



# Art and Design at St Mary's

“Art enables us to find ourselves and lose ourselves at the same time.”

**Thomas Merton**

## Art Statement of intent

At St Mary's we aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others. Our art and design education will 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. The children will be able to think critically and develop a deep understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Art statement of implementation

The teaching and implementation of the Art and Design Curriculum is based on the National Curriculum and linked to topics where possible and appropriate. We use a structured scheme which showcases development of skills and techniques through the school. All children in all year groups experience the art disciplines of drawing, painting, collage, printing, textiles and 3D. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school “Arts Week” when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Early Years Foundation Stage Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials and then use these to express their own ideas and create different effects
- Develop skills to use simple tools and techniques competently and appropriately



Key stage 1 Pupils are taught:

1. To use a range of materials creatively to design and make products
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. 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.

Key stage 2 Pupils are 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.

Key Stage 2 Pupils are taught:

1. To create sketch books to record their observations and use them to review and revisit ideas
2. 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]
3. About great artists, architects and designers in history.

### Art statement of impact

Within art and design, we strive to instil an appreciation and enjoyment of the arts enriching the children's learning experience. Our art and design curriculum is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

- Children will achieve age related expectations in Art at the end of their cohort year.
- Children will retain knowledge about their focus artists for each unit of work.
- Children will understand what being in 'artist' means.
- Children create a high-quality body of work which is reflected in the displays in school.



## Threshold Concepts for Art:

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



## Art and Design Vocabulary linked to 400-words project

Milestone 1 Year 1 and 2	Texture, shade, artist, charcoal, watercolour, blend, technique, landscape, portrait, tone, textiles, impressionist, contrast, create, illustrate, image, overlap, collage, sketch, mosaic, print, sculpt, outline, pattern
Milestone 2 Year 3 and 4	Background, foregrounds, middle ground, coiling, overlapping, tessellation, mosaic, montage, mouldable, annotate, elaborate, hatching, cross hatching, tone, replicate, precise, technique, influence.
Milestone 3 Year 5 and 6	Depict, movement, perspective, realistic, impressionistic, palette, enhance, proportions, abstract, provoke, interpretations, precision, tint, surrealist, hues

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.



## CUSP Art and Design Curriculum: Teacher Handbook

CUSP Art and Design follows first on the levels of other highly impactful CUSP subjects, including science, geography and history, as well as reading and writing.

We have deliberately built CUSP Art and Design around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Conceptually ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and tangible action.

Our intention is accessible, exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding.

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are applying the taught knowledge and skills.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Form can show when they create sculptures. There are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like a 3D form.

The Art Curriculum package includes a sequence of detailed lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and associated exemplifications. The teacher videos complement the content in each block and provide clear instruction about art techniques and methods. The exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each block. The components of the suite should be viewed together for maximum impact.



Learning modules

Video guidance

Exemplification materials

Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.

## CUSP Art and Design - Block structure and contents

**Slide One: Overview of Block Contents**  
Slide one explains the context in which the block is set and provides an outline of the structure of the block.

A summary of the key skills and techniques covered in the three lessons is included here.

**Expected Outcomes:**  
A list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have mastered by the end of the block.

This brief summary gives further information about the specific skills to be taught and the materials pupils will explore in the block.

Where each block sets out the long-term curriculum sequence is included here.

**Slide Two: Point of Reference**  
Slide two provides teachers with contextual information and a list of the resources and materials needed to teach the block.

**Prior Learning:**  
Details of the skills and knowledge pupils will already have acquired is provided and the block builds on this prior learning.

**CUSP Connections / Links to Literatures:**  
Connections to other subject areas are listed as are the links that are made, in the lesson, to works of literature. Specific books and chapters are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles.

**Working Artistically:**  
Each block covers specific elements of art and these are identified in the shaded area.

**Art History:**  
Relevant information is provided about the specific artists studied in the block. This information gives teachers an insight into where the artist sits in art history and their influences.

**Materials:**  
Materials and resources that teachers will need to deliver the lessons, are listed.



<p><b>Slide Three - Point of Explanation</b></p> <p>Slide three provides teachers with explanations and definitions of the art vocabulary and technical vocabulary to be taught in the block.</p>		
<p><b>Core Knowledge:</b> Detailed explanations of the core knowledge content in each block are included here.</p> <p><b>Link to Videos:</b> A video has been created for each block. The video provides a step-by-step guide to artists techniques that appear in the block. Each video complements the sequence of lessons and needs to be discussed in conjunction with the written plans to ensure the content is taught effectively.</p>	<p><b>Point of explanation: T1 Drawing - Block A</b></p>	<p><b>Technical Definitions:</b> The technical vocabulary that pupils will be taught and be encouraged to use when discussing their own and others' work is listed here.</p> <p>Definitions of each artists terms are provided. These definitions are also included in the Knowledge Note for pupils. Pupils will have a copy of the Knowledge Note for their sketchbooks so they can refer back to this information as required.</p>
<p><b>Slide Four - Point of Delivery</b></p> <p>Slide four sets out the teaching sequence and shows how prior learning is built upon to ensure progression of skills.</p>		
<p><b>Revisiting prior learning:</b> In lesson one, the prior learning relates to skills and knowledge required in the previous year. For example, T2 Drawing Block A would refer back to skills required in T1 Drawing Block A. Lesson sequences are built cumulatively.</p> <p><b>Taught content:</b> This section provides a concise description of the knowledge and skills that will be taught and what pupils will be expected to do and understand.</p> <p><b>Questions for assessment:</b> Key question stems have been included to aid discussions with pupils about their responses to their own work and the work of others. These questions form an essential part of assessing what pupils understand about what they have been taught.</p> <p>Suggestions for specific questions relating to art techniques and effects are also</p>	<p><b>Point of delivery: T1 Drawing - Block A</b></p>	<p><b>Point of progression:</b> This section contains the main teaching content.</p> <p>It is recommended that teachers introduce the Knowledge Note for pupils at the start of lesson one.</p> <p>It is suggested that Vocabulary Task 1 is given to pupils in lesson two and it would be for teachers to decide whether this be completed at the start of the lesson, mid-lesson or at the end, depending on where the task best fits in with the sequence of the lesson.</p> <p>Vocabulary Task 2 would then be completed by pupils in the final lesson. Again, it is for teachers to decide at what point in the lesson the task is completed.</p> <p><b>Point of reflection:</b> This section relates directly to the "taught content" section and the intended outcomes</p>

<p>included in the main teaching content section.</p>		<p>statements should be used as a formative assessment tool.</p>
<p><b>Slide Five - Core and Vocabulary (Tasks 1 and 2)</b></p> <p>Slide five contains two tasks for pupils to complete that relate specifically to vocabulary that is relevant to the lesson content. Teachers are advised to decide at what point in lessons two and three these tasks are completed.</p>		
<p><b>Task One:</b> Task one is designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content. Task one varies in nature and complexity across the year groups. Activities focus on broadening pupils' understanding and use of the shades in meaning of words.</p> <p><b>Task Two:</b> Task two focuses on pupils being required to use the language of emotion and artists language to articulate their feelings and responses to their own work and the work of others.</p>		<p><b>Explanation:</b> The explanation section poses questions to pupils about how they can respond to their work and develop skills further and reflect on the effects of the techniques they are using. Teachers should decide whether verbal or written responses are appropriate.</p> <p>Some questions are accompanied by a speech icon or 'say'. This is to indicate that verbal responses are required.</p>
<p><b>Slide Six - Vocabulary Note</b></p> <p>Slide six has a task for pupils to undertake after the block has been completed. It contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other lesson words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.</p>		
<p><b>Analysing:</b> The questions in this section relate to the close analysis of the etymology and morphology of words and their origins.</p> <p><b>Connect:</b> Questions in the Connect section require pupils to make links to other lesson words and compare words for meaning. Different question types are used to test pupils' understanding of synonyms and antonyms and how words relate to each other.</p>	<p><b>Vocabulary: T1 Drawing - Block A</b></p>	<p><b>Definition:</b> Pupils need to show understanding of the words they have been taught and have been using in their lessons, by answering questions relating to word definitions.</p> <p><b>Use in context:</b> To further assess pupils' understanding of terminology, they are asked to use specific words correctly in context. Some questions require pupils to write a full sentence, others require them to select the correct option or complete a given sentence by filling a gap with the correct word.</p>

<p><b>Slide Seven - Knowledge Note</b>          Slide seven is an aide memoire for pupils. This should be introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn in the lesson program.</p>		
<p>The slide contains two identical copies of the Knowledge Note with the intention that these be laminated and stuck into sketchbooks for pupils to refer to as necessary.</p> <p><b>Core content:</b>          Pupils are provided with a brief summary of the content of each block.</p> <p><b>Technical vocabulary:</b>          Key technical vocabulary that is covered in each block, providing a useful glossary of terms for pupils to refer to. Terms have been used to aid understanding of terms.</p>		<p><b>Connections:</b>          Images, showing examples of children's and artist's work, are used so that pupils can refer to these as a reminder of the artists they have studied and the styles associated with these artists.</p>
<p><b>Slide Eight - Exemplification</b>          Photographs are provided for each block, showing completed examples of sketchbook work and finished pieces. These provide teachers with a standard by which they can assess pupils' work.</p>		
		

**Assessment of Pupils:**

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Copy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
  - use artistic language effectively;
  - explain artistic techniques and processes;
  - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

**Reasonable adjustments for pupils with SEND:**

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.















## Art and Design Lenses

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 Core Content  
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### CUSP Art and Design – Core Content

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
<b>Year 1</b>	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
<b>Year 2</b>	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage)  Explore dip dye techniques. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
<b>Year 3</b>	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage)  Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
<b>Year 4</b>	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.		Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
<b>Year 5</b>	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage)  Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
<b>Year 6</b>	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.		Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.	



### Core Content and Expectations - Autumn Term

*Spring and Summer terms will be added shortly*

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and patterns) 
<b>Year 1</b>	<b>Block A</b> Explore materials suitable for mark-making. Know marks can be made using a variety of drawing tools. Be able to select appropriate tools to make a range of marks.	<b>Block B</b> Explore mark making with paint, using primary colours. Know that particular tools are used to create marks and describe names of the primary colours. Be able to make thick and thin marks consistently across a primary colour.	
<b>Year 2</b>	<b>Block A</b> Explore colour and represent movement through mark making. Know that the colour chosen can create different effects. Be able to use a range of mark makers to create a variety of effects, depending on the colour they are placed on.	<b>Block B</b> Explore line, colour and shape, make own printing tools and develop colour mixing skills. Include secondary colours. Know that colour and line can be used to show mood, movement and feelings. Be able to select colours and printing tools and make printed marks to express feelings.	
<b>Year 3</b>	<b>Block A</b> Combine drawing and paint to explore colour, line and shape. Create their own form printing techniques of folding and applying. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint. Be able to identify lines and patterns in nature and art.		<b>Block B</b> Create monoprints and explore mark making and patterns with printing tools. Know how to use a printing slab and roller. Know how to create different printing blocks.
<b>Year 4</b>	<b>Block A</b> Create camera drawings using still life and natural forms as subjects. Know what is meant by still life. Know how to identify details. Know how to use a still life to create a focal point or unusual balance. Be able to assemble objects to create an interesting composition. Be able to use a still life to analyse the way an artist has used light.	<b>Block B</b> Know about abstract art and develop colour mixing skills to include tertiary colours. Know qualities and differences between the work of two artists. Know that abstract art focuses on the shape, colour and feeling it expresses - it is not about things in the real world. Be able to make comparisons and descriptions. Be able to create an abstract painting of a natural object.	
<b>Year 5</b>	<b>Block A</b> Use colour and use the techniques of subtractive drawing. Use paper lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract'. Know that lines can be used to suggest harmony. Be able to combine drawing techniques to achieve desired effects. Be able to transfer and arrange an image artwork to the style of an artist.		<b>Block B</b> Create line colour prints and combine printing techniques. Know that the linocut method of block printing where part of the block is removed and each colour is printed using the last. Be able to create linocut prints and explain and record the process.
<b>Year 6</b>	<b>Block A</b> Explore techniques to create abstract images using different materials and qualities. Know about the different elements of art and design. Be able to work artistically using shape, line, form, texture, colour, value and space.	<b>Block B (Printing and Collage)</b>  Know that collage is a composition by combining different media and textures to create a new, adapted and often abstract technique and supported in different styles of artists and art movements. Know that observation of artists can be supported through combination of different media and styles. Be able to create a still life using a variety of colours, textures and materials, including paper.	



## Breadth of Study:

Note: Items marked \* are not statutory.

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Use experiences and ideas as the inspiration for artwork.</li><li>• Share ideas using drawing, painting and sculpture.</li><li>• Explore a variety of techniques.</li><li>• Learn about the work of a range of artists, artisans and designers.</li></ul>	<ul style="list-style-type: none"><li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li><li>• Develop and share ideas in a sketchbook and in finished products.</li><li>• Improve mastery of techniques.</li><li>• Learn about the great artists, architects and designers in history.</li></ul>



## Cultural capital in Art and DT:

	Autumn	Spring	Summer
Whole school events		Young Art East Anglia competition	Arts week
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

	Autumn	Spring	Summer
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			