



Art and Design at St Thomas's Primary School

Intent	Our intent for Art & Design education at St Thomas has three main aspirations at its centre: To provide each child with the space and opportunity to express themselves through a range of Art mediums via cross-curricular lessons and activities aimed at broadening knowledge, understanding and appreciation for different artistic styles, backgrounds and cultures To Inspire, engage and challenge children through a high-quality Art & Design curriculum, equipping them with the knowledge and skills to experiment, invent and create Artwork linked to six fundamental skills (colour, drawing, form, painting, pattern and printing) To give all children the opportunity to identify and study great artists and designers, and give them the space to critically analyse and evaluate creative works, including their own creations
Implement	The teaching and learning of Art and Design is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as a discrete subject, alternating half-termly with Design and Technology. All pupils explore and use a variety of media and material through their Art lessons and skills are taught to build technique progressively. While focussing on key skills such as sketching, painting, colour mixing, sculpture and collage, famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school 'Experience' days when Art is linked with other subjects to give the children opportunities for collaborative working and exploring different styles and techniques of art.
Impact	Children make progress in art when they build practical theoretical; and disciplinary knowledge and learn the connection between them. They know more and remember more. Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within the strands of Art and Design. Subsequently, more children will achieve age related expectations in Art at the end of their cohort year and Key Stage. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means.
Context	"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10 We are a school of faith and Christians believe that God created the world. In art and design we can create art to praise Him just as many artists in the past and present have done. Creation is an essential aspect of life because it involves doing, living, and thinking. Creating art gives us the opportunity to share our thoughts, wishes, hopes, and fears and express ourselves. 'Let your light shine' Matthew 5:16

Learning and Growing in the Sight of God

Learning – Perseverance / Joy	Growing – Community / Passion	Sight of God – Faith / Trust
		
Perseverance: To understand the value of perseverance, the children hold on to their faith and focus. We focus on what matters the most and not give up until we reach our goal and final piece of artwork. We reflect on our learning and the learning of others.	Art motivates us to express our ideas. Sharing and creating artwork with others can help the children feel inspired and give them pleasure and happiness. It can allow the children to grow together.	Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God. Art can be an expression of our Christian faith.



Substantive Knowledge

The national curriculum sets out the aims of the subject and an outline of the content children should study, it does not set out the exact range and depth of the concepts and practices that pupils need to learn. At St Thomas we have considered what does high quality art look like in our school and what knowledge do the children need to learn. We have broken the substantive knowledge into 2 sections

Practical Knowledge

Children develop practical knowledge through the art and design curriculum. In the NC it states drawing, painting and sculpture at St Thomas we have created 3 units
Drawing, painting and colour, printing and pattern and sculpture and form.

This knowledge is set out in our Art and Design National Curriculum progression

Theoretical knowledge

Theoretical knowledge enables children to make connections between arts past, present and future. In the NC it states that pupils should know about great artists, craft makers and designers. When making art the children need to make decisions based on their own personal experiences and the work of artists they have studied.

Some of this knowledge is set out in our Art and Design National Curriculum progression – Responding to Art

Disciplinary

Disciplinary Knowledge – working as an artist

How is art made?

What is art?

How is art seen?

How does art affect our lives?

To be an artist at St Thomas the children will be:

- Exploring

- Asking questions

- Reflecting

- Thinking critically

- Evaluating

- Using the language of art -practical skill vocab

- Making decisions and explaining why

- Understand the historical and cultural development of art forms – why was that picture created?

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, **'Learning and growing in the sight of God'** and inspired by the words of Jesus: *"I have come that they may have life, and have it to the full"* (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*

Art and Design – Curriculum Overview



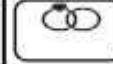
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me	Celebration Christmas	Frog in Winter Pirates	Space Toys	Fairy Tales	Farm
Reception	All About Me	Celebration Christmas	Frog in Winter Pirates	Space Toys	Fairy Tales	Farm
Year 1	How can you draw a building?	DT	How can you mix shades of one colour?	DT	How can you make the same picture lots of times?	DT
Year 2	How do you make a sculpture move?	DT	How do you mix watercolours for the ocean?	DT	How can I add texture to my work?	DT
Year 3	How can you make a volcano explode off the paper?	Can you draw in a cave?	Can you make your own photos of a flower?	What jewellery would a pharaoh wear?	What are matchstock men and matchstick cats and dogs?	Can you reuse and recycle in art?
Year 4	How can you design your own Amphora?		How can you make a mosaic clay coaster?	How can you mix colours to make life like scenes?	How can you make a printing block?	
Year 5	How do Artist create different Cityscapes?	DT	How do you mix shades and tones to create a space painting?	DT	How do artists create 3D forms?	DT
Year 6	What impact did WW1 have?	DT		DT		DT

Art and Design – Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
Hook Book- B						
Expressive Art and Design is a Specific Area of Learning. Creativity plays a significant role in thinking and understanding across all seven areas of learning. If children’s thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners. The characteristics of effective teaching and learning are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children’s indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology and design. It is vital that all practitioners value and respect children’s processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts and feelings.						
(Painting skills) Control of paintbrushes.	Uses hands and fingers for painting.		Holds a paintbrush/ printing tools in the palm of the hand.		Holds the paintbrush with the correct grip with some reminders.	
Use of tools	Enjoys using hands, feet and fingers to make marks.		Holds a paintbrush/ printing tools in the palm of the hand.		Uses thick brushes.	
Colour	Uses pre-made paints and is able to name most colours.		Mixes primary colours (red, yellow and blue) to appropriate consistency.			
Technique	Makes marks by drawing circles and lines. Does not always give meaning.		Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.		Paints potato people with no body or missing arms/legs.	
Printing skills	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.		I am beginning to understand that to print, I must press down and carefully lift off the printing tool.		I can print simple shapes with adult prompting for instructions.	
Pattern skills	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.		I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.		I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	
(Drawing skills) Technique	Makes marks by drawing circles and lines. Does not always give meaning.		Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.		Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	
Subject	Draws things that I have seen.		Draws simple things from memory.		Draws self-portraits and uses ideas from objects or pictures in own work.	
Collage and Weaving	Product is all one texture.		Adds additional textures, e.g., rough or smooth. Begins to weave.			
Great artists, craft makers and designers.						
Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	Playing and Exploring – Children investigate and experience things and have a go. Children who actively participate in their own play develop a larger store of information and experience to draw on which positively supports their learning. Active Learning – Children concentrate and keep on trying if their encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating lifelong learners they are requires to take ownership, accept challenges and learn persistence. Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					



Protected Characteristics	 Age	 Disability	 Religion	 Marriage & Civil Partnership
	 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation

Art and Design – Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Hook Book- B						
Enhanced Provision						
Topic Time DEAL						
Experiential Opportunities						

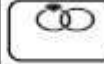
Art and Design – Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosaurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
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Expressive Art and Design is a Specific Area of Learning. Creativity plays a significant role in thinking and understanding across all seven areas of learning. If children's thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves, both as thinkers and as learners. The characteristics of effective teaching and learning are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children's indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology and design. It is vital that all practitioners value and respect children's processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts and feelings.						
(Painting skills) Control of paintbrushes.	Correctly holds and uses a fine brush to paint.	Uses good control to correctly hold and paint carefully in the lines.	Uses very good control to correctly hold and paint carefully in the lines.			
Use of tools	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.			
Colour	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.			
Technique	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.			
Printing skills	I can independently print simple shapes, but I am helped with using the space to build up my composition.	I can independently print clear representations to create full pictures, without any support and add details	I can independently print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space.			
Pattern skills	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.			
(Drawing skills) Technique	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.			
Subject	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.			
Collage and Weaving	Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom.	Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.	Makes collages/mosaics adding details with a wide range of textures and describes these.			
Great artists, craft makers and designers.						
Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	Playing and Exploring – Children investigate and experience things and have a go. Children who actively participate in their own play develop a larger store of information and experience to draw on which positively supports their learning. Active Learning – Children concentrate and keep on trying if their encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					

Art and Design – Curriculum Overview



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Art and Design – Curriculum Overview



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Hook Book- B						
Enhanced Provision						
Topic Time DEAL						
Experiential Opportunities	Park visit – tree study Asda shop visit Autumn Trail Harvest Tine	Guy Fawkes / Bonfire Night Diwali Hanukkah	Bus ride to Hazel Grove Valentine's Day	Planting seeds Lent Easter Time Weather experiments Mother's Day Easter Egg Hunt Park visit – observational	Post a wanted sign Food tasking Walk to the park – observe changes	Ice cream at the park Fossil Hunting Pirate Day Map work – find the treasure Healthy Eating Week

Art and Design – Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There is no place like home. This is me! This is my home.	There is no place like home. This is where I live.	The Wild World Hot and Cold Animals	The Wild World Into the Woods!	Time Travellers Explorers	Time Travellers Ocean Travel- pirates
Enquiry Question	How can you draw a building?	DT	How can you mix shades of one colour?	DT	How can you make the same picture lots of times?	DT
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical -Responding to art	Drawing, - houses Painting and colour Printing and pattern Sculpture and form Responding to art	-	Drawing, Painting and colour – shades of green woods Printing and pattern Sculpture and form Responding to art	Sculpture and form (clay fossils)	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Sculpture and form (outdoor forest school art)
Key Vocabulary	Sketching, light, dark, cross-hatching, horizontal line, vertical line, zigzag line, diagonal line, curved line, thick pencil, thin pencil.		Primary colour, secondary colour, blending, mixing, lighten, darken, pastels, paints, shades, warm colours, cool colours		printing, block colours, materials, texture, relief printing, mono-printing,	
Great artists, craft makers and designers.	Vincent van Gogh (1853 - 1890), Auvers-sur-Oise,		Shara Hughes—Topsy Claude Monet—Le Jardin		Patterns in mosques The Great Wave off Kanagawa by Hokusai	Andy Goldsworthy – nature sculpture Ephemeral Works
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	
Experiential Knowledge Our Church /Our Community Visit / Place / Person	Our local area – links to geography Visit to Lowry art workshop		Our school grounds - forest school area		Our church / mosques – what pictures are used?	

Art and Design – Curriculum Overview



Protected Characteristics	Disability		Sex		Religion and Belief	
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Art and Design – Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Windrush	Windrush	Coastlines	Coastlines	Great Fire of London	Great Fire of London
Enquiry Question	What can art tell us about people and the places they live?	DT	How do you mix watercolours for the ocean?	DT	How can I add texture to my work?	DT
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical -Responding to art	Painting and colour - shades of a colour Printing and pattern - repeating patterns African Responding to art		Drawing, Painting and colour - seascapes Responding to art		Drawing, Painting and colour Sculpture /form/ texture Responding to art	
Key Vocabulary	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, tone, shades, warm colours, cool colours, objects, block colours, materials, texture, overlapping, arranging, mark, surface		Sketching, shading, tone, light, dark, crosshatching, horizontal line, vertical line, zig-zag line, diagonal line, curved line, thick pencil, thin pencil. Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, pastels, paints, texture, tone, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, layering.		Sketching, shading, tone, light, dark, crosshatching, horizontal line, vertical line, zig-zag line, diagonal line, curved line, thick pencil, thin pencil. Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, pastels, paints, texture, tone, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, layering, texture, pinch, kneading, malleable, impress	
Great artists, craft makers and designers.	Kenyan prints / fabrics		Laura Wall		Kurt Schwitters – collage Richard Burrell – St Pauls Cathedral	

Art and Design – Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Windrush	Windrush	Coastlines	Coastlines	Great Fire of London	Great Fire of London
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	
Experiential Knowledge Our Church /Our Community Visit / Place / Person	Pictures from Kenya Videos of life in Kenya Penda's spilt milk - English		Grace Darling workshop Traction Man at the beach – English Laura Wall - videos		Trip to the fire engines in Rochdale (May 2025)	
Protected Characteristics	Disability		Sex		Religion and Belief	

Art and Design – Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How extreme can Earth be?	How did Britain change from Stone age to Iron age?	What are the achievements of the earliest civilisations?	How can we reduce our carbon footprint?	What does our local area look like?	Are you ready for a European adventure?
Enquiry Question	Can you create a volcano by using collage?	Can you create a cave drawing like the Stone Age? Can you create a Christmas card using pointillism printing?	Can you create a clay Amulet like the Egyptians?	Can you produce a piece of textured art work to show how much plastic we use?	Can you create a drawing in the style of Lowry?	Can you create a painting in the style of Gaudi?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical –Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art
Key Vocabulary	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, manmade materials, joining, carving, environmental, surface patterns, shaping.	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, manmade materials, joining, carving, environmental, surface patterns, shaping.	HB Scale, pencil grades, patterns, shapes, light, dark, pencil types, charcoal, chalk, detailed patterns, objects, 3D, perspective, texture, scale, proportion, architect, Ictinus, design, sketch, lines, marks, tone,	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel.
Great artists, craft makers and designers.	Book – Escape from Pompeii.	Artists: Yayoi Kasuma and George Seurat Book – Stone Age Boy			L. S Lowry	Gaudi

Art and Design – Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How extreme can Earth be?	How did Britain change from Stone age to Iron age?	What are the achievements of the earliest civilisations?	How can we reduce our carbon footprint?	What does our local area look like?	Are you ready for a European adventure?
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining - Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms
Experiential Knowledge	Links to Geography (natural disasters)	Links to History – stone age Stone Age Day	Links to history Egyptians	Links to English – Persuasive write.	Manchester based Artist - Lowry	Links to Geography – Countries, continents, oceans, cities

Art and Design – Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What can I learn from Ancient Greek pottery to design my own Amphora?	How does Helen Wells style of art make me feel?	What can I learn from Roman culture to design and create my own mosaic?	How can you make a printing block?	How can you mix colours to make life like scenes?	DT
St Thomas' Value	Compassion	Truth	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	HB Scale, pencil grades, patterns, shapes, light, dark, pencil types, charcoal, chalk, detailed patterns, objects, 3D, perspective, texture, scale, proportion, architect, Ictinus, design, sketch, lines, marks, tone,	Relief printing, monoprinting, culture, Pop Art, blotted line technique, Andy Warhol, design, screen printing, overlapping colour prints, visual texture, line, tone, bold and vibrant colours, complementary colours, polystyrene tiles, symmetry, environmental patterns, man-made patterns, symmetry, tessellation, modify, adapt prints.	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made materials, joining, carving, environmental, surface patterns, shaping	Relief printing, monoprinting, culture, Pop Art, blotted line technique, Andy Warhol, design, screen printing, overlapping colour prints, visual texture, line, tone, bold and vibrant colours, complementary colours, polystyrene tiles, symmetry, environmental patterns, man-made patterns, symmetry, tessellation, modify, adapt prints.	Primary colour, secondary colour, blending, mixing, background, foreground, lighten, darken, paints, texture, tone, tints, shades, warm colours, cool colours, perspective, dabbing, dashing, realistic, brush types/ strokes, dotting, splashing, scratching, 'En plein air', Monet, Impressionism, complementary colours, colour wheel.	
Great artists, craft makers and designers.		Helen Wells	Sue Kershaw	William Morris	David Hockney	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art - Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art - Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art - Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art - Making decisions and explaining -Understand the historical and cultural development of art forms	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art - Making decisions and explaining -Understand the historical and cultural development of art forms	

Art and Design – Curriculum Overview



Experiential Knowledge Our Church /Our Community Visit / Place / Person	Links to History – Ancient Greek		Links to History – Romans	Links to 1800's	Links to Geography – rhythm of the rain Links to Science	
Protected Characteristics						

Art and Design – Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How do Artist create different Cityscapes?	DT	How do you mix shades and tones to create a space painting?	DT	How do artists create 3D forms?	DT
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	Primary colours, secondary colours, , tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, natural forms, abstract patterns, expression,		Still life, composition, inanimate objects, surface, effect of light, different directions, accuracy, scale, proportion, perspective, interpreting texture, William Kalf, tonal shading, shadows, highlights, successful sketch, shading, hatching, observation, mixed media, single focal point, horizon.		Embellishing, model, join, sculpture, sculptor, large scale, tools, clay, tools, slip, carve, secure, polish, glaze, constructed foundations, preliminary sketch, preparatory work, pinch, slab, coil, 3D figures, different angles, adapt.	
Great artists, craft makers and designers.	Charles Fazzino Leonid Afremov		Peter Thorpe		Vincent Scarpace	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	

Art and Design – Curriculum Overview



Experiential Knowledge Our Church /Our Community Visit / Place / Person	Link to geography- South America		Link to Science – Space Links to French – Les Planetes		Links to English text – Flot- sam	
Protected Characteristics						

Art and Design – Curriculum Overview



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War 1	World War 1	Lucy Burgess artwork		Transition	
Enquiry Question	What impact did WW1 have?	DT	How can we add colour to our lives?	DT	What can we take with us from St Thomas'	DT
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Practical Theoretical -Responding to art	Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art		Drawing, Painting and colour Printing and pattern Sculpture and form Responding to art	
Key Vocabulary	Still life, composition, inanimate objects, surface, effect of light, different directions, accuracy, scale, proportion, perspective, interpreting texture, William Kalf, tonal shading, shadows, highlights, successful sketch, shading, hatching, observation, mixed media, single focal point, horizon. Primary colours, secondary colours, complementary colours, colour wheel, colour wash, watercolours, dabs, hue, tint, tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, mix and match, tonal contrast, thickened paint, textural effects, Pointillism, Georges		Primary colours, secondary colours, complementary colours, colour wheel, colour wash, watercolours, dabs, hue, tint, tone, shades, mood, texture in colour, colour for purposes, colour to express feelings, colour to create atmosphere, mix and match, tonal contrast, thickened paint, textural effects, Pointillism, Georges Seurat, Post-Impressionism.		Embellishing, model, join, sculpture, sculptor, large scale, tools, clay, tools, slip, carve, secure, polish, glaze, artmatures, constructed foundations, Henry Moore, preliminary sketch, preparatory work, maquette, pinch, slab, coil, 3D figures, different angles, adapt.	

Art and Design – Curriculum Overview



	Seurat, Post-Impressionism.					
Great artists, craft makers and designers.			Lucy Burgess (local artist)			

Art and Design – Curriculum Overview



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War 1	World War 1	Lucy Burgess artwork		Transition	
Disciplinary	-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms		-Exploring -Asking questions -Reflecting -Thinking critically -Evaluating -Using the language of art -Making decisions and explaining -Understand the historical and cultural development of art forms	
Experiential Knowledge Our Church /Our Community Visit / Place / Person	Links to History WW1		Links to Mother's day		Links to PSHE – transition to High School	
Protected Characteristics	Gender, age, ethnicity, race, disability		Gender		Age	