

The STM Art Curriculum

National Curriculum aims & purpose:	Curriculum Design and Intent	
<p>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.</p> <p>Aims:</p> <ul style="list-style-type: none"> • produce creative work, exploring ideas and recording 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 & cultural development of their forms 	<p>Art stimulates imagination and creativity. It enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways.</p> <p>As a result of all this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences - and, as we also know that many of our children do not have access to this outside of school, it is essential that we provide them with a rich diet of art during their time at St. Thomas More. This, in turn, equips our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults.</p> <p>Our Art and Design curriculum identifies six core strands, which are each returned to, revised and built upon each year. Central to these is the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers. Alongside this, we have also identified two artists to study in each year group. The work of these great painters, sculptors and designers is used to stimulate discussion and an appreciation of their work, as well as inspiring artwork of our own. Their lives and work also provide a platform on which to develop the use of the language and vocabulary of art.</p>	
Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
<ul style="list-style-type: none"> • Explores colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> • Maths - exploring patterns, symmetry and sequences, and recognising how certain numerical strings (eg. the Fibonacci sequence) recur often in nature. • PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms • English - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories • Computing - creating digital art and manipulating images • RE - the role of art, sculpture etc in religious buildings and their symbolic meanings 	<ul style="list-style-type: none"> • Work collaboratively with an artist. • Meet significant artists, discuss their work with them, give honest feedback on their work and be able to comment on their style. • See an artist in action and talk to them about their work, process and inspirations • Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter. • Work collaboratively on a large scale piece. • Show their work in a school or local gallery, and receive feedback from their audience. • Experience the process of 'being' an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.

Art Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing Andy Goldsworthy		Collage Lois Elhert		Printing Henri Matisse	
Year 2	Painting Vincent van Gogh		Textiles Claude Monet		3D Antoni Gaudi	
Year 3	Drawing Giuseppe Arcimboldo		Collage Pablo Picasso		Printing Georges Seurat	
Year 4	Painting David Hockney		Textiles William Morris		3D Yayoi Kusama	
Year 5	Drawing Georgia O Keeffe		Collage Faith Ringgold		Printing Kara Walker	
Year 6	Painting Banksy		Textiles Anwar Jalal Shemza		3D Henry Moore	

Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form	Collage
Year 1	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours using different types of paint.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, relief and resist printing.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, e.g. fabric crayons and wax or oil resist to decorate fabric.</p> <p>How to cut, glue and trim material.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape and form.</p>	<p>Create collage paper (wax resist, rubbings layering)</p> <p>Use ripping as a form of collage.</p> <p>Layer and glue a range of papers (photocopied material, tissue, magazines, crepe paper, etc) to create an image.</p> <p>Design and create a final collage.</p>
Year 2		<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from images and real objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Mix a range of secondary colours, shades and tones. Create shades and tints using black and white.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Use a variety of techniques, e.g layering and rubbings</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Introduce felting techniques.</p> <p>Use pre felt as a base to add wool roving.</p> <p>Use wool roving to create felt.</p> <p>Create a felt image using wet felting.</p> <p>Use appropriate language to describe colours, media equipment and textures.</p> <p>Stitch, knot and use other manipulative skills to embellish their work.</p>	<p>Manipulate clay for a variety of purposes, e.g thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and manmade materials more confidently.</p>	<p>Create a collage using a mixture of paper and other materials.</p>

Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form	Collage
Year 3	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Print using a variety of materials, objects and techniques including blockprint, press and fabric printing and rubbings.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Use a variety of techniques, e.g printing and tie-dyeing to decorate fabric.</p> <p>Name the tools and materials they have used.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Plan, design and make models.</p>	<p>Create collage paper being selective with shapes and colours used.</p> <p>Rip, tear and cut paper to form different shapes.</p> <p>Layer a range of papers thinking carefully about the final composition.</p> <p>Create a mixed media piece.</p>



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Year 4		<p>Make informed choices in drawing, paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p>	<p>Develop felting techniques.</p> <p>Show some experience of wet felting and understand the process and some techniques.</p> <p>Produce a felting image with a resist.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use languages appropriate to skill and technique.</p> <p>Plan a design in a sketchbook and execute it.</p>	<p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in malleable materials.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>A collage that has a purpose and contains mixed textures (rough and smooth, plain and patterned) and tones (light and dark)</p>
	Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form



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Year 5

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas and processes to use in their work.

Explore the roles and purposes of artists, craftspeople architects and designers working in different times and cultures.

Use a variety of source material for their work.

Work in a sustained and independent way from observation, experience and imagination.

Use research to inspire drawings from memory and imagination.

Use a sketchbook to develop ideas.

Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Work on preliminary studies to test media and materials.

Create imaginative work from a variety of sources.

Explain a few techniques, e.g the use of **poly-blocks/linocut**, relief, and resist printing.

Choose the printing method appropriate to task.

Build up layers and colours/textures.

Organise their work in terms of pattern, repetition, symmetry or random printing styles.

Choose inks and overlay colours.

Experiment with using batik safely to decorate fabric.

Extend their work within a specified technique.

Describe the different qualities involved in modelling, sculpture and construction.

Use recycled, natural and man-made materials to create sculpture.

Plan a sculpture through drawing.

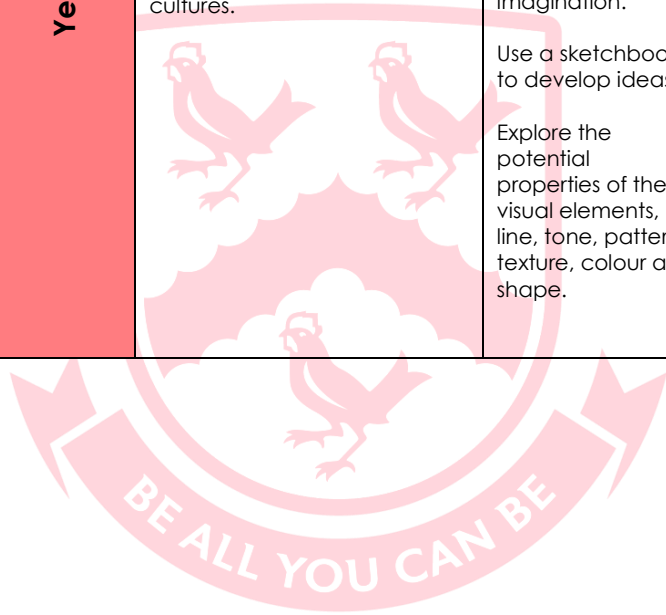
Create collage paper using a range of techniques being selective with shapes and colours used.

Rip, tear and cut paper to form specific shapes for a desired outcome.

Layer a range of papers thinking carefully about the composition.

Create a mix media piece (layering paper, painting and drawing)

A collage that has a visual and tactile quality to emphasise a definite theme.



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Year 6

Demonstrate a wide variety of ways to make different marks with dry and wet media.

Identify artists who have worked in a similar way to their own work.

Develop ideas using different or mixed media, using a sketchbook.

Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Choose appropriate paint, paper and implements to adapt and extend their work.

Carry out preliminary studies, test media and materials and mix appropriate colours.

Work from a variety of sources, including those researched independently.

Show an awareness of how paintings are created.

Describe varied techniques.

Be familiar with layering prints.

Be confident with printing on paper and fabric.

Alter and modify work.

Work relatively independently.

Refine felting techniques.

Work in 2D and 3D wet felting techniques. Design, plan and decorate.

Use sketchbooks to collect and record visual information from different sources.

Use sketchbook to plan how to join parts of the sculpture.

Adapt work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Use language appropriate to skill and technique.

Develop skills in using clay eg. slabs, coils, slips, etc.

Make a mould and use plaster safely.

Create sculpture and constructions with increasing independence.

Embellishment using a variety of techniques, including drawing, painting and printing.

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