



Ss Peter and Paul Catholic Primary School

Art and Design Curriculum

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.

Intent

To enable our pupils to have a thirst for knowledge, a toolkit of skills which links all of the curriculum and an aspirational approach to the future, all of which are underpinned by Gospel Values.

At Ss Peter and Paul Catholic Primary in Art and Design we want our children to be creative and engaged with the knowledge and skills to experiment, invent and create their own works of art and design. They should be critical thinkers and develop a deeper understanding of the subject as well as art forms and movements that have shaped our history and culture.

Implementation

At Ss Peter and Paul Catholic Primary our curriculum plan is based on the National Curriculum for Art and Design. It has been written in conjunction with both Primary and Secondary colleagues in the Bishop Chadwick Catholic Educational Trust (BCCET).

To ensure high standards of teaching and learning in art and design, we follow a whole school progression map which outlines the development of skills from EYFS to KS2. Each year group follow toolkits to guide their lesson planning and to ensure there is breadth and depth to the curriculum.

Art and design is taught as two units of work over the year, each lasting 10 hours. 1 hour lessons, taught every other week, focusing on knowledge and skills stated in the National Curriculum.

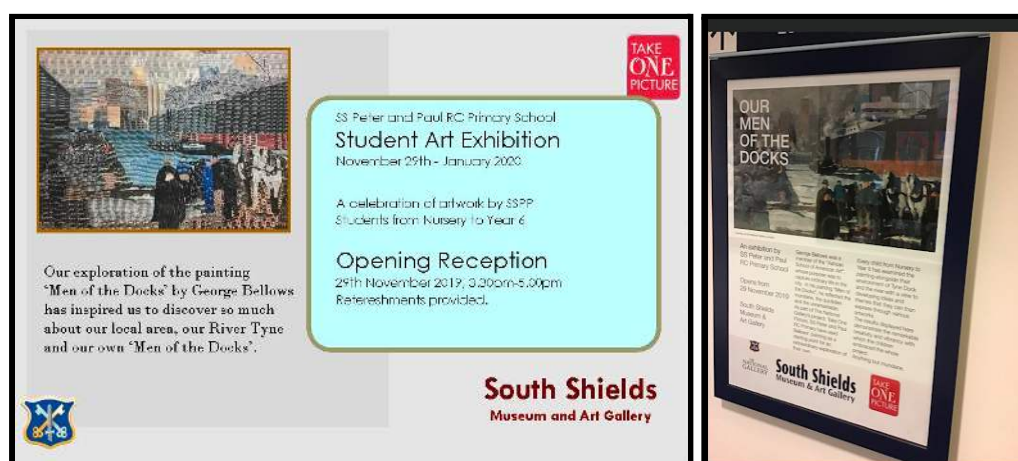


The Year 6 drawing toolkit.



Year 2 children working in their sketchbooks.

Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. At Ss Peter and Paul Catholic Primary, the children have had many opportunities to experience art and design on educational visits. The children have explored local museums/art galleries and had visitors into school to share art and design learning and have 'hands on experiences'.



Impact

Through the explicit teaching of Art skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Art is monitored throughout all year groups using a variety of strategies such as sampling of sketch books, lesson observations and pupil interviews.

By the time children leave Ss Peter and Paul Catholic Primary School they will:

- Have learnt how 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.

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

Curriculum Overview

  <div> <div>Developing</div> <div>Experimenting</div> <div>Recording</div> <div>Presenting</div> </div>								
Art and Design A Unit Overview								
Key Stage	Year Group	Unit	Process	Skills and Techniques	Visual Elements	Culture/Artist/Crafts	Cross Curricular Links	Additional Notes
Key Stage 1	1	1	Drawing (An introduction)	Control	Shape Line Colour	Picasso	PSHE	Exploring mark making and colour. (Linking colour with feelings and emotions)
		2	Painting	Control Colour Theory	Mark making Shape Line Texture	Kandinsky	Maths (Shape)	Circles artwork
	2	1	Drawing	Control	Form Shape Tone	Bridget Riley Joseph Albers Notan (Japanese art)	Maths links (Shape and measurement)	How do you turn a circle into a sphere?
		2	Sculpture	Cutting Construction Joining Colour theory	Shape Colour Texture Relief	Africa African art/artists Esther Mahlangu	Geography (Handa's African Adventure)	Could be a whole day activity?
Lower Key Stage 2	3	1	Drawing	Control (more detailed and refined), Composition, Collage	Shape Line Colour	Michael Craig Martin	PSHE (Myself)	Using black and white images first to create colourful block pieces.
		2	Sculpture	Control, Colour theory, Joining, Relief	Shape Form	Nancy McCroskey	Natural world (geography)	Whole class collaborative tiled mural.
	4	1	Drawing	Control	Shape Line Colour Tone	Illuminated letters, Lindisfarne Gospels Celtic lettering, Iconic Russian embellished art (Orthodox icons)	DT Science RE History	Making paper? Visit to Jarrow Hall
		2	Painting	Control Composition Colour theory	Shape Texture Colour Pattern	Gustav Klimt	Gustav Klimt was inspired by Ancient Egyptians	String, buttons (mixed media)
Upper Key Stage 2	5	1	Drawing (portraits)	Control Tone Shading Observational skills	Shape Form Line	Andy Warhol Roy Lichtenstein Kathe Kollwitz	Maths (symmetry)	Explore materials (pencil, pen, charcoal)
		2	Painting (portraits)	Colour theory Paintbrush skills Control Construction (optional)	Shape Form Colour	Cubist - Picasso (Weeping woman) Various other portrait artists	Maths (shape)	Abstract painting.
	6	1	Drawing (propaganda)	Control Line Limited colour palette	Colour Shape Line	Propaganda WW2 Focus on female artists "Rose the Riveter"	History (Conflict through Time)	Textiles prints possible opportunities to have tshirts of designs printed
		2	Sculpture	Modelling tools	Shape Form Line	Henry Moore Barbara Hepworth	Design Technology	Sculpt from scrunched up tinfoil/bar of soap