



ART & DESIGN CURRICULUM OVERVIEW FOR PARENTS

OUR SCHOOL VISION

“Striving for excellence together in a caring Christian community.”

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

“I came to give life—life in all its fullness.” John 10:10

LIVING OUR VISION THROUGH ART & DESIGN

Our Art & Design curriculum helps children become imaginative, expressive and collaborative creators who use colour, texture, form and pattern to communicate what they see, feel and think. Children work together on shared projects, critiques and larger arts days that build teamwork, confidence and a respect for different viewpoints, reflecting our school values of Respect, Compassion and Courage. Practical, hands-on experiences and links with local artists make learning engaging and relevant, and art provides a safe way for children to explore emotions, tell stories and contribute creatively to the life of the school and the wider community.

YEAR GROUP BREAKDOWN

Year 1

Children discover that drawing is a physical activity, using their whole bodies to create large-scale spirals. They explore primary and secondary colours through watercolour and learn to transform 2D drawings into 3D birds using paper manipulation. They are introduced to sketchbooks as a personal space for experimentation.

Year 2

Children explore their local environment to collect natural objects for composition and collage. They develop observational drawing skills and experiment with expressive, gestural painting. In 3D work, they use clay or Modroc to model characters and transform sticks into imaginative structures like treehouses or masks.



Year 3

Children are introduced to charcoal and the concept of "Chiaroscuro" (light and dark) to create dramatic narratives. They explore animation by creating moveable puppets and investigate how paint reacts to different surfaces, such as cloth and thread, using stitch to "draw" over painted fabric.

Year 4

Children use art for storytelling, creating sequenced images in accordion or comic formats. They study surface pattern design, exploring tessellation and symmetry. Their sculpture work focuses on inventiveness and determination, using mixed media and construction tools to build complex structures.

Year 5

Children explore typography and 3D map-making to express their identity. They learn monotype printmaking to create artist books inspired by poetry. A major focus is set design, where they work as designers to build scaled theatre or animation models, considering lighting, texture, and space.

Year 6

Children use art as a voice for activism, creating posters or zines that communicate their passions and hopes. They learn technical skills like the grid system to scale up drawings and explore the relationship between 2D design and 3D form by creating bespoke furniture that reflects their personality.

PROGRESSION

Drawing and Sketchbooks

Children move from exploring the physicality of mark-making (spirals) to using drawing as a tool for complex storytelling and activism. Sketchbooks progress from a place of initial exploration to a platform for consolidating learning, testing materials, and documenting a sophisticated creative journey.

3D and Making

Learning starts with intuitive paper manipulation (tearing, crumpling) and simple construction. As children progress, they develop dexterity with tools, learn to model with clay, and eventually tackle complex structural challenges such as scaled set designs and furniture construction.

Surface, Colour and Texture

Children begin by exploring the basic properties of watercolour and primary colours. This evolves into sophisticated colour mixing, layering media (such as print over paint), and investigating how different surfaces—like canvas, cloth, or maps—affect the final outcome.



HOW PARENTS CAN SUPPORT

- **Encourage the "Great Adventure":** Ask your child to show you their sketchbook; it is a safe place for them to take **creative risks**.
- **Notice the World Together:** On walks, look for patterns, textures, and colours in nature, just as the children do in their "Explore & Draw" units.
- **Celebrate the Process:** Art isn't just about the final piece. Praise the effort, curiosity, and resilience your child shows when a sculpture is challenging to build.
- **Talk about Meaning:** Ask your child what they were trying to communicate or "feel" in their work, especially when they are exploring narratives or activism.
- **Visit Galleries:** Encourage your child to act as a curator or critic, sharing their unique response to different artworks.

GLOSSARY OF TECHNICAL TERMS

- **Chiaroscuro:** A technique using strong contrasts between **light and dark** to create volume and drama.
- **Monotype:** A form of printmaking where a **unique image** is made by drawing through or onto an inked surface.
- **Typography:** The art and technique of **arranging type** (letters) to make written language legible and visually appealing.
- **Tessellation:** A pattern of shapes that **fit perfectly together** without any gaps or overlaps.
- **Grid System:** A method of using a grid to help **scale up an image** accurately from a small drawing to a larger piece.
- **Substantive Knowledge:** The core **facts and concepts** of art (e.g., "watercolour uses water and pigment").
- **Implicit Knowledge:** The **skills and techniques** developed through practice (e.g., "holding a brush in different ways to make marks")