

St Michael's CE (VA) Junior School
Art and Design Curriculum



What we teach....

At St Michael's, our Art and Design curriculum fulfils the requirements of the National Curriculum and is designed to be fully inclusive, ambitious and inspiring, enabling every child to flourish as a creative individual. We believe that every child is an artist and our curriculum nurtures creativity, curiosity and confidence, encouraging children to explore, question and express themselves through a wide range of artistic experiences.

Our curriculum has been carefully designed to be adaptable and personalised, building upon the experiences, interests and backgrounds of our children. It provides a broad, balanced and progressive journey of learning that enables every child, regardless of their starting point, to develop the knowledge, skills and understanding needed to succeed. Through high-quality teaching, carefully selected resources and meaningful learning experiences, children are supported and challenged to think deeply, make connections and develop as independent artists.

We promote curiosity by encouraging children to investigate artists, techniques, materials and cultures, asking questions and exploring how and why art has been created throughout history and across the world. Artists are thoughtfully chosen to complement and enhance wider curriculum topics, enabling children to make meaningful cross-curricular links and deepen their understanding of both art and the wider world.

Knowledge is made 'sticky' through carefully planned progression, regular retrieval and repeated opportunities to revisit, practise, apply and refine previously taught skills and concepts in a range of different contexts. Sketchbooks are used as a learning journey, allowing children to revisit prior learning, reflect on their development, experiment with ideas and see how their artistic knowledge and skills have evolved over time. Every classroom also displays a world map to help children locate the artists, artistic traditions and cultures they study, strengthening geographical awareness and helping children make connections between art, place and history.

Children progressively develop competence and confidence in using a wide range of materials, media, tools and techniques. They acquire the knowledge and practical skills needed to become proficient in drawing, painting, sculpture, printing, textiles and mixed media, embedding and applying these skills across a variety of projects throughout their time at St Michael's.

Children study the work of significant artists, craftspeople and designers from a diverse range of cultures, historical periods and artistic movements. They develop an understanding of the roles and purposes of art and design, learning how creative expression reflects identity,

beliefs and society. Through thoughtful discussion and evaluation, children learn to analyse both their own work and that of others using increasingly sophisticated artistic vocabulary, becoming reflective learners who can articulate their ideas with confidence.

By the time children leave St Michael's, they will have developed a secure body of artistic knowledge, a broad range of practical skills and a genuine appreciation of creativity. They will be curious, reflective and resilient learners who understand the value of art and design in enriching their own lives and the diverse world around them.

How we teach....

Teachers plan high quality lessons in year group teams; lessons are carefully planned for progression and depth. Art and design is usually taught in blocks; this allows children to master the skills and techniques that they are learning. Where possible, the art and design skills that the children are taught will be applied to artwork based on their cross-curricular topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art and Design provision.

Children's artwork is proudly displayed in classrooms and communal areas around the school. Through their artwork, some children have been able to reach out into the community; our children's artwork is displayed in the local library.

What the children learn....

Due to the progressive nature of the curriculum, where appropriate, children will be able to incorporate prior learning within new artwork. Children will develop a love of Art and Design and their confidence and self-esteem within the subject means they will participate in lessons with enthusiasm. Progression in art will be assessed through the children's sketchbooks, which pass with the child to the next year group, displays and photographic evidence. Our children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Teachers use information gathered from assessment to inform future lessons, ensuring that children are supported and challenged appropriately. The subject leader analyses data to inform and address any trends. Further information is gathered through children's questionnaires and monitoring activities. A level of ability and attitude to Art and Design is recorded on the child's annual report to parents.

National Curriculum Objectives for KS2 Art and Design

Children should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Children should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Year 3	Year 4	Year 5	Year 6
Drawing Specific skills: - Pencil grip - Seating position - Paper position for right/left-handed children - Fine/gross motor skills	Draw lines of different sizes and thickness. Begin to use a range of pencil hardness Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use stippling to create different tones, textures and patterns by varying the size, spacing and density of dots.	Use different hardness of pencils to show line, tone and texture. Introduce hatching and cross-hatching to show tone and texture. Draw 2d representations of overlapping spheres, cubes and cuboids, creating cast shadows opposite the light source and creating a 3d shape effect using shading techniques on the shapes. Sketch lightly (no need to use a rubber to correct mistakes). Develop techniques to show one-point perspective	Sketch lightly (no need to use a rubber to correct mistakes) Use hatching, cross-hatching, stippling and scumbling to show tone and texture. Develop the use of shading to show light and shadow. Use a choice of techniques to depict shadows	Use a range of techniques to show light and shadow. Select appropriate techniques (e.g. hatching and cross-hatching, etc.) to show tone and texture Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement.
Knowledge	Pencils are graded on a numerical scale from 9H to 9B, with HB in the middle. Pencils graded 9H to 1H make lighter lines as the writing 'core', is harder. Pencils graded 1B to 9B make darker lines as the writing core is 'softer'. The higher the grading, the lighter or darker the line. Objects look smaller in the background and some parts of the object may not be seen. Drawing develops spatial concepts - near, far, higher, lower etc. Different artists draw in different ways – each have their own style and technique depending on purpose and intent. Drawing is a two-dimensional representation of a three-dimensional world (for instance, buildings have sides). Artists use tone and perspective to create an illusion of a three-dimensional object. A 'cast shadow' is created by an opaque object blocking the light; the shadow is created opposite the light source. Hatching involves drawing a series of parallel lines. These lines all go in the same direction. The lines can be close together, far apart, or any variation in between. Cross-hatching involves drawing a series of parallel lines (hatching) and then drawing another series of parallel lines going in another direction on top of the first set of lines. Stippling involves placing lots of tiny dots on your paper. The dots can be close together or far apart.			

	Scumbling involves making continuous circular marks on your paper, without lifting your pencil. A pattern is a repeated design. Texture is the way a particular object feels.			
Painting Specific skills: - Holding a paint brush, or other tool, properly - Seating position - Paper placement - Colour mixing - Creating a range of effects - Fine/gross motor skills	Use thick and thin brushes. Mix primary colours to make secondary colours (different shades of green, orange and purple). Create colour wheels. Add white to colours to make tints. Mix colours effectively. Select a number of brush techniques to produce shapes, textures, patterns and lines.	Mix secondary colours to create tertiary colours on a colour wheel. Develop a range of brush techniques (using thick and thin brushes to produce shapes, textures, patterns and lines). Add black to colours to make tones. Identify 'cool' and 'warm' colours and explain how they can be used to create atmosphere in paintings.	Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Experiment with using brush techniques to create texture. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
KNOWLEDGE	Primary colours are red, blue and yellow. Secondary colours are purple, orange and green. When looked at on the colour wheel, each secondary colour sits halfway between the two primary colours it is mixed from. That primary colours are mixed together to make secondary colours and that secondary colours are mixed together to create tertiary colours. Tertiary colours include yellow-orange or amber, red-orange or vermillion, red-purple or magenta, blue-purple or violet, blue-green or turquoise and yellow-green or chartreuse. Colours can be made lighter by adding white (tint) and can be made darker by adding black (tone). A range of brushes and other painting instruments will create different effects and will impact on the finished effect.			

	Different types of paint create different effects. Watercolour is a painting method in which the paint dissolves when added to water, allowing pigment to spread using a brush.			
Sketchbooks	Express thoughts and observations. Make records of experiments with different materials. Begin to discuss experiments with brief annotations.	Use sketchbook to plan and refine ideas. Record ideas for materials and composition. Develop skill and technique using different media.	Develop and discuss ideas through sketches. Enhance knowledge of skill and technique using different media.	Make personal investigations and record observations in sketchbook. Record experiments with various media.
KNOWLEDGE	Sketchbooks are used as a starting point. There is a need to experiment and for the artist to annotate their work and reflect upon it. Drawing can be used as a starting point for other processes - a drawing may be part of the planning process or a rehearsal for a finished piece.			
Collage Specific skills: - Scissor hold - Precise cutting technique - Material manipulation when cutting/tearing	Use a combination of materials that are cut and torn. Sort and arrange materials.		Mix materials to create texture. Select and arrange materials for a striking effect. Ensure work is precise.	
KNOWLEDGE	A range of different materials can be assembled to make a finished product. Materials can be manipulated, changed and embellished in a number of different ways. Basic skills must be mastered and built upon in order to achieve a successful result. Collage is an artwork created by attaching different materials to a surface. Different materials can create varied textures, patterns, shapes and effects. Paper and card can be cut, torn, folded, layered and overlapped to create an image. Layering and overlapping materials can create depth and visual interest.			

	Colour, shape, texture and pattern can be combined to create a particular mood or effect. A range of materials can be combined to create a mixed-media artwork. The choice of materials can be used to communicate an idea, theme or subject. Collage can be used to create both 2D and 3D artwork. Paper mâché uses layers of paper and adhesive to create a strong, three-dimensional form. Paper mâché can be built over a supporting structure or form. Multiple layers of paper mâché increase the strength and stability of a structure. Paper mâché needs to dry between layers and stages of construction. Different types of paper can create different textures and surface effects. Collage materials can be added to paper mâché to create surface detail, pattern and texture. 3D artwork requires consideration of form, structure, balance and stability. Artists can combine paper mâché, collage, painting and drawing to develop a finished piece. Materials and techniques can be selected according to the intended outcome of the artwork.			
Sculpture - Tool grip - Seating position - Material manipulation (roll, squeeze, smooth, etc.)	Use a combination of shapes. Include lines and texture. Use techniques such as rolling, cutting, moulding and carving. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).			Use clay and other mouldable materials. Add materials to provide interesting detail. Show life-like qualities and real-life proportions. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.

KNOWLEDGE	The design process is a necessary starting part for any sculpture by using 2-D form in sketchbooks. Sculpting materials have very different qualities that may not always be appropriate for their work. That some sculpting materials have limitations (for instance, clay dries out quite quickly and cannot be manipulated further). Sculpture may require different stages of completion. There are 4 basic methods of sculpture – moulding, casting, carving and assembling. Moulding is the shaping of a material using a solid frame. Casting is when a liquid material is poured into a hollow mould and then allowed to solidify into a desired shape. Carving is the act of using tools to shape something from a material by scraping away portions of that material. Assembling is when you put something together. To sculpt is to shape or carve a figure out of a hard material.			
Print Specific skills: Precise placement of materials - Precise use of tools		Use more than one colour to layer in a print Replicate patterns from observations Make printing blocks from polystyrene tiles Make repeated patterns with precision	Replicate patterns observed in natural or build environments. Print using different techniques Build up layers of colours Create an accurate pattern, showing fine detail.	
KNOWLEDGE	Printing is the process of creating multiples of the same piece of artwork. Prints are made from an original surface called a matrix. Printed images can be created in layers. Prints can be altered by rotation, overlaying and adapting the original. Screen-printing is a printing process that can create lots of artworks that look the same. Silkscreen printing is the process of pressing ink through a stencilled mesh screen to create a printed design.			
Textiles - Tool grip - Fine/gross motor skills		Use weaving to create a pattern. Set up and use a simple loom or weaving frame. Use over-and-under techniques to create a woven structure.	Shape and stitch materials. Use basic cross stitch and back stitch. Quilt, pad and gather fabric. Show precision in techniques. Choose from a range of stitching techniques.	

- Precise use of tools and materials		Experiment with colour, texture, thickness and pattern. Control material tension to create an even weave. Develop repeated and alternating patterns through weaving. Secure and finish woven work effectively.	Combine previously learned techniques to create pieces.	
KNOWLEDGE	Weaving is a textile technique where materials are interlaced to create a fabric or textile. A basic weave is created by passing the weft over and under alternate warp threads. Changing the colour, thickness and texture of the weft can create different patterns and effects. Tension affects the appearance, shape and stability of a woven textile. Different fibres and yarns have different textures, thicknesses and properties. Repeating or alternating colours and weaving patterns can create rhythm and visual interest. Woven textiles can be finished by securing loose threads to prevent them from unravelling. Weaving can be used to create both decorative and functional textiles. Traditional weaving techniques and patterns can vary between different cultures and communities. Fabric can be shaped and joined using a range of stitching techniques. Cross stitch creates a pattern using two stitches that cross over each other. Back stitch creates a continuous line and can be used for outlines and detail. Quilting involves joining layers of fabric, often with padding between them, using stitches. Padding can be used to create a raised or three-dimensional effect in textiles. Gathering involves drawing fabric together to create folds, fullness or texture. Different stitching techniques can be selected for different purposes and effects. Accurate stitching requires control, consistency and precision. Stitch size, spacing and direction can affect the appearance and strength of a textile. Fabric can be cut, shaped, folded, layered and joined to create a desired form. Previously learned textile techniques can be combined to create more complex pieces. The choice of fabric, thread and stitching technique can influence the texture, appearance and function of the finished piece.			

How to support Art

Cognition and Learning	• “Developing art projects for students with special needs gives them an outlet to explore their emotions”. • Aspire for everyone to achieve the same outcome given your support and encouragement but encourage independence to allow the child to “own” the finished result by not completing the task for them. However, for certain children, support may require you to carry out part of the task following the children’s instructions. • Be aware of the lesson plan as Pre teaching of topic vocabulary (shade, tone, name of artist etc.) is important. Is there a PowerPoint or You tube video to link to the subject to make it less abstract? Is it possible to link the subject with anything from their own experience to make the unit of work more relevant to them? • Provide labels and keywords to help the children recognise and spell the names of important terminology. • Use a camera to record the stages of the process to aid memory.
Communication and Interaction	• Ensure SEND children are seated in an appropriate position in the classroom to maximise their ability to engage with the lesson fully. Move children temporarily if necessary so they have every opportunity to engage. • Consider taking notes for the child or getting printouts of the visuals used to reinforce the task set. • Provide visual step by step instructions to follow as required. • Break tasks down into manageable chunks and visually display progress with a tick column. • Demonstrate 1 to 1 or in a small group so the child can see exactly and closely what they have to do. • Regularly revisit, encourage, question and praise to ensure on track with task. • Give child thinking time when asking questions about the subject. • Questioning is important to extend, check and reinforce their knowledge of the subject. • Does every child need to do exactly the same activity if the same outcome can be achieved? Maybe adapt the task as you go along. (Liaise with teacher as necessary). The teacher may provide a parallel activity to enable them to work towards the same planning objective.
Social, Emotional and Mental Health	• Ensure all the resources are available to prevent anxiety. • Implement brain breaks and lessen task time. Could the activity be extended for certain children to achieve success? Could you finish something with a child at another time? Open ended activities may allow a child to feel more successful. • Watch carefully for trigger points to avoid spoilt work. • Be aware of the timings for the lesson so you can give pre warnings of finish times etc. • You may need to re – teach aspects of the lesson at different paces to accommodate specific learning speeds on based each child’s attention span. • Consider the use of ear defenders for focussed tasks to cut down on distractions.
Sensory and Physical Difficulties	• Children with physical disabilities need extended time to complete tasks. • Be aware that some children with sensory issues may not be able to participate fully in all activities. • Spend some time before a lesson teaching a child how to hold a paintbrush, colouring pencil, scissors etc. correctly to enhance confidence and satisfaction the final outcome.

	• Ensure use of all the allocated equipment for a visually/hearing impaired child. Ensure a hearing-impaired child has fully charged hearing aids and is actually wearing them! • Preparation of resources beforehand is very important (enlarged copies? resources on coloured paper etc.). • Health and Safety – be aware of issues with scissors, knocking over paint and water causing spillages.
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