



Art and Design

The Art and Design curriculum at St Gregory's is currently under comprehensive review and is being updated to better serve our pupils. The revised curriculum will place a renewed emphasis on clear practical, theoretical (substantive), and disciplinary knowledge, ensuring a highly progressive learning journey for all children. This update is designed to offer a higher level of knowledge acquisition, incorporating a greater focus on studying great artists throughout history, to provide the strongest foundation as our students embark on their journey to becoming our next great artists.

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In art, we aim for all of our children to see themselves as artists. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for art, recognising that the skills and knowledge they learn through art can be used to have a positive impact on God's world around them.

To be able to be an artist, children will need to build up the skills, knowledge and understanding of artists. They will need to understand and use the language of art and apply these artistic skills and knowledge across the curriculum, making connections both within art and across other subjects too.

To be an artist, children need to, be engaged, inspired and challenged and be given the knowledge and skills to experiment, invent and create their own work of art, craft and design. Through progression, modelling and support, children will be able to think critically and develop a deeper understanding of art and design. Through exploring and learning, children will understand how art and design influences and contributes to world cultures, including our own.



Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for Art and Design are:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and
- cultural development of their art forms

To facilitate this, children progressively build on their understanding of colour (colour mixing, tertiary/complementary colours, hot/cold colours, tones, shades); use and qualities of medium (brushstrokes, types of paint, malleability of clay and effects of tools/techniques, range of printmaking skills); the breadth of genre in art; the cultural similarities and differences and how these influence great artists, craft makers and designers throughout history; vocabulary of art and its use when evaluating and analysing art, craft and design: throughout their time at St Gregory's.

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.



- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)**
 - Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems. By grouping several art sessions on one double page children can link and retrieve their learning quicker and easier.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. Visits to the local art galleries, museums and annual art exhibition in Imperial gardens support the children's learning and stimulate interest and enthusiasm. We are also fortunate enough to have some excellent examples of regency architecture, street art and sculpture within easy walking distance of our school. Art and craft clubs are run for children across the school, during the academic year and we are generally able to invite artists into school. Subjects, such as RE are art rich and opportunities to allow the children to express their understanding in other subjects are plentiful.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in Art and Design at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within art and across other subjects too.

In Years 1 and 2, art is linked to each of their topics. Years 3-6 link art to their topics in all but one term, avoiding the temptation of tenuous links and facilitating the focus on the skills and process within the unit. In all instances where there are links to the topic (history, geography or science), the art units enhance both their learning within the topic area and supports their learning of aspects pertaining to



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each topic area. In EYFS, art opportunities permeate their curriculum, supporting learning in all subject and child development areas.

Teachers use bespoke plans and use opportunities within our local area wherever possible (museum and art galleries, exhibitions, sculptures, architecture and street art). Skills are thoughtfully planned and taught, taking into account previous learning and building to a final piece of artwork which should build upon those skills and showcase them.

We recognise that foundations for becoming an artist are laid in the Early Years Foundation Stage through all seven strands of the Early Year Framework especially art and design and the physical development aspects of all strands, to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

- To be able to use their imagination to be creative.
- To have experienced, engaged, explained and communicated through different media safely.
- To be able to express opinions and emotions.
- To use a range of tools
- To develop fine motor skills to use tools more accurately

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.

Art and Design Curriculum Coverage

Coverage is based on the National Curriculum 2014 PoS with objectives allocated across phases and year groups, to ensure a progression of knowledge, skills and understanding.

Art Curriculum Coverage 2023-2024

Year group	Autumn term	Spring term	Summer term
	Super Me (Term 1) Let's Celebrate (Term 2)	Where We Are (Term 1) Food, Glorious Food! (Term 2)	All Things Wild (Term 1) Whizz, Pop, Bang! (Term 2)
EYFS	Development Matters (Autumn and Spring) ELG (Summer Term) Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive	Development Matters (Autumn and Spring) ELG (Summer Term) Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive	Development Matters (Autumn and Spring) ELG (Summer Term) Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive
Year 1	Stick Man (Seasonal changes) Sculpture (Land-art), Painting, Working with Colour Giuseppe Archimboldo Andy Goldsworthy (Landscape Art) NC objective ☐ to use a range of materials creatively to design and make products ☐ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ☐ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ☐ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Handa's Surprise (Plants and Animals) Painting, Investigating pattern, shape, line and colour Edward Tinga Tinga Tinga Tinga Artwork NC objective ☐ to use a range of materials creatively to design and make products ☐ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ☐ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ☐ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	The Great Fire of London 1666 Design, Working with Colour, Sculpture Christopher Wren NC objective ☐ to use a range of materials creatively to design and make products ☐ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ☐ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ☐ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



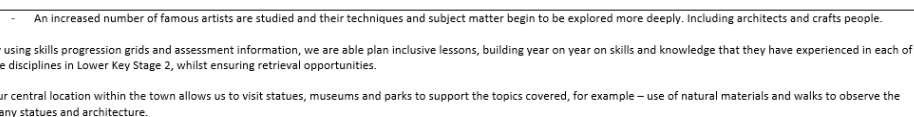
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Year 2	Apollo 11 (Lives of Significant Individuals) Working with colour, abstract art, painting Jackson Pollock (Abstract Art)	Explorers (Significant Historical Events) Painting (Watercolours), working with colour Edward Wilson (Antarctic Drawings and Watercolours)	Deadly 40! (Plants, Animals & Insects) Sculpture, working with clay Clay Sculptures (Insects/Minibeasts) Henry Moore, Sophie Ryder
	NC objective - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	NC objective - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	NC objective - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Justification	Children are exposed to a wide variety of medium and genre of art in Foundation Stage and are given some set tasks, but also allowed to explore the use of colour, tools and materials in free play. In Years 1 and 2, these experiences are carefully planned to:- - Progress to colour mixing to create secondary colours, hot and cold colours and tonal shades, exploring the relationship between mood and colour. They also begin to use colour washes as a background. - Begin to draw from observation, use tools and equipment with a greater deal of control and technique, whilst still exploring the qualities of a range of medium. - Use their creativity to employ their new skills and experiences in their artwork. - Build on their experiences with printing, sculpture, collage, printing and technology in Foundation Stage, focusing on planned tasks. - Begin to learn about famous artists and art from different cultures. - Begin to evaluate and give their opinions on their own work and the work of others. - Learn how to use medium, resources and tools in a controlled way. - Shaping and manipulating clay, experimenting with and a range of tools to mark make. By using skills progression grids and assessment information, we are able plan inclusive lessons, building year on year on skills and knowledge that they have experienced, whilst ensuring retrieval opportunities. Our central location within the town allows us to visit statues, museums and parks to support the topics covered, for example – use of natural materials, a visit to the museum to look at the work of Edward Wilson and walks to observe the many statues.		

Year 3	Digging up the Past (Stone Age to Iron Age) Drawing, Mark Making, Sketching Silhouettes and shadows – Charcoal Edgar Degas	Down on the Farm (Food and Farming) Observational drawing, printing, 3D models Hapa-Zome prints, wire/paper 3D flower sculptures India Flint	We'll Meet Again (WW2 – Evacuation) Drawing, Mark-making, working with colour, printing L.S. Lowry
	NC objective - 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	NC objective - 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	NC objective - 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 4	Tomb Raiders (Ancient Egyptians) Sketching, designing, sculpture Designing and Creating a clap Canopic jar	Radical Romans (Roman Britain) Designing, pattern, architecture, mosaics Antonio Gaudi, Reena Saini Kallat	The Abominables (Historical Explorers) Colour-mixing, sketching, painting Katsushika Hokusai
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Justification	From beginning to learn how to use tools, medium and resources in a controlled and considered way in Foundation Stage and Key Stage 1, they begin to refine and broaden these skills and make their own choices. Additional medium that require a greater degree of skill and respect are introduced. - When drawing and painting, attention is drawn to tone, shade and shadow. Small groups of objects are positioned for observational drawing. - Colour mixing extends to tertiary colours and more restricted colour palettes are used. - Clay skills, such as thumb, coil and slab pots are introduced, thereby giving the choice of basic methods. Tools are used to create considered textures and patterning. - Children begin to plan and design their work. - Reasoning is beginning to be used when evaluating their own work and the work of others and they are introduced to comparing the work of artists. - Artistic vocabulary is expanded and there is a greater emphasis on its use. - An increased number of famous artists are studied and their techniques and subject matter begin to be explored more deeply. By using skills progression grids and assessment information, we are able plan inclusive lessons, building year on year on skills and knowledge that they have experienced in each of the disciplines in Key Stage 1, whilst ensuring retrieval opportunities. Our central location within the town allows us to visit statues, museums and parks to support the topics covered, for example – use of natural materials and walks to observe the many statues.		

Year 5	Glorious Grecians (Ancient Greeks) Observational drawing, still life compositions, drawing, sketching, shading Roy Lichtenstein, Georges Barque	Raging Rivers (Rivers and Flooding) Sketching (in different media), painting, investigating brushstrokes Claude Monet	Invaders & Settlers (Anglo Saxons) Sculpture, photography, using a range of different materials Salvador Dali
	NC objective - 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	NC objective - 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	NC objective - 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 6	Cheltenham Spa (History on our Doorstep) Street Art (graffiti) working with colour, designing, painting Keith Haring.	Extreme Survival (Explorer Study) – not linked Street Art (murals) working with colour, designing, painting Banksy, Artists from Cheltenham Street Art Festival	The Maya - not linked Textiles, Indian prints Mohammed Hussain, Ishan Khosla
	NC objective - 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	NC objective - 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	NC objective - 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
Justification	From learning how to use tools, medium and resources in a controlled and considered way in Lower Key Stage 2, they refine and broaden these skills and make their own choices further. Additional medium that require a greater degree of skill and respect are introduced. - When drawing and painting, focus is put on tone, shade, shadow and texture. Small groups of objects are positioned for observational drawing and children are taught to consider proportion and perspective. - Colour mixing extends to tertiary colours and tones within these colours are expected. More adventurous use of colour is encouraged, in conjunction with the studying of how well known artists use colour in their compositions. - Clay skills, such as thumb, coil and slab pots are used. Children make the choice of best method to use for their work. Tools are used to create considered textures and patterning. - Children plan and design their work, using sketches and annotated sketches to inform their final pieces. - Reasoning is used when evaluating their own work and the work of others and they increasingly compare the work of artists. - Artistic vocabulary is expanded and there is a greater emphasis on its use, both orally and in written work, such as annotations and evaluations.		



Art and Design Progression of skills

The Skills Progression documents interrogate the skills, knowledge and techniques required in each phase, considering age appropriate development and ensures progression is enabled through careful and informed planning.

Art and Design studies and knowledge Key Stage 1		Themes				
		Year 1 What can we find in the natural environment to create art? Andy Goldsworthy (land art) Giuseppe Archimboldo Photography, self-portrait, natural sculpture	Year 1 Is art the same all over the world? Painting from other cultures Edward TungaTunga (African art)	Year 1 Are all sculptors the same, or do their sculptures look very different? Looking at the work of well known artists Sculpture Christopher Wren (Clay Fire Mark/Monument)	Year 2 Can we use paints, brushes and tools in a variety of ways? Apollo 11 First Man on the Moon; Neil Armstrong Jackson Pollock (Abstract Art)	Year 2 Can we use colours to make our paintings look hot or cold? What a wonderful world Edward Wilson (Antarctic Drawings and Watercolours)
Skills and Techniques - Creating Ideas						
➤ Use a range of materials creatively						
➤ Use drawing, painting and sculpture to develop and share ideas						
➤ Develop a wide range of art and design techniques – colour, pattern, texture, line, shape, form						
Skills and Techniques - Drawing/Mark Making						
➤ Begin to draw from observation						
➤ Use a variety of media						
➤ Hold brushes/pens correctly						
➤ Colour within a line						
➤ Begin to add detail						
➤ Use a variety of tools to paint						
Skills and Techniques - Working With Colour						
➤ Recognise and name primary and secondary colours, also warm and cold colours						
➤ Mix to create secondary colours and shades of colour						
➤ Create and use colour washes						
➤ Explore the relationship between mood and colour						
Skills and Techniques - Printing						
➤ Use a variety of tools and methods to print						
➤ Experiment with different types of printing methods						
Skills and Techniques - Sculpture						
➤ Create 2D and 3D sculptures, using a variety of methods/tools to create effects						
➤ Use a range of different materials						
➤ Look at sculptures by different artists						
Skills and Techniques - Textile and Collage						
➤ Use natural materials to create a sculpture						
➤ Weave using recycled materials						
➤ Investigate different textures						
➤ Develop tearing, cutting and layering to create different effects						
Skills and Techniques – Photography/ICT						
➤ Use a camera to photograph their own work						
➤ Use photographs to create artwork						
➤ Use a paint programme to create a piece of artwork						
Knowledge About Artists						
➤ Investigate art from different cultures						
➤ Look at work from a variety of artists, which relates to the genre of art that they are undertaking						
➤ Describe the work of famous artists						
➤ Begin to evaluate/ express likes and dislikes of						



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Art and Design skills and knowledge Lower Key Stage 2	Themes						
	Year 3 How does blocking light affect the images we see? <i>Silhouettes and shadows – Charcoal</i> Edgar Degas	Year 3 How can we represent flowers in art? <i>Observational Drawing, Printing, 3D Models</i> India Flint, Alexander Calder, David Oliveira and Henri Rousseau	Year 3 How did Lowry create the scenes of social importance? <i>Drawing, painting with a range of mediums</i> L.S. Lowry	Year 4 What were Canopic Jars and how were they made? <i>Clay</i> Canopic jars of Ancient Egypt	Year 4 What made Antoni Gaudí's work stand out from the crowd? <i>Mosaics</i> Antonio Gaudí, Reena Saini Kalia	Year 4 How are Mountains portrayed in art and what techniques are used to give height and atmosphere? <i>Acrylics</i> Katsushika Hokusai	Year 4 D&T sewing unit Summer 2 How could you create a sensory mountain scene? (Weaving and collaging Textiles)
Skills and Techniques - Creating Ideas							
➤ Use sketchbooks to record observations and develop ideas					(beginning)		
➤ Develop skills and techniques with a wide range of media, presented in differing ways							
➤ Use a range of art vocabulary to discuss and describe artwork							
Skills and Techniques - Drawing/Mark Making							
➤ Draw from observation using different grades of pencil					(beginning)		
➤ Experiment with mark making using a variety of media, tools and surfaces							
➤ Include increased detail, such as shadows and tone							
Skills and Techniques - Working With Colour							
➤ Mix and match colours, lightening and darkening tones							
➤ Experiment with abstract colour palettes							
➤ Explore complementary and opposing colour palettes							
➤ Explore layering and intensity of colour using water colours							
Skills and Techniques - Printing							
➤ Use a variety of tools and methods to print, including creating their own templates							
➤ Experiment with different types of printing methods, including dual colours and layering							
Skills and Techniques - Sculpture							
➤ Create 2D and 3D sculptures, using a variety of methods/tools to create effects and add increasing detail							
➤ Use a range of different materials, including Modroc							
➤ Create large scale models, as a group							
Skills and Techniques - Textile and Collage							
➤ Research embroidery designs from around the world and from different eras, creating own designs based on these							
➤ Sew simple stitches							
➤ Create individual and group collages, using a range of stimuli and showing more refined scenes							
Skills and Techniques - Photography/ICT							
➤ Use a camera to photograph their own work							
Knowledge About Artists							
➤ Investigate art from different cultures							
➤ Look at work from a variety of artists, which relates to the genre of art that they are undertaking, including architects and designers							
➤ Describe the work of famous artists							
➤ Evaluate/ express likes and dislikes of artwork							
Themes							
Art and Design skills and knowledge Upper Key Stage 2	Year 5 How did the Ancient Greeks design their clothes? <i>Observational drawing and still life</i> Roy Lichtenstein, Georges Barque, Jean Baptiste Simeon Chardin	Year 5 Who was Monet and what was his style of painting? <i>Painting & Sketching</i> Claude Monet (and a range of Impressionist painters)	Year 5 How can form and texture be represented in sculpture? <i>Sculpture</i> Salvador Dali	Year 6 What is Graffiti art or vandalism? (Oil pastels, design & designers) Graffiti tags Banksy and Keith Harding	Year 6 Street art: What impact does the Cheltenham Art Festival have on the environment? (Murals, colour, painting) Banksy and artists from Cheltenham Street Art Project	Year 6 How do Indian print artists create repeating patterns? (Lino cutting, lino printing, ink? Designers) Traditional Indian prints, Shaikh Mohammad Hussain, Ishan Khosla, Aneetha Arora.	
	Key Recapped Taught in depth Please include which term e.g. autumn, spring summer						
Skills and Techniques - Creating Ideas							
➤ Use sketchbooks to record observations and develop ideas, using annotations to show understanding and explanation (using artistic/visual language)							
➤ Develop skills and techniques with a wide range of media, presented in differing ways							
➤ Use a range of art vocabulary to discuss and describe artwork							
➤ Select own images and starting points for work, beginning to explore possibilities and combinations of style and techniques							
Skills and Techniques - Drawing/Mark Making							
➤ Draw from observation using different grades of pencil, exploring proportion and perspective							
➤ Experiment with mark making using a variety of media, tools and surfaces							
➤ Include increased detail, such as shadows and tone, using an increasing range of methods (hatching, use of a rubber, etc)							
➤ Experiment with and develop abstract representations							
Skills and Techniques - Working With Colour							
➤ Mix and match colours, lightening and darkening tones							
➤ Experiment with limited colour palettes							
➤ Develop fine brush strokes, for detail and effect							



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> Explore layering and intensity of colour using water colours and acrylics						
> Explore using different materials as surfaces to paint on.						
Skills and Techniques - Printing						
> Use a variety of tools and methods to print, including printing onto fabric						
> Experiment with different types of printing methods, including lithography						
Skills and Techniques - Sculpture						
> Create 2D and 3D sculptures, including maquettes						
> Use a range of different materials to create different forms						
> Look at sculptures by different artists and from a range of cultures and traditions						
Skills and Techniques - Textile and Collage						
> Investigate ways of changing fabrics (tearing/cutting/sewing/tying/knotting)						
> Weave using recycled/natural materials						
> Investigate dying fabrics						
> Develop tearing, cutting and layering to create different effects						
Skills and Techniques - Photography/ICT						
> Use a camera to photograph their own work						
> Use a paint programme to edit and employ special effects		Via computing				
Knowledge About Artists						
> Investigate art from different cultures						
> Look at work from a variety of artists, which relates to the genre of art that they are undertaking						
> Describe the work of famous artists						
> Begin to evaluate/ express likes and dislikes of artwork						

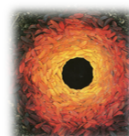
- Investigate possible inclusion of weaving/collage/dying/photography in UKS2

Art and Design Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in art planning. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge. Examples of a Year 1 and a Year 6 vocabulary sheet, which are introduced at the beginning of a new unit, are shown below. These act as an aide memoire as the unit progresses and also offer opportunities for retrieval and clarification of the children's understanding.



What can we find in the natural environment to create art?



Key Word	Description	Date
Describe		
Explain		
Artwork		
Artist		
Natural		
Man-made		
Land Art		
Materials		
Create		
Rain Shadow		
Disappear		
Temporary		
Andy Goldsworthy		
Portrait		
Giuseppe Arcimboldo		
Self-portrait		
Observe		
Paper collage		



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Vocabulary	Notes	Date
Still life		
Perspective		
Contemporary		
Classic artists		
Reclaimed		
Graffiti		
Street art		
Tag		
Font		
Serif		
Sans serif		
Hue		
Tone		
Blend		
Tint		
Shade		
Transition		
Acrylics		
Layers		
Brush strokes		

Planning

These are the documents that are used to plan lessons in Art and Design.



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5	Art WALT: use our knowledge of colour, tint and shading to create a space picture. Use painting to develop and share our ideas, experiences and imagination.	Recap: What have we learnt so far? Use paint splat image to thought shower our learning (colours, techniques, tints, shading, drip painting, abstract). Introduce independent tasks: Using Tints and Shades to create a planet painting. This lesson offers an opportunity for chn to use tints and shades to create their own Solar System Painting. This lesson should be used to assess how much progress the chn have made both with their knowledge of colour and artists (Jackson Pollock) and their colour mixing skills. Recap as necessary any of the previously learned skills – Colour Mixing (Primary, Secondary and Tertiary Colours), Tints and Shades, as well as Jackson Pollock (Drip/Splatter Paintings). Extra Lesson added here to evaluate art work using evidence sheet in CP file	 Solar System Painting Provide templates for planets. GO: Invite children to ask each other about their paintings. Encourage constructive comments and feedback. Tell me what you know about colour and explain how you have used it in your painting.	Primary, Secondary, Tertiary, Warm, Cool, Mixing, Paint, Colour Wheel, Tint, White, Mixing, Adding, Gradually, Alter, Pale, Lighter, Shade, Black, Mixing, Adding, Gradually, Alter, Dark, Darker
6	Art & Computing WALT: recreate a painting using a computer programme. Use a range of materials creatively to design and make products.	Today we are going to be using the computer to create our art work, using a programme called 2Paint. CT to model/recap how 2Paint a Picture using different tools/effects. Remind chn of key vocab linked to computing: mouse, keyboard, screen. How do I change colour? What tool do I use to draw? I've made a mistake, what can I do? What colour will Planet Earth be? What shall I use to create the stars in the background? Chn can choose from 8 creative painting styles: <i>simple, spinner, pattern, slice, belt, wet paint, ink, pointillism, lines and impressionism</i>. True or False - You can change the colour of the text. Convince me. Show chn video to inspire/introduce their activity today: https://www.youtube.com/watch?v=yR2mV5huJg	Space Art – 2Paint Computing  Can you type a sentence below? Can you use a ABC GO: Save and print work	2Paint, Mouse, Keyboard, Tools, Effects, Click, Colour, Fill, Line, Erase, Type, Print, Save, Style

The planning shows key vocabulary, key skills and key questions, that are essential in ensuring progression through the unit, taking account of their previous learning. Good, clear planning increases a greater level of deep thinking and encourages an inclusive approach to each lesson. The plans also highlight how links are made across the curriculum and promotes metacognition opportunities.

Teachers use both skills and vocabulary progression documents to aid and drive planning. The art subject leader is available to consult and advise.

Support for additional needs in Art and Design

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within art includes: targeted questioning, increased modelling and scaffolding, deliberate talk partner choices and seating arrangements, oracy opportunities, availability of wider resources, reinforcement of key vocabulary and concepts. Art clubs are offered to all, but can be an opportunity to reinforce and practice skills and vocabulary learnt in lessons, with more support available.

Where children are withdrawn from art for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as art, where they feel they have a relative strength.

Planning to challenge in Art and Design

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.



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- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in art we are specifically looking for children who do this within the knowledge, skills and understanding in art. It may be that a Greater Depth artist receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach in Art and Design

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to art tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place.

Art staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in art. In art, practical tasks are set to engage staff and allow them to experience the skills and enjoyment that children enjoy. In these sessions, staff participate in peer discussions, which lead to co-operative learning and reflection; which also leads to clarity in how children can be supported and where staff may need further support. We need for all staff to begin to see themselves as artists too and this could involve going on their own personal journey with the children.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our art curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming an artist is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for art is that each and every child sees themselves as an artist. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a



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child should have at assessment points throughout their St Gregory's journey to becoming an artist, designer or architect. For art, these formal assessment points are twice a year.

To reflect on the impact that the art curriculum is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Foundation subjects are formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated twice a year across the year group, during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as an artist and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the art curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about art at many levels.