Express themselves through a range of artistic techniques and media
- Develop an appreciation of a wide range of artistic styles, movements, and cultural traditions
- Understand how art contributes to cultural heritage, community identity, and personal well-being

## 5. SEND Provision

- Art and Design is inclusive, and all pupils are allowed to travel the same creative journey regardless of their ability to access core lessons.
- SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
- For visually impaired pupils, Art learning may necessitate audio description of images. Art may also be a tactile experience – handling real paintings and sculptures to feel the textures.
- For dyslexic pupils, artists' research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
- For pupils with fine motor difficulties, chunky tools such as pencils and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.
- Teachers may identify and break down the components of the subject curriculum into manageable chunks
- The use of high-quality WAGOLLS that are easily accessible often scaffolds the learning for SEND pupils

## 6. Assessment

At **OLSP**, assessment in Art is ongoing and formative, supporting children's progress as artists. Teachers assess children's understanding, skills and knowledge through observation, discussion and careful review of children's sketchbooks and finished pieces. Key aspects of art — including drawing, painting, sculpture and evaluation — are monitored throughout each unit of work.

We celebrate children's artistic achievements through regular displays around the school and by opening classes to parents and carers to view their children's artwork. This enables staff to monitor progress across year groups, identify areas of strength and development, and plan next steps in teaching to ensure all children achieve their artistic potential.

## 7. The National Curriculum ART objectives

|                                                          |                                |                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS 2021<br/>ELG -Expressive Arts<br/>and Design</b> | <b>Creating with Materials</b> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> |
| <b>ELG – Physical<br/>Development</b>                    | <b>Fine Motor Skills</b>       | <ul style="list-style-type: none"> <li>• Hold a pencil effectively</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                      |

| National Curriculum Objectives                                                                                                                                                                       |        |                                                                                                                                                                             |        |        |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| Year 1                                                                                                                                                                                               | Year 2 | Year 3                                                                                                                                                                      | Year 4 | Year 5 | Year 6 |
| Use a range of materials creatively to design and make products.                                                                                                                                     |        | Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. |        |        |        |
| Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.                                                                                                   |        | Create sketch books to record their observations and use them to review and revisit ideas.                                                                                  |        |        |        |
| Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.                                                                                    |        | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint, clay.              |        |        |        |
| Learn 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. |        | Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.                |        |        |        |



## 8. Progression of Skills

### Drawing, Painting, Printing, Sculpture, Textiles, Collage and Responding to Art

| Progression in Drawing                                          |                                                                 |                                                                |                                                                  |                                                                                  |                                                                                          |
|-----------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Year 1                                                          | Year 2                                                          | Year 3                                                         | Year 4                                                           | Year 5                                                                           | Year 6                                                                                   |
| Explore a range of drawing tools to make marks                  | Experiment with tools and surfaces                              | Experiment with various pencils                                | Consider scale and proportion                                    | Work in a sustained and independent way to create an accurate, detailed drawing. | Select appropriate media and techniques to achieve a specific outcome                    |
| Begin to control the types of marks made with a range of media. | Draw experiences and feelings                                   | Use a sketchbook to document and develop ideas                 | Create accurate drawings from observation or photographs         | Developing key elements of their work (line, tone, pattern, texture)             | Develop their own style<br>Draw for a sustained period of time over a number of sessions |
| Draw on different surfaces                                      | Sketch to make records                                          | Draw from observation and imagination                          | Work on a variety of scales                                      | Draw from different viewpoints considering horizon lines.                        | Use tone in drawings to achieve depth                                                    |
| Explore different textures                                      | Begin to control marks made with different media                | Experiment with mark making using alternative tools            | Produce drawings using IT                                        | Begin to consider perspective                                                    | Develop drawing with perspective and focal points                                        |
| Draw from imagination                                           | Investigate tone by drawing light/dark lines using pencil       | Create initial sketches for painting                           | Identify and draw the effect of light                            | Use different techniques for purpose eg. different styles of shading             | Adapt drawings according to evaluations and discuss further developments                 |
| Explore drawing from observation                                | Investigate textures and produce an expanding range of patterns | Begin to draw with accuracy                                    | Draw for a sustained period of time                              | Work from a variety of sources and photographs to develop own work               |                                                                                          |
| Investigate textures by describing, naming, rubbing and copying |                                                                 | Discuss shadows, light and dark                                | Collect and record visual information                            |                                                                                  |                                                                                          |
| Produce a range of patterns and textures                        |                                                                 | Have an awareness of how pattern can be used to create texture | Plan and collect source material                                 |                                                                                  |                                                                                          |
|                                                                 |                                                                 |                                                                | Develop techniques to create intricate patterns – range of media |                                                                                  |                                                                                          |

| Progression in Painting                                  |                                               |                                                      |                                                          |                                                                                   |                                                                                    |
|----------------------------------------------------------|-----------------------------------------------|------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Year 1                                                   | Year 2                                        | Year 3                                               | Year 4                                                   | Year 5                                                                            | Year 6                                                                             |
| Begin to explore and experiment with the primary colours | Begin to describe a range of colours          | Make tints of one colour by adding white             | Make tints, tones and shades using white, grey and black | Make and discuss hue, tint, tone, shade and mood                                  | Select colour to express feelings                                                  |
| Mix primary colours to create secondary colours          | Mix a range of secondary and tertiary colours | Darken / Lighten colours without using black / white | Observe colour and suggest why it has been used          | Mix colours, shades, tones, tints with confidence, building on previous knowledge | Discuss harmonious and contrasting colours and their placement on the colour wheel |
|                                                          | Be able to discuss the colour wheel           | Mix / create colour for use on a large scale. (wash) |                                                          |                                                                                   |                                                                                    |

|                                                                               |                                                                                               |                                                                                                          |                                                                       |                                                                                                |                                                                                         |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Describe collections of colours                                               | Talk about why they have selected colours for their artwork                                   | Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) | Independently choose the right paint and / or equipment for the task. | Select colour for purpose explaining choices                                                   | Work in a sustained and independent way, developing own style                           |
| Discuss and use warm and cold colours                                         | Begin use a range of paint and discuss why some are more suited to particular painting styles | Demonstrate increasing control of the types of marks made to create certain effects                      | Select colour to reflect mood                                         | Discuss how colour can be used to express ideas, feelings and mood.                            | Purposefully controlling the types of marks, brushstrokes used to create desired effect |
| Describe favourite colours and why colours may be used for different purposes |                                                                                               |                                                                                                          | Explore different brush strokes and why / when they might be used     | Confidently control the types of marks made and experiment with different effects and textures | Use colours and brushstrokes to create atmosphere and light effects                     |
| Explore a range of paint, brush sizes and tools                               |                                                                                               |                                                                                                          | Begin to discuss how they are influenced by the work of other artists |                                                                                                |                                                                                         |



| Progression in Printing                                                                                                                                                                                                                                                                                                                   |                                                                                                        |        |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         |        |
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| Year 1                                                                                                                                                                                                                                                                                                                                    | Year 2                                                                                                 | Year 3 | Year 4                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                                                                  | Year 6 |
| <p>Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</p> <p>Take rubbings to understand and inform their own textured prints and patterns</p> <p>Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure</p> | <p>Create repeating patterns</p> <p>Create simple relief printing blocks e.g. with string and card</p> |        | <p>Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles)</p> <p>Print with two colour overlays</p> <p>Print a design on to fabric</p> | <p>Create designs for prints by simplifying initial drawings/sketches</p> <p>Extend printing methods such as using Collagraph</p> <p>Through printing, show increasing use of tools to control line, shape, texture and tone</p> <p>Colour mix through printing, create prints with colour overlays</p> <p>Use printing techniques as part of a multi-media project</p> |        |

| Progression in Sculpture and form                                                                                                                                                                                                                                                                                      |                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                      |
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| Year 1                                                                                                                                                                                                                                                                                                                 | Year 2                                                                                   | Year 3                                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                 | Year 5                                                                                                                                                                                                  | Year 6                                                               |
| <p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and adding texture</p> <p>Manipulate malleable materials e.g. salt dough, playdough, plasticine, clay for a purpose</p> | <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> | <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form e.g. coil pot.</p> <p>Manipulate clay using pinch, slab and coil techniques.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p> | <p>Plan, design and make models from observation or imagination.</p> <p>Make 3D models by constructing materials and using papier mâché or Modroc and paint to add a final finish.</p> | <p>Use modelling clay to create detailed 3D models.</p> <p>Use smoothing techniques to create a desired finish before painting.</p> <p>Add final finishes to models using paint/glazing techniques.</p> | <p>Manipulate materials to make a new 3D form e.g. human figure.</p> |

| Progression in Textiles                                                                                                                                        |                                                                                                                                   |                                                                                                                                                                   |                                                                                                                                             |                                                                                                                  |                                                                                                                                                                                                                                                   |
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| <p>Match and sort simple fabrics and threads for colour and texture</p> <p>Add shapes with glue</p> <p>Apply decoration using beads, buttons, feather etc.</p> | <p>Change and modify threads and fabrics e.g. knotting, plaiting, twisting</p> <p>Weave paper to represent an image or object</p> | <p>Develop understanding of joining fabrics by using running stitch</p> <p>Experiment with adding detail or textural effects to fabric by gluing or stitching</p> | <p>Weave a range of materials, looking at colour and texture.</p> <p>Add decoration by using sewing techniques e.g. beads, buttons etc.</p> | <p>Research textile fashion and techniques to use in my own designs, including colour, pattern and stitching</p> | <p>Use fabric to as part of a 3D art form</p> <p>Use a number of different stitches creatively to decorate and create patterns.</p> <p>Add colour and pattern to a fabric using natural dye</p> <p>Combine techniques to produce an end piece</p> |



| Progression in Collage                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                 |                                                                                                     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                              |                                                                                                   |
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| Year 1                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                          | Year 3                                                                                              | Year 4                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                       | Year 6                                                                                            |
| <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials by properties e.g. colour and texture</p> <p>Collect, sort, name and match colours appropriate for the purpose</p> | <p>Create images from a variety of media e.g. magazines, fabric, crepe paper</p> <p>Create and arrange shapes appropriately select and use textured paper for the purpose</p> <p>Fold, crumble, tear and overlap papers and other materials</p> <p>Work on different scales</p> | <p>Experiment with creating mood, feeling, movement and areas of interest using different media</p> | <p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage</p> <p>Experiment with techniques to make mosaics</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> | <p>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects</p> <p>Embellish a surface using a variety of techniques, including drawing and painting</p> | <p>Select and use found materials with art media and adhesives to assemble and represent self</p> |

| Progression in Responding to Art                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Look at and talk about own work and that of other artists expressing their likes and dislikes.</p> <p>Begin to explore the work of a range of artists, craft makers and designers, describing simple differences and similarities</p> | <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and beginning to make simple links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel, linking to emotions.</p> | <p>Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities between different practices and disciplines, and making simple links to their own work.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> | <p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a wider range of great artists, architects and designers in history, making detailed comparisons and making clear links to their own work.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> | <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a wide range of great artists, architects and designers in history,</p> <p>Compare the effect of different styles and approaches.</p> | <p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> |

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|--|--|---------------------------------------------------------|--------------------------------------------------------------------------------|--|--|
|  |  | Respond to art from other cultures and periods of time. | Identify changes they might make or how their work could be developed further. |  |  |
|--|--|---------------------------------------------------------|--------------------------------------------------------------------------------|--|--|



| Possible Artists to study                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Portraits through history</b><br>Van Gogh, Pablo Picasso, Giuseppe Archimboldo<br><br><b>Drawing</b><br>Molly Haslund, Wassily Kandinsky<br><br><b>Colour theory, painting and printing</b><br>Piet Mondrian, John Little, Claire Halifax<br><br><b>Pointillism</b><br>Aboriginal artists Clifford Possum Tjapaltjarri<br><br><b>Collage/ Textiles</b><br>Micheal Curry | <b>Colour theory - Painting</b><br>Claude Monet, Keith Haring<br><br><b>Painting and Printing</b><br>William Morris, Laura Ashley, Joe Whale<br><br><b>Drawing and painting</b><br>Dennis Wojkiewicz, Paul Cezanne<br><br><b>Sculpture</b><br>Andrea Butler, JK Brown<br><br><b>Collage</b><br>Claire Willberg, Claude Monet, Tseng-Yu-Ho | <b>Cave art – drawing and painting(colour theory)</b><br>Francis Hatch, Chauvet cave art<br><br><b>Sculpture</b><br>Bronze age pottery<br><br><b>Painting and textiles</b><br>Mark Rothko, Frank Bowling<br><br><b>Drawing and collage</b><br>Rebecca Hoyes<br>Stephen Wiltshire<br>Dan Hogman<br>Farina Noorani<br><br><b>Painting – still life</b><br>Georgia o’Keefe | <b>Mosaics</b><br>Roman mosaics, Sonia King<br><br><b>Sculpture</b><br>Rowan Briggs smith, Claes Oldenberg, Nicole Dyer<br><br><b>Colour Theory</b><br>Jasper Johns, Daniel Heidkamp,<br><br><b>Landscape Artists</b><br>JW Turner, John Constable, Vincent Van Gogh, Jen Aranyi<br><br><b>Portraits</b><br>Alaa Awad<br>Tamara Madden<br>Kwaku Yaro<br><br><b>Sustainable artists</b><br>Abdelkraim Elazhar<br>Benjamin Von Wong | <b>Drawing and sculpture</b><br>M C Esher, Bryce Olson, Jackie Morris<br><br><b>Colour Theory</b><br>Paul Cezanne, Edvard Munch, Rachel Collier<br><br><b>Collage/ Textile</b><br>Yayoi Kusama<br>Kimora Lee Simmons<br>Alexander McQueen<br><br><b>Perspective</b><br>Julian Opie, Edward Ruscha, Tristram Hillier<br><br><b>Printing</b><br>Andy Warhol<br>Favianna Rodriguez | <b>Drawing</b><br>Henry Moore, Bill Brandt, Olga Lehmann<br><br><b>Textiles</b><br>Indonesian art<br><br><b>Colour theory</b><br>Mia Vallance, Helen Frankenthaler<br>Boreal landscapes<br><br><b>Textiles and sculpture</b><br>Edward Degas, Alberto Giacometti<br><br><b>Portraits</b><br>Frida Kahlo, Andy Warhol, DaVinci, Picasso, Kehinde Wiley, Dean Russo |