



Art Curriculum Overview

Intent:

At St Francis CE Primary School, our Art & Design curriculum is rooted in our Christian vision that “**Every person matters, every person helps, every person succeeds,**” enabling all children to **live life in all its fullness** (John 10:10).

Using the **AccessArt** curriculum, our intent is to provide a high-quality, inclusive, and inspiring Art & Design education that nurtures creativity, imagination, and self-expression. We aim to ensure that every child is given the opportunity to explore, experiment, and create, valuing the creative journey as much as the final outcome.

The curriculum is carefully sequenced to develop pupils’ skills in **drawing, painting, sculpture, printmaking, collage, and digital media**, while encouraging children to think like artists and designers. Children are introduced to a wide range of artists, craftspeople, designers, and cultures, helping them to understand how art reflects and shapes the world around us.

Art & Design at St Francis actively promotes our Christian values:

- **Courage** – taking creative risks and expressing individual ideas
- **Peace** – using art as a form of reflection, calm, and wellbeing
- **Thankfulness** – appreciating creativity as a gift and valuing others’ work
- **Trust** – experimenting with materials and processes with confidence
- **Friendship** – sharing ideas, collaborating, and supporting peers
- **Hope** – inspiring imagination, aspiration, and belief in creative potential

Our intent is that all pupils leave St Francis CE Primary School with a **love of art**, confidence in their creative abilities, and an understanding of how art can communicate ideas, emotions, and beliefs, empowering them to continue creating and to **live life in all its fullness**.

Implementation: Early Years

In the Early Years at St Francis CE Primary School, the impact of Art & Design is seen in children who are curious, imaginative, and confident when exploring materials and expressing ideas. Art activities support the **EYFS framework** and align with **Development Matters**, particularly in **Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive**, and **Physical Development**.

Children explore a wide range of materials and tools, learning to use them safely and creatively. They experiment with colour, texture, shape, and form, developing fine motor skills, hand-eye coordination, and early design thinking. Children are encouraged to talk about their creations and the choices they have made, fostering early reflective skills.

Through Art & Design, children show **courage** in trying new ideas, **friendship** and **trust** when sharing materials and working alongside others, and experience **peace** through calm, focused creative time. Celebrating their work builds **thankfulness**, confidence, and **hope** in their own creative abilities.

By the end of the Early Years, children have developed a strong foundation in creative exploration and self-expression, preparing them to engage confidently with Art & Design in Key Stage 1 and beyond, and supporting them to **live life in all its fullness**.

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Implementation:

Curriculum Overview and Progression Map

Medium	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	DRAWING & SKETCHBOOKS	PRINT, COLOUR, COLLAGE	WORKING IN 3 DIMENSIONS	PAINT, SURFACE, TEXTURE	WORKING IN 3D	COLLABORATION & COMMUNITY
Year 1	<p>Introduce “sketchbook” as being a place to record individual response to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Develop a “sketchbook habit”.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Use drawing, collage and mark making to explore spirals to introduce to children that making a drawing is a physical activity which uses the whole body and connects head, hand and heart.</p>	<p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Introduce children to the idea that we can make single or multiple copies of an image through print.</p> <p>Using simple methods to obtain relief prints, pupils explore the materials around them to understand how we can use repetition, pattern, colour, line shape, and texture to make images.</p>	<p>Exploring materials and intention through a playful approach.</p> <p>Introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.</p> <p>Introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.</p> <p>Artists Featured - Faith Bebbington, Nnena Kalu</p>	<p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <p>To enable children to enjoy a freeing exploration of watercolour, building their understanding of the properties of the medium, and opening minds as to how imagery can be created.</p> <p>Artists Featured - Emma Burleigh</p>	<p>Making Birds a sculptural project beginning with making Drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</p> <p>To help children begin to understand the relationship between drawing and making, 2D and 3D. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure.</p> <p>Artists/Designer Featured – Various Artists</p>	<p>Explore, how artists make art inspired by flora and fauna.</p> <p>Make collages of MiniBeasts and display as a shared artwork.</p> <p>To look at artists who used drawing as a way to accurately capture the way plants and insects look, and use their imaginations to create their own versions of flora and fauna.</p> <p>Artists Featured - Eric Carle</p>
	By the end of Year 1 Children should be able to:					
	<p>Generate Ideas</p> <p>Recognise that ideas can be generated through doing as well as thinking</p> <p>Recognise that ideas can be expressed through art</p> <p>Experiment with an open mind</p>	<p>Making</p> <p>Try out a range of materials & processes and Recognise they have different qualities</p> <p>Explore materials in a playful and open-ended manner</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p>	<p>Evaluating</p> <p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Begin to take photographs and use digital media</p>	<p>Knowledge & Understanding</p> <p>Each child should know:</p> <p>How to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>The names of tools, techniques and formal elements</p>		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Medium	<u>DRAWING & SKETCHBOOKS</u>	<u>PRINT, COLOUR, COLLAGE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>PAINT, SURFACE, TEXTURE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>COLLABORATION & COMMUNITY</u>
Year 2	<p>Explore and Draw.</p> <p>Introducing the idea that artists can be collectors & explores as they develop drawing and composition skills.</p> <p>To introduce children to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and represent through drawing.</p> <p>Artists Featured - Andy Goldsworthy, Alice Fox</p>	<p>Explore the World Through Mono Print. Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p>To explore the work of an artist who uses mono print in their own work, and are introduced to a simple mono print technique.</p> <p>Artists Featured - Xgao'o X'are</p>	<p>Be an Architect, exploring architecture and creating architectural models.</p> <p>To introduce children to the idea that architects design and make buildings, and to give pupils the opportunity to explore architecture around them, and to create their own architectural models.</p> <p>Artists Designers Featured - Friedensreich Regentag Dunkelbunt Hundertwasser,</p>	<p>Expressive Painting. Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to abstract still life.</p> <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. To introduce artists who use paint and colour to create exciting gestural and abstract work. To explore the brush work of two old masters and understand how they build the work.</p> <p>Artists Featured - Charlie French, Marela Zacarias, Vincent Van Gogh,</p>	<p>Stick Transformation Project.</p> <p>Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new fun forms.</p> <p>Children are enabled to use their imagination and transform a familiar object into new forms. To encourage the children to think creatively and laterally about how they can use materials to create a small sculpture. Children make stick people inspired by Guatemalan Worry Dolls.</p> <p>Artists/Designers Featured - Guatemalan Worry Dolls, Chris Kenny</p>	<p>Music and Art.</p> <p>Exploring how we can make art inspired by the sounds we hear. Draw, collage, paint and make.</p> <p>Children explore how other artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music. Children to explore making skills to collage or make inventive instruments, creating a class 'orchestra'.</p> <p>Artists/Designers Featured - Kandinsky, Various 'Projection Mapping' Artists</p>
	By the end of Year 2 Children should be able to:					
	<p><u>Generate Ideas</u></p> <p>Recognise that ideas can be generated through doing as well as thinking</p> <p>Recognise that ideas can be expressed through art</p> <p>Experiment with an open mind</p> <p>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</p> <p>Use drawing to record and discover ideas and experiences</p>	<p><u>Making</u></p> <p>Try out a range of materials & processes and Recognise they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use</p>	<p><u>Evaluating</u></p> <p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work</p> <p>When looking at creative work express clear preferences and give some reasons</p>	<p><u>Knowledge & Understanding</u></p> <p>Each child should:</p> <ul style="list-style-type: none"> Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of tools, techniques and formal elements (in pink above and below) Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary 		

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	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	Optional Extra
Medium	DRAWING & SKETCHBOOKS	PRINT, COLOUR, COLLAGE	WORKING IN 3 DIMENSIONS	PAINT, SURFACE, TEXTURE	WORKING IN 3 DIMENSIONS	COLLABORATION & COMMUNITY
Year 3	<p>Gestural Drawing with Charcoal</p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Children discover how to make drawings that capture a sense of drama or performance using charcoal. How can we use our bodies to inform how we make marks?</p> <p>Artists Featured - Heather Hansen, Laura McKendry, Edgar Degas</p>	<p>Working with Shape and Colour</p> <p>'Painting with Scissors': Collage and stencil in response to looking at artwork.</p> <p>Children explore how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse.</p> <p>Artists Featured - Henri Matisse</p>	<p>Telling Stories Through Drawing & Making</p> <p>Explore how artists are inspired by other art forms – how we can make sculpture inspired by literature and film.</p> <p>The children learn of two artists who use their sketchbook to help them make the transition from words/film to image/object.</p> <p>The children create a 'flying Minpin bird from drawings to clay.</p> <p>Artists Featured - Roald Dahl, Quentin Blake</p>	<p>Cloth, Thread, Paint</p> <p>Explore how artists combine media to create work in response to landscape. Use acrylic paint and cotton embroidery thread to make a painted and stitched piece.</p> <p>The children explore how to create an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over painted backgrounds.</p> <p>Artists Featured - Alice Kettle, Hannah Rae</p>	<p>Making Animated Drawings</p> <p>Explore how to create simple moving drawings by paper 'puppets' and animate them using tablets.</p> <p>To explore the work of other artists making drawn animations and simple 'paper puppets' with moving parts. Pupils can also extend the activity and make a background for their animations.</p> <p>Artists Featured - Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</p>	<p>Using Natural Materials to Make Images</p> <p>Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.</p> <p>The children explore how they can use materials found around them to make images.</p> <p>Artists Featured - Frances Hatch, Ana Atkins</p>
	By the end of Year 3 Children should be able to:					
	<p>Generate Ideas</p> <p>Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>	<p>Making</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques.</p> <p>Select and use appropriately a variety of materials and techniques in order to create their own work.</p> <p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</p>	<p>Evaluating</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Knowledge & Understanding</p> <p>Each child should:</p> <ul style="list-style-type: none"> Know the names of tools, techniques and formal elements. Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. 		

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	Autumn	Spring 1	Spring 2	Summer 1	Summer 2	Optional Extra
Medium	<u>DRAWING & SKETCHBOOKS</u>	<u>PRINT, COLOUR, COLLAGE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>PAINT, SURFACE, TEXTURE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>COLLABORATION & COMMUNITY</u>
Year 4	<p>Storytelling Through Drawing.</p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Children explore how we can use drawing in an illustrative or even fine art to tell stories.</p> <p>Artists Featured – Laura Carlin, Shaun Tan</p>	<p>Exploring Pattern.</p> <p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>Pupils explore how artists and designers use pattern in their own work, and then go on to explore ways in which they can create pattern in a playful way.</p> <p>Artists Featured - Rachel Parker, Shaheen Ahmed, Andy Gilmore,</p>	<p>The Art of Display.</p> <p>Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of 'Plinth'.</p> <p>Children begin to think about two very important aspects of making art: context and presentation. To explore how other artists use the idea of the 'Plinth' to make work.</p> <p>Artists Featured - Anthony Gormley</p>	<p>Exploring Still Life.</p> <p>Explore artists working with the genre of still life, contemporary and more traditional. The children to create their own still life inspired art work.</p> <p>Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.</p> <p>Artists Featured - Paul Cezanne</p>	<p>Sculpture, Structure, Inventiveness & Determination.</p> <p>What can artists learn from nature? Nurture personality traits as well as technical skills. Children explore formal drawing and sculpture skills like line, mark making, shape, form balance and structure, and more importantly how it <i>feels</i> to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or 'wrong or right'.</p> <p>Artists Featured - Marcus Coates</p>	<p>Festival Feasts.</p> <p>Drawing and Making inspired by food. How might we use food and art to bring us together?</p> <p>The children explore a variety of skills (drawing, painting, making) in a celebration of ways food connects us, as families, cultures, and communities.</p> <p>The children further develop drawing skills by drawing from still, imagery and from life and construct models out of materials to make a shared sculptural feast.</p> <p>Artists Featured - Claes Oldenberg, Rowan Briggs</p>
	By the end of Year 4 Children should be able to:					
	<p><u>Generate Ideas</u></p> <p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</p>	<p><u>Making</u></p> <p>Investigate the nature and qualities of different materials and processes.</p> <p>Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices.</p> <p>Be excited by the potential to create and feel empowered to undertake their own exploration</p>	<p><u>Evaluating</u></p> <p>Reflect regularly upon their work, throughout the creative process.</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p><u>Knowledge & Understanding</u></p> <p>Each child should:</p> <ul style="list-style-type: none"> Know the names of tools, techniques and formal elements. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. 		

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Year 5	<p>Typography & Maps.</p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>Pupils are given the opportunity to explore the work of designers who work with font and typography. The children explore how to make their own fonts and designs. They are introduced to the work of an artist and a designer who both use lettering combined with maps to produce maps which tell stories.</p> <p>Artists Featured - Grayson Perry,</p>	<p>Making Monotypes.</p> <p>Exploring how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make poetry zines.</p> <p>Pupils use sketchbooks to collect ideas, test methods, and explore colour, line and mark making.</p> <p>Artists Featured - Kevork Mourad</p>	<p>Set Design.</p> <p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. Pupils explore the work of designers/makers and then create their own model 'sets' around a theme. Sketchbooks are used throughout to brainstorm, record test, and reflect.</p> <p>Artists Featured - Rae Smith,</p>	<p>Mixed Media Land & City Scapes</p> <p>Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. Children are introduced to the idea that artists don't just work in studios – that they draw and paint from life, inspired by land and cityscapes where they live. Pupils also see how artists explore ways of working which involve different materials and media.</p> <p>Artists Featured - Kittie Jones</p>	<p>Architecture: Dream Big or Small?</p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model. Children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. The children build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p> <p>Artists/ Designers Featured - Shoreditch Sketcher,</p>	<p>Fashion Design</p> <p>Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful. Pupils are given a design brief and invited to make their own designs, working in sketchbooks to explore an test, before making decorative papers through which they can bring their designs to life in 2D or 3D.</p> <p>Artists Featured - Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun,</p>
	By the end of Year 5 Children should be able to:					
	<p><u>Generate Ideas</u></p> <p>Engage in open-ended research and exploration to initiate and develop personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>	<p><u>Making</u></p> <p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences.</p> <p>Use acquired technical expertise, combined with beginning to listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions.</p> <p>Feel safe enough to take creative risks</p>	<p><u>Evaluating</u></p> <p>Regularly analyze and reflect upon progress taking into account of intention.</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p><u>Knowledge & Understanding</u></p> <p>Each child should:</p> <ul style="list-style-type: none"> Know the names of tools, techniques and formal elements. Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. 		

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Medium	<u>DRAWING & SKETCHBOOKS</u>	<u>PRINT, COLOUR, COLLAGE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>PAINT, SURFACE, TEXTURE</u>	<u>WORKING IN 3 DIMENSIONS</u>	<u>COLLABORATION & COMMUNITY</u>
Year 6	<p>2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Children explore the idea that drawings as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. Children learn how mark making, line, tonal value, colour, shape and composition can be used to inform the final piece.</p> <p>Artists Featured - Claire Harrup</p>	<p>Activism. Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. Pupils are introduced to artists who are activists, and then go on to help pupils identify and voice the things they care about as individuals. The pupils can either make posters, or zines using collage, print and drawing.</p> <p>Artists Featured - Shepard Fairey,</p>	<p>Brave Colour. Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others. Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own art work. They are enabled to imagine 'what if...?' and encouraged to share their vision or imagining with others through mock-up artworks and models.</p> <p>Artists Featured - Yinka Ilori,</p>	<p>Exploring Identity. Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p>Children listen to how the artists construct their work, before working physically in drawing and collage to make their own layered and constructed portrait.</p> <p>Pupils also use a sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p> <p>Artists Featured - Mike Barrett</p>	<p>Take a Seat. Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality. Children are introduced to the work of craftspeople/designer, and they explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.</p> <p>Artists/Designers Featured - Yinka Ilori, Ray and Charles Eames</p>	<p>Shadow Puppets. Explore how traditional and contemporary artists use cut-outs for artistic affect. Adapt their techniques to make your own shadow puppets. Children explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working. Pupils create puppets working in collaboration.</p> <p>Artists Featured - Lotte Reiniger, Henri Matisse, Malaysian Shadow Puppets</p>
	By the end of Year 6 Children should be able to:					
	<p><u>Generate Ideas</u> Independently develop a range of ideas which show curiosity, imagination and originality Investigate, research and test ideas and plans using sketchbooks and other approaches</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>	<p><u>Making</u> Independently take action to refine technical and craft skills to improve mastery of materials and techniques Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices Independently select and effectively use relevant processes in order to create successful and finished work Feel safe enough to take creative risks, enjoying the journey</p>	<p><u>Evaluating</u> Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts.</p> <p>Regularly analyze and reflect upon progress taking into account of intention.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>	<p><u>Knowledge & Understanding</u> Each child should:</p> <ul style="list-style-type: none"> Know the names of tools, techniques and formal elements. Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. 		

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Impact:

At **St Francis CE Primary School**, the impact of our Art & Design curriculum is seen in confident, reflective, and creative pupils who enjoy expressing themselves through a wide range of artistic media. Through the **AccessArt** curriculum, children make strong progress in their artistic skills, knowledge, and understanding as they move through the school.

Pupils demonstrate increasing confidence and competence in using a variety of materials, tools, and techniques. They are able to **experiment, refine, and evaluate** their work, talk about their creative process, and make thoughtful connections between their own work and that of artists and designers they have studied.

Our Christian values are clearly reflected in pupils' attitudes to Art & Design:

- **Courage** is shown through risk-taking and originality
- **Peace** through focus, reflection, and emotional expression
- **Thankfulness** through respect for materials and appreciation of others' creativity
- **Trust** through independence and willingness to explore
- **Friendship** through collaboration, discussion, and shared creative experiences
- **Hope** through aspiration, perseverance, and pride in personal achievement

Art & Design makes a strong contribution to pupils' **spiritual, moral, social, and cultural development**, supporting wellbeing, self-esteem, and cultural awareness. Children understand that there is no single "right answer" in art and value creativity, diversity, and individuality.

By the time pupils leave St Francis CE Primary School, they have developed the **skills, confidence, and creative mindset** to continue engaging with art beyond primary school, enabling them to express themselves thoughtfully and to **live life in all its fullness**.

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