

“You can’t use up creativity. The more you use, the more you have.”

MAYA ANGELOU

Intent

At St Thomas à Becket, we believe in fostering an open-ended exploration of creativity. We want our Art curriculum to stimulate imagination and creativity and involve children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. At St Thomas à Becket, Art and Design promotes careful observation and an appreciation of the world around us. We believe the role of the teacher is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Implementation

We use Access Art’s mixed and split curriculum to teach Art across the school. This approach has been chosen in order to maximise creativity and open-ended thinking; rather than having a class full of identical outcomes, we appreciate art as an opportunity for children to express themselves and be inspired. In EYFS and KS1, the Art area is always open during Busy Time. Carefully thought out provocations and resources encourage children to be artists and use their imaginations. Additionally, this area can often be found being used to practice the instruction given during Art lessons. Throughout the school, Art is given a high priority and children enjoy Art focused trips, such as a whole school sketching trip to Westbury White Horse and links with local secondary school Art departments. The use of sketchbooks provides children with an opportunity to try out new skills in a safe and supportive environment, responding to stimuli in their very own way and learning from their mistakes. Sketchbooks are unmarked; whilst formative, verbal feedback may be given in order to support and improve, we are conscious not to impose adult-led ideas onto child-led work. In our small school setting, where class structures are necessarily flexible, we ensure that curriculum coverage remains rigorous and consistent. To achieve this, we have identified key knowledge for each year group, which forms the foundation of our curriculum planning.

Teachers plan with these knowledge expectations in mind, using a milestone approach to structure progression over time. This ensures that, regardless of the class configuration, all pupils secure the appropriate knowledge by key transition points:

- By the end of the Nursery/Reception/Year 1 class, children will have achieved all the key knowledge for Nursery, Reception, and Year 1.
- By the end of Year 3, pupils will have secured the knowledge outlined for Years 2 and 3.
- By the end of Year 6, pupils will have completed the full curriculum for Years 4, 5, and 6.

This flexible yet carefully structured model allows us to maintain high expectations and coherent progression for all learners, regardless of class organisation.

Substantive Conceptual Knowledge (Revisited over time)

1. **Drawing and Sketchbooks**
2. **Surface and Colour**
3. **Working in Three Dimensions**
4. **Responding and Taking Inspiration (across all units)**

1. Drawing and sketchbooks

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Substantive	Nursery: Knows that drawing is a way to express ideas, thoughts, and experiences. Understands that lines, shapes, and marks can represent objects or actions. Explores different types of lines (zigzag, curvy, straight) through sensory and movement-based activities. Reception: Can use art to represent feelings	Understand drawing is a physical activity. <u>Spirals</u> Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <u>Spirals</u>	Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore & Draw</u> Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore & Draw</u> Understand that the way each persons' sketchbook looks is unique to	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <u>Gestural Drawing with Charcoal</u> Understand charcoal and earth pigment were our first drawing tools as humans. <u>Gestural Drawing with Charcoal</u> Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <u>Storytelling Through Drawing</u> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <u>All Pathways for Year 4</u>	Understand that designers create fonts and work with Typography. <u>Typography & Maps</u> Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <u>Typography & Maps</u> Understand that there is often a close relationship between drawing and making.	Understand that graphic designers use typography and image to create packaging which we aspire to use. <u>2D to 3D</u> Understand that there are technical processes we can use to help us see, draw and scale up our work. <u>2D to 3D</u> Understand that we can transform 2D drawings into 3D objects. <u>2D to 3D</u>

	Makes intentional representations, deciding beforehand what they want to depict		them. All Pathways Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <u>Explore & Draw</u>	<u>Gestural Drawing with Charcoal</u> Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 3</u> Understand that the way each persons' sketchbook looks is unique to them. <u>All Pathways for Year 3</u>			
Tools and skills Disciplinary		Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate	Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making,	Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <u>Gestural Drawing with Charcoal</u>	Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and	Create our own typography and combine it with other visual elements to make artwork about chosen themes.	Using the grid method to scale up an image. <u>2D to 3D</u> Develop Mark Making <u>2D to 3D</u>

	exploration. <u>Spirals</u> Use colour (pastels, chalks) intuitively to develop spiral drawings. <u>Spirals</u> Make a simple elastic band sketchbook. Personalise it. <u>Spirals</u> Use sketchbooks to: Develop experience of primary and secondary colours <u>Spirals</u> Practice observational drawing <u>Spirals</u>	using graphite, soft pencil, handwriting pen. <u>Explore & Draw</u> Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <u>Explore & Draw</u> Create final collaged drawings (see column 5 “collage”) which explore composition. <u>Explore & Draw</u> Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and	Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <u>Gestural Drawing with Charcoal</u> Option to explore making gestural drawings with charcoal using the whole body (link to dance). <u>Gestural Drawing with Charcoal</u> Work in sketchbooks to: Explore the qualities of charcoal.	chalk which convey drama and mood. Use light and portray light/shadow. <u>Storytelling Through Drawing</u> Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <u>Storytelling Through Drawing</u> Use a variety of drawing media including charcoal, graphite, wax	<u>Typography & Maps</u> Use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me. <u>Typography & Maps</u>	Make visual notes to capture, consolidate and reflect upon the artists studied. <u>2D to 3D</u> Use sketchbooks to: Practise seeing negative and positive shapes. <u>2D to 3D</u>
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		Explore mark making <u>Spirals</u>	Places inside a bought sketchbook. <u>Explore & Draw</u> Work in sketchbooks to: Explore the qualities of different media. <u>Explore & Draw</u> Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <u>Explore & Draw</u> Visit local environment, collect natural objects, explore composition and qualities of	<u>Gestural Drawing with Charcoal</u> Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. <u>Gestural Drawing with Charcoal</u> Develop mark making skills. <u>Gestural Drawing with Charcoal</u>	resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <u>Storytelling Through Drawing</u> Use sketchbooks to: Practise drawing skills. <u>Storytelling Through Drawing</u> Make visual notes to record ideas and processes discovered through looking at other artists.		
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			objects through arranging, sorting & representing. Photograph. <u>Explore & Draw</u>		<u>Storytelling Through Drawing</u> Test and experiment with materials. <u>Storytelling Through Drawing</u>		
Vocabulary	Draw Sketch Feeling	<u>Spirals:</u> Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Graphite, Chalk, Pen	<u>Explore & Draw</u> Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern Pressure, Line, Mark, Page	<u>Gestural drawing with charcoal:</u> Charcoal, Gestural, Loose, Expressive Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.	<u>Storytelling through drawing:</u> Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of	<u>Typography & Maps:</u> Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact	<u>2D to 3D:</u> 2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up Net, Typography, Graphic Design Collage Structure, Balance

ART CURRICULUM PROGRESSION



					line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,	Pictorial Maps, Identity, Symbols,	
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2. Printing and colour

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Substantive / Procedural	Nursery Can name a range of colours	Understand watercolour is a media which uses water and pigment. <u>Exploring Watercolour</u>	Know that when we make mono prints we use mark making to create one off prints. <u>Exploring Mono Print</u>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Working with Shape & Colour</u>	Know that we can create repeated patterns to apply to a range of products or outcomes. <u>Exploring Pattern</u>	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <u>Fashion Design</u>	That artists acting as activists often use print because it allows them to duplicate and distribute their message. <u>Activism</u>
	Reception Is starting to think about composition and colour	Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <u>Exploring Watercolour</u>	Know that when we make mono prints we create an impression of a drawing. <u>Exploring Mono Print</u> Understand that using a range of marks will generate different effects when creating mono prints. <u>Exploring Mono Print</u> Understand that we can combine collage with other		Know that the act of making drawings can be mindful. <u>Exploring Pattern</u> Know that we can use line, shape and colour to create patterns. <u>Exploring Pattern</u> Know that we can use folding, cutting and collage to help us create pattern. <u>Exploring Pattern</u>	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function <u>Fashion Design</u>	That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. <u>Activism</u> That through art as activism we can come together. <u>Activism</u>

			disciplines such as drawing, printmaking and making. <u>Explore & Draw</u>				That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. <u>Activism</u>
Tools and Skills; Disciplinary		Explore watercolour in an intuitive way to build understanding of the properties of the medium. <u>Exploring Watercolour</u> Paint without a fixed image of what you are painting in mind. <u>Exploring Watercolour</u> Respond to your painting, and try to “imagine” an	Use carbon paper to make mono prints. Experiment with the kinds of marks I make, and think about how they help make my drawings interesting. <u>Exploring Mono Print</u> Explore a theme and make mono prints using my imagination to make my drawings personal.	Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line,	Generate lots of different types of patterns. <u>Exploring Pattern</u> Make a tessellated design and think about colour and shape, exploring positive and negative shapes. <u>Exploring Pattern</u>	Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). <u>Fashion Design</u>	Explore colour: make colours, collect colours, experiment with how colours work together. <u>Activism</u> Explore combinations and layering of media. <u>Activism</u> Develop Mark Making <u>Activism</u> Make visual notes to capture, consolidate and reflect upon the

		image within. <u>Exploring Watercolour</u> Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <u>Exploring Watercolour</u>	<u>Exploring Mono Print</u>	colour and composition. <u>Working with Shape & Colour</u>		Option to work in 3d to devise fashion constructed from patterned papers. <u>Fashion Design</u>	artists studied. <u>Activism</u> Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <u>Activism</u>
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Vocabulary		<u>Exploring Water Colour:</u> Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing	<u>Exploring Mono Print:</u> Graphite, Handwriting pen, Soft B Pencil, Chalk, Soft Pastel, Oil pastel Life size, Scale, Mono Print, Mono Type,	<u>Working with Shape & Colour:</u> Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus,	<u>Exploring Pattern:</u> Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Tessellated, Design, Colour, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange	<u>Fashion Design:</u> Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting	<u>Activism:</u> Activism Voice Message Community Poster Zine Screenprinting

3. Working in Three Dimensions

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Substantive / Procedural	Nursery: Experiments with a wide variety of materials Reception: Uses a wide variety of tools with developing expertise	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <u>Playful Making</u> Understand the meaning of “Design through Making” <u>Playful Making</u>	Understand the role of an architect. <u>Be an Architect</u> Understand when we make sculpture by adding materials it is called Construction. <u>Be an Architect</u>	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <u>Telling Stories</u> Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <u>Telling Stories</u> An armature is an interior framework which support a sculpture. <u>Telling Stories</u>	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <u>Festival Feasts</u>	Understand that set designers can design/make sets for theatres or for animations. <u>Set Design</u> Understand that designers often create scaled models to test and share ideas with others. <u>Set Design</u>	Understand that artists and designers add colour, texture, meaning and richness to our life. <u>Brave Colour</u> Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. <u>Brave Colour</u>

				That clay and Modroc are soft materials which finally dry/set hard. <u>Telling Stories</u>			
Tools and skills Disciplinary		Use a combination of two or more materials to make sculpture. <u>Playful Making</u> Use construction methods to build. <u>Playful Making</u> Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <u>Playful Making</u>	Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. <u>Be an Architect</u> Use Design through Making philosophy to playfully	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <u>Telling Stories</u> Make an armature to support the sculpture. <u>Telling Stories</u>	To combine modelling with construction using mixed media and painting to create sculpture. <u>Festival Feasts</u> Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by	Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. <u>Set Design</u> Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <u>Set Design</u>	Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. <u>Brave Colour</u> Use the device of scaled model to imagine what your installation might

			construct towards a loose brief. <u>Be an Architect</u>		experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. <u>Festival Feasts</u>		be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” <u>Brave Colour</u>
Vocabulary		<u>Playful Making</u> Sculpture, Sculptor Explore, Construction, Materials	<u>Be An Architect</u> Architect, Architecture, Designer, Maker Three Dimensional, Form, Structure, React, Colour, Form, Shape, Line, Pattern Model Making, , Form, Structure, Construct, Construction, Tool,	<u>Telling Stories</u> Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality	<u>Festival Feasts</u> Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture,	<u>Set Design</u> Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative	<u>Brave Colour</u> Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation

4. Responding and Taking Inspiration

	N/R/1		2/3		4/5/6		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Substantive / Procedural	Nursery Make simple comments 'I like it because...'	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.	Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.	To understand that visual artists look to other artforms for inspiration.	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.
	Reception Is beginning to think about an artist's point of view	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

				different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	help consolidate and own the learning.		
Tools and skills Disciplinary		Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").	Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome),	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This	Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using

		Talk about intention.	and focus. Some children may make films thinking about viewpoint, lighting & perspective.	reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.	drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.	went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team.	photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. <u>All Pathways for Year 6</u>
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