

Cycle A	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
R/1	DT - Junk Modelling	Art - Marvellous Marks	DT - Boats	Art - Paint My World	DT - Bookmarks	Art - Let's Get Crafty
Year 1/2	Art - Exploring Line and Shape (Y1)	DT - Stable Structures (Y1)	Art - Woven wonders (Y1)	DT - Baby Bear's Chair (Y2)	Art - Map it out (Y2)	DT - Fairground Wheel
Year 3/4	Art - Prehistoric art (Y3)	Art - Developing Drawing Skills (Y3)	DT - Cushions (Y3)	Art - Exploring Tone, Texture and Proportion (Y4)	DT - Mechanical Cars (Y4)	Art - Fabric of Nature (Y4)
Year 4/5	Art - Mega Materials (Y4)	DT - Torches (Y4)	Art - Depth, Emotion and Movement (Y5)	DT - Bridges (Y5)	Art - Architecture (Y5)	DT - Stuffed Toys (Y5)
Year 6	DT - Playgrounds	Art - Expressing Ideas	DT - Waistcoats	Art - Artist Study	DT - Steady Hand Game	Art - Photo Opportunity

Art Intent

At St Paul's Catholic Primary School, our Art curriculum enables children to flourish in God's love by developing their creativity, curiosity, confidence and ability to express themselves. We believe that every child is uniquely created and has the capacity to create, communicate and respond to the world around them. Art provides children with opportunities to explore their own ideas, experiences and emotions whilst developing an appreciation of the creativity and perspectives of others.

Our Art curriculum is designed to help pupils know more, remember more and become more. Through a carefully sequenced programme, children progressively develop knowledge and skills in drawing, painting, colour, line, shape, tone, texture, form, pattern, textiles, mixed media and photography. They learn to use artistic techniques purposefully and increasingly independently, while developing the vocabulary needed to talk about, analyse and evaluate artwork.

We want pupils to understand that Art is both a form of creative expression and a way of communicating ideas. They are encouraged to take inspiration from artists, cultures, places and their own experiences, whilst developing their own artistic voice. As pupils move through the school, they revisit and build upon previously taught knowledge and techniques, allowing them to become increasingly confident, skilled and reflective artists.

Our Catholic ethos is woven throughout the curriculum. Children are encouraged to recognise creativity as a gift and to use it positively, thoughtfully and respectfully. Opportunities to explore creation, people, culture, community, identity, dignity and our responsibility for the world around us provide meaningful links to Catholic Social Teaching and our wider curriculum.

Art is accessible to all pupils, including disadvantaged pupils and those with SEND. We recognise that children may communicate and express themselves in different ways and therefore provide appropriate scaffolds, resources, adaptations and opportunities for pupils to develop their ideas and skills successfully.

Implementation

Our Art curriculum is carefully planned and sequenced ensuring that pupils experience a broad range of artistic disciplines and develop their skills progressively from Reception to Year 6.

Children are taught through a balance of:

- Exploring and developing ideas
- Drawing and mark-making
- Painting and colour
- Sculpture and 3D work
- Printing and pattern
- Textiles and mixed media
- Photography and digital art
- Studying and responding to artists and artwork
- Evaluating and refining their own work

The long-term plan ensures that knowledge and skills are revisited and developed rather than taught as isolated activities. For example, pupils encounter line and shape in Key Stage 1 before developing greater control of drawing, tone, texture, proportion, depth, movement and emotion as they progress through Key Stage 2.

Progression through the school

Reception and Year 1 develop children's confidence in exploring materials, making marks, experimenting with colour and creating in response to their experiences.

Years 1 and 2 develop greater control and understanding of line, shape, pattern, textiles and mapping, encouraging pupils to make deliberate artistic choices.

Years 3 and 4 build technical skill and artistic vocabulary through drawing, prehistoric art, tone, texture, proportion and fabric-based work.

Years 4 and 5 develop more sophisticated understanding of depth, emotion, movement and architecture, encouraging pupils to make purposeful choices about materials and techniques.

Year 6 brings together previously developed skills through units including Expressing Ideas, Artist Study and Photo Opportunity, allowing pupils to communicate increasingly sophisticated ideas, analyse the work of artists and develop their own artistic responses.

Lessons provide opportunities for pupils to experiment, practise, create, evaluate and improve. Teachers model techniques explicitly before pupils apply them independently. Sketchbooks and finished pieces provide a record of pupils' artistic development and allow children to revisit previous learning.

Developing artistic vocabulary

Vocabulary is explicitly taught and revisited so that pupils can confidently discuss their work and the work of others. Teachers introduce age-appropriate terminology and provide sentence stems, word banks, visual prompts and practical examples where appropriate.

Pupils are encouraged to use vocabulary to explain:

- the techniques they have used
- the materials they have selected
- the choices they have made
- the effect they wanted to create

- what they like or would change
- how an artist has influenced their work.

Artist study and cultural understanding

Pupils encounter a range of artists, artwork, cultures and artistic traditions. Artist studies are used not simply to reproduce an artist's work, but to explore how and why artists make choices and how artwork can communicate ideas, feelings and experiences.

Children are encouraged to ask questions, notice similarities and differences and develop their own responses. This supports respect for different cultures, perspectives and experiences and contributes to pupils' wider personal and spiritual development.

SEND and adaptive teaching

Art is planned to be accessible without unnecessarily reducing ambition. Teachers use assessment to identify pupils' needs, misconceptions and gaps and adapt teaching accordingly.

For pupils with SEND, this may include:

- visual examples and demonstrations
- simplified or chunked instructions
- adapted equipment and materials
- pre-drawn templates where appropriate
- sensory opportunities
- larger or alternative recording surfaces
- additional modelling and repetition

- vocabulary mats and sentence stems
- opportunities to communicate ideas verbally, visually or practically.

Pupils are encouraged to develop independence and make genuine artistic choices rather than simply completing a prescribed product.

Impact

The impact of our Art curriculum is that pupils develop the knowledge, skills, vocabulary and confidence to express themselves creatively.

By the end of their time at St Paul's, pupils will:

- have developed a broad range of artistic techniques and skills;
- understand how artists use materials, techniques and artistic choices to communicate ideas;
- confidently experiment with different media and techniques;
- use increasingly precise artistic vocabulary;
- develop and communicate their own ideas;
- evaluate and refine their artwork;
- make connections between their own work and the work of artists and different cultures;
- demonstrate increasing independence and resilience when creating;
- recognise that there can be different and equally valid artistic responses;
- understand that creativity can communicate ideas, experiences, emotions and perspectives;
- appreciate the beauty, creativity and diversity found within God's creation and the wider world.

We want pupils to leave St Paul's with a lasting appreciation of Art, not simply a collection of finished pieces. Children should be able to look back at their learning and recognise how their skills, knowledge, confidence and ability to express ideas have developed.

Most importantly, Art contributes to our wider mission of helping children flourish in God's love. Through creativity, pupils develop confidence in their own ideas, respect the ideas of others and recognise their own ability to contribute something meaningful to the world around them.