



# Holy Trinity Church of England (Aided) Primary School

## Curriculum Rationale

### Art and Design

*The Best for Every Child - a Unique Child of God*

#### **Curriculum Intent**

At Cookridge Holy Trinity, Art and Design is a diverse and engaging subject, valuable for positive effects on self-esteem, self-expression and mental well-being. It is important to drive students away from a notion that to be good at art is to only be good at drawing a still life. At Holy Trinity, multiple disciplines are all combined and built upon to give children a creative outlet. We offer every child a way to communicate that feels right for them.

#### **Curriculum Implementation**

As a school, our aim in art and design is to incorporate the National Curriculum within an inspiring and engaging curriculum. Children are taught proficiency in drawing, painting, sculpture, collage, printing, textiles and digital media, in order to produce work that explores their own creative responses and experiences. They are given the opportunity to take inspiration from great artists and look at their work with a critical eye, evaluating and analysing the final outcomes. Historical and cultural influences are also observed and linked across the curriculum to provide a fully immersive learning journey.

#### **Reception**

In Reception, children are given creative freedom to explore in their continuous provision. They have access to a wide range of materials and tools (traditional and non-traditional) to use independently, both indoors and outdoors, but also within structured activities. They are introduced to sketchbooks as a means to record their ideas and creative outpourings, not just as a space for final products. These sketchbooks continue with them throughout KS1. Painting comes in the form of poster paint, powder paints and large brushes used to create self-portraits and other designs throughout the course of the year. Mixed media collages and box craft encourage children to explore with texture and joining techniques when making rockets and creating volcano art. Children learn the creative foundation blocks of using lines to enclose spaces and colour, using drawings to represent specific

things, and techniques and materials for specific purposes. Towards the end of the year, children put this into practice by doing a still life of spring flowers.

### **Year 1**

Moving into Year 1, these skills are built upon and refined. Throughout the year, children are encouraged to colour within the lines, whether this is using pen, pencil, or watercolours when painting a plant still life. Children begin to study and recreate the works of famous artists, such as Goldsworthy, Hockney and Hokusai, and take these ideas into their own practises. Children will explore new techniques such as sculpture with clay, creating hedgehogs and Christmas tree decorations, and textile weaving this year. Using the Paint App in Computing and Brushes Redux in Art, children are introduced to digital art, choosing different colours and shades and using a variety of digital brushes. Each unit gives the children opportunities to experiment with new techniques before creating a final piece. The children are also encouraged to start being evaluative of finished pieces, sharing their likes and dislikes and backing their opinions with reasons.

### **Year 2**

In Year 2, the creative process is built upon in more detail. Colour relationships are studied while learning about Kandinsky and Georgia O'Keeffe, and tints and shades are introduced as a way to make pieces more detailed. When learning about William Morris, children find out about printing, study repetitive patterns and recreate these using printing techniques. During their Beatrix Potter topic, children begin to study sketching and learn to become critical of not only professional pieces but those of their own and their peers, learning how to give and receive constructive criticism. The medium of sculpture is explored through pottery during the Georgia O'Keeffe topic and when studying and recreating 'The Seven Magic Mountains' by Ugo Rondinone. By the summer term, the children are learning how culture and religion can influence art and design when they study colourful, intricate Mehndi and Rangoli patterns as part of their India topic.

### **Year 3**

Year 3 is the start to KS2 and a new range of artistic techniques. The children, now used to sketchbook experimentation, start a new book as a way to record and practice new techniques and hold small projects before a final piece. Beginning in the Autumn term with a topic on LS Lowry, children are critical of a new artist, using visual language to comment on their likes and dislikes and justifying themselves. They learn the difference between drawing and sketching, using light, gentle lines to practice their initial ideas. Finally, linking to their topic of Adventurers and Explorers, children paint a seascape in the style of Lowry. They consider their colour choices and again, select appropriately sized brushes for their rendering. In the spring term, children use oil pastels, charcoal and sticks to respond to their stone-age topic.

Matisse is also studied and children create their own colourful piece using paper collage, this time producing a design inspired by Matisse's shapes and colours. They also continue to develop their digital painting skills by looking at the visual information from the rainforest. Finally, looking specifically at historical design, children learn how to use sketching to produce light and shade and use crosshatching as a way to show tone and texture.

#### **Year 4**

By Year 4, children are developing their techniques and experimenting for a desired outcome rather than creative curiosity. Children learn that aside from aesthetics, their creations can convey mood and emotion using texture and/or colour. A study into Roy Lichtenstein allows children to look at colour and repetition in a very contemporary way, using printing techniques to create their final piece, which links to their Electricity Science unit.

The work of Elyse Dodge is explored; geometric shapes are drawn and shaded to create work based on art in nature. The children look at icebergs linking to their Titanic topic. They continue to consolidate painting skills by using water colours to paint scenes of Italy. The children use sketchbooks to investigate and mix colours using watercolour paints. This is further developed with careful drawings of Italy's Cinque Terre, using colour to create striking landscapes.

Textile proficiency also progresses in the form of Roman purses with children learning to use different stitches for practical or aesthetic purpose. Roman shields are also created and emblems carefully designed. Further artists include Abby Cadabby and Eugene Seguy. This links to their Egyptian topic; looking at scarab beetles. Throughout the year, children evaluate their own work, working on building that visual language to be really specific in their critiques.

#### **Year 5**

In the autumn term, Year 5 takes on their America topic. Children continue to build on their collage and mosaic skills using ceramic tiles to create lizards, linking to their text of Holes and taking inspiration from Gaudi. The lizard theme continues when children once again experiment with outdoor art, using colours and materials from the natural world, this time to create their lizards, thinking about size, shape and texture.

Children then work on the America theme by sketching and then creating a landscape drawing of the NYC skyline (inspired by Corey Barksdale), where they are given a wide choice of materials. In the spring term, children are introduced to new artists such as Henri Rousseau and Peter Thorpe. Using the latter as inspiration, they once again take inspiration from the natural world to create space landscapes in chalk on a black background as opposed to the traditional white. The children study the work of the Swiss sculptor, Alberto Giacometti and his models of humans which lead to children's impressions of his work in the form of foil astronaut sculptures. At

the end of the Earth and Space topic, they study Agitprop (political propaganda) and Soviet Art (a pastiche on Pop art about the Space Race- from the Russian perspective) which relates to their work on the Moon landing.

By this point in their learning journey children should be able to 'spot the potential in unexpected results as their work progresses', especially when collecting information in their sketchbooks. In the summer term, children revisit textiles to create a Saxon brooch, this time choosing from their bank of stitching techniques and working on precision and detail.

## **Year 6**

Year 6 begins with a deep dive into a cross section of portraiture from contrasting, famous artists including Arcimboldo, Picasso and other greats. Whilst their work is replicated in sketchbooks, children are now given the independence to choose the most suitable style of drawing for their pieces. This includes looking at various styles that have appeared over time such as symbolism, cubism, surrealism, pointillism, fauvism and pop art. Artists also studied throughout school such as Monet and Dahli, are also recapped.

Following on from this, Year 6 look at the text 'The Hobbit' and study artwork linked to the novel. Dragon art is inspired by Dreamworks and Studio Ghibli tutorials are used to allow the children to explore another way of using art work. Alongside this, traditional Chinese art is also used to allow the children utilise the style of these artists they create their own piece inspired by the story.

Mountain artwork/outdoor art is then used as learners create their own work inspired by the outdoors. They gather their own resources and created a piece based on the artist Hokusai. Year 6 also study the Maya civilisation and symbolism is again looked at this time using Mayan influence. Artists such as Diego Rivera is where their inspiration is taken from. The ancient use of symbolism then takes a modern spin as graffiti is brought in. Artists such as Banksy are studied and the children then create their own modern version of symbolism, using graffiti to create art work with a positive message.

Finally, they look at design when they create pennants, taking influence and inspiration from their PSHE work 'moving on'. They use their sewing skills, learnt in previous years to create something aesthetic and practical, giving them a sense of pride and accomplishment upon the completion of an everyday object. As a culmination of their time at school, the children use digital methods to create a photo collage based around their experiences with their peers on a residential trip.

## **Extracurricular Art**

Within the school year there are many opportunities for children to participate in Art activities outside of their lessons:

- An Art competition is run alongside Art Week each year to give children the opportunity to use their Art skills at home.
- Artwork is displayed in the frames through the main entrance of the school. There are also Art displays in all classrooms for children's work to be showcased.
- In partnership with Holy Trinity Church, angel festival children are encouraged yearly to create their own angels and help paint life size angels to display in church.
- Inter-house competitions, like designing house badges or display bunting, give children the opportunity to see their art work used around the school.
- The year 6 end of year play not only lets children use their talents to help make the scenery and design programmes but also lets them see another way in which art can be used in the wider world.

Each year, a whole school art day is taken part in, whether that is stand alone or done cross curricular with another subject. A school wide theme is set and individual classes respond in their own way. At the end of the week the children's work is displayed, whether in a gallery style exhibition or used for a specific purpose (e.g. angel wings photo point at the summer fair).

### **Curriculum Impact**

By the time children leave Holy Trinity they should be confidently creative; not scared to explore new ideas and make mistakes. They are proficient in many skills and aware of different processes, movements and artists. They can critique a piece in a respectful way, identify likes and dislikes without being cruel and reason with creative vocabulary. The impact of the art curriculum is continually assessed throughout each lesson through teacher questioning, annotations and the children's response to the stimulus. Progress is tracked and support put in place for those not making expected progress or attainment.

