

## Art and Design at St Thomas's Primary School

<b>Intent</b>	<p>Our intent for Art &amp; Design education at St Thomas has three main aspirations at its centre:</p> <ul style="list-style-type: none"> <li>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</li> <li>To Inspire, engage and challenge children through a high-quality Art &amp; 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)</li> <li>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</li> </ul>
<b>Implement</b>	<p>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.</p>
<b>Impact</b>	<p><b>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.</b> 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.</p>
<b>Context</b>	<p><b>"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10</b></p> <p>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.</p> <p>'Let your light shine' Matthew 5:16</p>

### Learning and Growing in the Sight of God

Learning – Perseverance / Joy	Growing – Community / Passion	Sight of God – Faith / Trust
		
<p>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.</p>	<p>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.</p>	<p>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.</p>

## Substantive Knowledge

The national curriculum sets out the aims if 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 section

### 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?




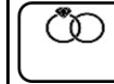







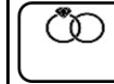







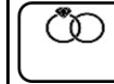




# Art and Design – Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	All About Me	Our Wonderful World	Ticket to Ride	Come outside	Our Heroes	Fun at the Seaside
<b>Reception</b>	All About Me	Our Wonderful World	Ticket to Ride	Come outside	Our Heroes	Fun at the Seaside
<b>Year 1</b>	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
<b>Year 2</b>	How do you make a sculpture move?	DT	How do you mix water-colours for the ocean?	DT	How can I add texture to my work?	DT
<b>Year 3</b>	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 matchstick men and matchstick cats and dogs?	Can you reuse and recycle in art?
<b>Year 4</b>	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?	
<b>Year 5</b>	How do Artists create different Cityscapes?	DT	How do you mix shades and tones to create a space painting?	DT	How do artists create 3D forms?	DT
<b>Year 6</b>	What impact did WW1 have?	DT		DT		DT

# Art and Design – Curriculum Overview



EYFS	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	Can I Build Another Me? Shinsuke Yoshitake	A World for Me and You Uju Asika	The Train Ride June Crebbin	Twist and Hop Minibeast Bop Tony Mitton & Guy Parker Rees	Supertato Sue Hendra	The Snail and the Whale Julia Donaldson								
St Thomas’ Value	Compassion	Trust	Perseverance	Faith	Community	Joy								
<div>Expressive Arts and Design</div> <div>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</div>														
Nursery Vocabulary	<div>Drawing</div> <div>Mark-make   Draw Line   Circles</div>		<div>Painting and Colour</div> <div>Colour, light and dark   Paints, mix Brushes – thick and thin / dab / brush</div>		<div>Printing and Pattern</div> <div>Rubbing, printing Patterns   Repeat Shapes</div>									
Reception Vocabulary	Light and Dark lines Strong and Soft lines   Curved and Straight lines Long and Short lines Wavy and Zig-zag		Hot colours and cold colours Primary colours Secondary colours		Rubbing, printing Patterns   Repeat Shapes									
Characteristics of Effective Learning <div>(Disciplinary Knowledge – skills we need to learn)</div>	<div>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.</div> <div>Active Learning – Children concentrate and keep on trying if they 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.</div> <div>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.</div>													
Protected Characteristics	<table><tr><td><div>Age</div></td><td><div>Disability</div></td><td><div>Religion</div></td><td><div>Marriage &amp; Civil Partnership</div></td></tr><tr><td><div>Sex</div></td><td><div>Pregnancy &amp; Maternity</div></td><td><div>Race</div></td><td><div>Sexual Orientation</div></td></tr></table>						 <div>Age</div>	 <div>Disability</div>	 <div>Religion</div>	 <div>Marriage &amp; Civil Partnership</div>	 <div>Sex</div>	 <div>Pregnancy &amp; Maternity</div>	 <div>Race</div>	 <div>Sexual Orientation</div>
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# Art and Design – Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
<b>Nursery</b>	Join in with song Begin to mix colours Join in with role play games and use resources available for props Build models using construction equipment.	Hold a paintbrush Mix primary colours Paint enclosed spaces Make imaginative small worlds with blocks Join in with singing Snip with scissors	Take part in pretend play Join in with familiar songs Develop simple storylines form experiences – home corner play	Being to develop storylines from familiar stories Join items together with tapes – masking, sellotape. Stir, spread and knead Play an instrument in time	Make something and give it meaning Add texture Paint potato people with no body arms/legs	Paint bodies and shapes for objects that are an appropriate size and have some features Use fine brush with a tripod grip Talk about how music makes me feel
<b>Reception</b>  <b>Art and Design Focus</b>	Sing call-and-response songs, so that children can echo phrases of songs you sing. <b>Self-portraits</b> <b>junk modelling, take picture of children's creations and record them explaining what they did.</b> Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. <b>Provide opportunities to work together to develop and realise creative ideas.</b>	<b>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</b> Listen to music and make their own dances in response. <b>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</b> The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Take part in The Nativity	<b>Collage Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</b> <b>Making lanterns, Chinese writing, puppet making, Chinese music and composition</b> Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Role play using familiar storylines. Make transport Vehicles with moving parts	<b>Make different textures; make patterns using different colours</b> Children will explore ways to protect the growing of plants by designing scarecrows. <b>Collage animals.</b> <b>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</b> <b>Mother's Day crafts</b> <b>Easter crafts</b> Home Corner role play <b>Artwork themed around Eric Carle / The Seasons – Art</b> Provide a wide range of props for play which encourage imagination.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Take part in a Summer performance <b>Junk modelling, houses, bridges boats and transport.</b> Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating out of space pictures <b>Provide children with a range of materials for children to construct with.</b>	<b><u>Sand pictures / Rainbow fish collages</u></b> Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils <b>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</b> <b>Colour mixing – underwater pictures.</b> <b>Father's Day Crafts</b>
<b>Experiential Knowledge / Events</b>	Autumn Trail Harvest Time Bonfire Night Park Visit - tree study shop visit Real baby visit & bath demo	Bonfire Night Christmas Time / Nativity Diwali Hannukah Panto visit Walk to post box and send letters to santa	Valentine's Day Internet Safety Day Ride the bus / train	Lent Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt – maps Dental nurse visit	Walk to the Park - observe changes look back to A1 butterfly observation	Under the Sea – singing songs and sea shanties Father's Day Nursery Graduation Beach Visit

# 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, zig-zag 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?	
Protected Characteristics	Disability		Sex		Religion and Belief	

# 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 water-colours 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, cross-hatching, 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, cross-hatching, 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
<b>Disciplinary</b>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	
<b>Experiential Knowledge</b> 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)	
<b>Protected Characteristics</b>	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, man-made materials, joining, carving, environmental, surface patterns, shaping.	Sculpture, sculptor, collage, materials, Andy Goldsworthy, temporary, contemporary artist, natural materials, man-made 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?
<b>Disciplinary</b>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>
<b>Experiential Knowledge</b>	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, mono-printing, 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, mono-printing, 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	
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
	South America		Space		Mayans	
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	
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 – Flotsam	
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 Seurat, Post-Impressionism.		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.	
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	
<b>Disciplinary</b>	<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring</li> <li>-Asking questions</li> <li>-Reflecting</li> <li>-Thinking critically</li> <li>-Evaluating</li> <li>-Using the language of art</li> <li>-Making decisions and explaining</li> <li>-Understand the historical and cultural development of art forms</li> </ul>	
<b>Experiential Knowledge</b> Our Church /Our Community Visit / Place / Person	Links to History WW1		Links to Mother's day		Links to PSHE – transition to High School	
<b>Protected Characteristics</b>	Gender, age, ethnicity, race, disability		Gender		Age	