



St Clare's Curriculum

Art & Design



Early Years Statutory Framework

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

The EYFS continuous provision always include an art area. This includes opportunities for drawing, painting, creative mosaics, patterns, collages and sculptures using a wide range of materials.

In addition, children are explicitly taught a range of knowledge and skills including colours, colour-mixing, cutting, repeated patterns and observational drawing.

National 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 and design 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.

Key Stage One

Pupils should be taught to:	Year 1	Year 2
to use a range of materials creatively to design and make products	Working in 3 dimensions: making birds	Stick Transformation
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Drawing and sketch books – Spirals Simple print-making Working in Three Dimensions Making birds	Explore and draw Expressive painting Stick transformation
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Drawing and sketch books – Spirals Simple print-making Working in Three Dimensions Making birds	Explore and draw Expressive painting Stick transformation
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.		Expressive painting Stick transformation

Key Stage Two

<p>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:</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Gestural Drawing with Charcoal Working with Shape and Colour Telling Stories Through Drawing & Making</p>	<p>Story Telling through drawing Exploring Patterns Sculpture, Structure, Inventiveness & determination.</p>	<p>Typography Monotypes Architecture</p>	<p>Using Sketchbooks 2D drawings to 3D making Surface & Colour Activism Working in 3D Brave Colour</p>
<p>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]</p>	<p>Gestural Drawing with Charcoal Working with Shape and Colour Telling Stories Through Drawing & Making</p>	<p>Story Telling through drawing Exploring Patterns Sculpture, Structure, Inventiveness & determination.</p>	<p>Typography Monotypes Architecture</p>	<p>Using Sketchbooks 2D drawings to 3D making Surface & Colour Activism Working in 3D Brave Colour</p>
<p>about great artists, architects and designers in history</p>	<p>Gestural Drawing with Charcoal Working with Shape and Colour Telling Stories Through Drawing & Making</p>	<p>Story Telling through drawing Exploring Patterns Sculpture, Structure, Inventiveness & determination.</p>	<p>Typography Monotypes Architecture</p>	<p>Using Sketchbooks 2D drawings to 3D making Surface & Colour Activism Working in 3D Brave Colour</p>



St Clare's Primary School

Art Long Term Plan – 2023/24

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	Explores and uses and refines a variety of artistic effects to express their ideas and feelings		Return to and build on their previous learning, refining ideas and developing their ability to represent them	Shares their creations, explaining the process they used	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	
Explore, use, and refine a variety of artistic effects to express their ideas and feelings						
Year 1	Drawing and sketch books Spirals		Simple print-making			Working in Three Dimensions Making birds
Year 2		Explore and Draw	Expressive Painting			Stick Transformation
Year 3	Gestural Drawing with Charcoal (Drawing and Sketchbooks)	Working with Shape and Colour (Surface and Colour)				Telling Stories Through Drawing & Making (Working in Three-Dimensions)
Year 4		Story Telling through drawing		Exploring Patterns		Sculpture, Structure, Inventiveness & determination.
Year 5	Typography		Monotypes			Architecture
Year 6	Using Sketchbooks 2D drawings to 3D making	Surface & Colour Activism	Working in 3D Brave Colour			

Strands of learning

These three strands run through the St Clare's art & design curriculum:

Concept	Definition
Practical Knowledge	The methods, techniques, and styles related to different ways of making
Theoretical Knowledge	Understanding the journey of art throughout history and culture, including established, contested and neglected stories of art
Disciplinary Knowledge	The kinds of questions that artists, critics and scholars ask

Practical Knowledge

The methods, techniques, and styles related to different ways of making

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Theoretical Knowledge

Curriculum content enables pupils to understand the journey of art throughout history and culture, including established, contested and neglected stories of art

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Disciplinary Knowledge

The kinds of questions that artists, critics and scholars ask

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

The National Society for Education in Art and Design recognises 12 different 'areas of making'. These are:

- drawing
- painting
- printmaking
- sculpture
- ceramics
- creative craft
- collage
- textiles
- photography and lens-based media
- installation and site-specific work
- digital and new media
- design and graphic design

Of these areas of making, three (drawing, painting and sculpture) are specified in the national curriculum. The national curriculum also refers to 'other art, craft and design techniques'. Areas of making beyond these three are therefore also taught. The methods taught are mapped below.

Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Sculpture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Other methods

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing & sketchbooks – spirals	Explore and draw	Gestural drawing with charcoal	Story-telling through drawing	Typography	Using sketchbooks – 2D drawing to 3D making
Simple print-making	Expressive painting	Working with shape and colour	Exploring patterns	Monotypes	Surface and colour – activism
Working in 3 dimensions – making birds	Stick transformation	Telling stories through drawing and making	Sculpture, structure, inventiveness and determination	Architecture	Working in 3D – brave colour

Year 1 – Drawing and Sketchbooks - Spirals



St Clare's Unit Plan:

I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.
I can make a drawing using a continuous line for a minute or two.
I can create a sketchbook and I feel like it belongs to me.
I can draw from observation for a few minutes at a time.
I can observe the work of an artist and listen to how the artist made the work. I have been able to share how I feel about the work.
I can talk about what I like in my drawings, and what I'd like to try again.

Learning enhancements:

Links to prior learning:

- EYFS area of exploration - Finding circles

Year 1 – Simple print-making



St Clare's Unit Plan:

I can make simple prints using my hands and feet
I can explore my environment and take rubbings of textures I find, and use my rubbings to make an image
I can push objects I find into plasticine and make prints
I can cut shapes out of foam board and stick them on a block to make a plate and I can print from the plate
I can use colour, shape, and line to make my prints interesting
I can talk about my prints, discussing what went well and what I would like to improve

Learning enhancements:

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Links to prior learning:

- EYFS – print-making

Year 1 – Pentecost 2: Working in 3 dimensions – Making birds



St Clare's Unit Plan:

I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.
I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.
I can use colour in my drawings and mix two or more different media together.
I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.
I can fold, tear, crumple and collage paper to transform it from 2d to 3d.
I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.
I can share my work with my classmates and teachers and consider what was successful for me.

Learning enhancements:

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Links to prior learning:

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Year 2 – Explore and draw



St Clare's Unit Plan:

I can see how some artists explore the world around them to help them find inspiration.
I can explore my local environment (school, home, etc) and collect things which catch my eye.
I can explore composition by arranging the things that I have collected and talk about what I've collect and why I have arranged the things I have collected.
I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.
I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.

Learning enhancements:

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Links to prior learning:

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Year 2 – Expressive Painting



St Clare's Unit Plan:

I can see how artists (contemporary and old masters) sometimes use paint in an expressive way to create paintings full of life and colour and can start to share my response to their work.

I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.

I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.

I can be inventive by using various homemade tools to apply paint in abstract patterns. I can be inventive.

I can make a loose drawing from a still life using colours and shape

I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.

I can share my experiments and final piece with others and share what I liked and what went well.

I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.

Learning enhancements:

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Links to prior learning:

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Year 2 – Stick Transformation



St Clare's Unit Plan:

I can take a familiar object like a stick, and use my imagination to think about what it might become.
I can use my sketchbook to generate ideas and to test ideas.
I can use a variety of materials to transform my object thinking about form and colour.
I can cut materials with simple tools and fasten materials together to construct my sculpture.
I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work.
I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.

Learning enhancements:

- Link to Guatemala - Worry Dolls
- Story: Silly Billy by Anthony Browne

Links to prior learning:

- EYFS - Stick Man by Julia Donaldson

Year 3 – Gestural drawing with charcoal



St Clare's Unit Plan:

I can see how artists use charcoal in their work and can talk about the marks produced, and how I feel about their work.
I can experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal.
I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.
I can understand what Chiaroscuro is and how I can use it in my work.
I can use light and dark tonal values in my work, to create a sense of drama.
I can take photographs of my work, thinking about focus, lighting, and composition and can share my work with my classmates, explaining what I felt was successful and what I might like to try again.

Learning enhancements:

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Links to prior learning:

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Year 3 – Working with shape and colour



St Clare's Unit Plan:

I can explore an artwork through looking, talking and drawing.
I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.
I can cut shapes directly into paper, using scissors, inspired by the artwork. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.
I can add to my collage, using line, colour and shape made by stencils.
I can explore negative and positive shapes.
I can share my work with my class, reflecting on what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.

Learning enhancements:

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Links to prior learning:

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Year 3 – Telling Stories through drawing and making



St Clare's Unit Plan:

I can see how artists are inspired by other artists often working in other artforms and understand how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.

I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.

I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.

I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.

I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.

I can share my feedback about my classmate's work.

Learning enhancements:

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Links to prior learning:

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Year 4 – Storytelling through drawing



St Clare's Unit Plan:

I can explore the work of artists who tell stories through imagery and can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.

I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.

I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.

I can use line, shape, and colour using a variety of materials to test my ideas.

I can think about how I might use composition, sequencing, mark making and some text in my drawings.

I can create a finished piece which contains sequenced images to describe a narrative.

I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.

I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.

Learning enhancements:

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Links to prior learning:

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St Clare's Unit Plan:

I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome
I can work in my sketchbooks to explore how I can make drawings inspired by "rules." I can generate lots of different types of patterns
I can make a tessellated design and think about colour and shape, exploring positive and negative shapes
I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition
I can fold paper and use pattern to make an object which other people can respond to
I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.

Learning enhancements:

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Links to prior learning:

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Year 4 – Sculpture, Structure, inventiveness & Determination

St Clare's Unit Plan:

I can see how we can learn about ourselves through art.

I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.

I can feel ok when I am being challenged by materials and ideas.

I can feel ok when I don't know exactly what I'm doing.

I can use a variety of drawing materials to make experimental drawings based upon observation.

I can construct with a variety of materials to make a sculpture.

I can see my personality in what I have made.

I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.

I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.

Learning enhancements:

- Outside workshop- Chicken wire sculptures

Links to prior learning:

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St Clare's Unit Plan:

I can understand that Typography is a visual art and I can see how other artists work with typography and have been able to share my thoughts on their work.
I can explore how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
I can draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
I can use my sketchbook for referencing, collecting and testing ideas, and reflecting.
I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me
I can share my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

Learning enhancements:

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Links to prior learning:

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Year 5- Monotypes



St Clare's Unit Plan:

I can understand what a monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.
I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.
I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.
I can use my sketchbook to explore my ideas.
I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.
I can share my thinking and outcomes with my classmates. I can listen to their views and respond. I can share my response to the artwork made by my classmates.

Learning enhancements:

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Links to prior learning:

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St Clare's Unit Plan:

I can explore domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.
I can use my sketchbook to collect, record and reflect my ideas and thoughts.
I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.
I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.
I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.
I can present my work, reflect and share it with my classmates. I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. I can photograph my work considering lighting, focus and composition.

Learning enhancements:

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Links to prior learning:

Year 6- 2D drawing to 3D making



St Clare's Unit Plan:

I can explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.

I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists' use.

I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.

I can use negative space and the grid method to help me see and draw.

I can explore typography and design lettering which is fit for purpose.

I can transform my drawing into a three-dimensional object.

I can share my work with others and talk about my intention and the outcome. I can listen to their response and take their feedback on board.

I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.

I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.

Learning enhancements:

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Links to prior learning:



St Clare's Unit Plan:

I can see how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.
I can explore how I can find out what I care about and find ways I might share my ideas with us. I can see how my classmates may have different things they care about, or share things we care about, but they are all valid.
I can create visuals and text which communicate my message.
I can use line, shape and colour to make my artwork.
I can use typography to make my messages stand out.
I can combine different techniques such as print, collage and drawing. I can reflect and articulate about my own artwork and artwork made by my classmates.

Learning enhancements:

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Links to prior learning:



St Clare's Unit Plan:

I can explore the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.

I can respond to a creative challenge or stimulus, research the area, and make a creative response.

I can create a 3d model or 2d artwork which shares my vision with others.

I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.

I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.

I can listen to the creative ideas of others and share my feedback about their work.

Learning enhancements:

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Links to prior learning: