



To be an artist at St Leonard's C of E Primary School



At St Leonard's C of E Primary School, our intent is to deliver an art curriculum that will embed knowledge in art and design over time, developing a sense of creativity and self-expression while aiming for high standards and attainment. This will be achieved by ensuring we are meeting the National Curriculum 2014 requirements and by being taught a range of skills and techniques as they progress through school. In our school, art is taught on a termly basis. We will deliver a curriculum that:

- Exposes all children to the arts from across different cultures, ethnicities, backgrounds and genders and gives them a chance to experience, and participate in a range of creative activities
- Allows our children to experiment in a 'safe' environment where there are no 'right' or 'wrong' results, thus, both self-expression and self-esteem may be enhanced.
- Gives children entitlement to a wide range of experiences in the arts as part of and in addition to the curriculum.
- Gives children the opportunity to explore, develop and communicate their personal, aesthetic response to experience. Develops their knowledge and skills within a wide range of arts activities and introduces them to an appreciation of the arts
- Encourages children to express themselves creatively using a wide range of media and situations.
- Enables the children to reflect on their work and that of others and makes references to the artists that inspired their work.

Access Art

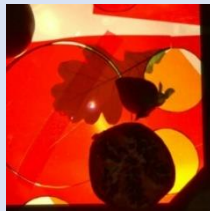
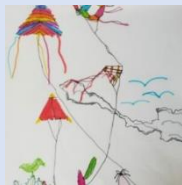
In our school, we follow the pathways recommended by Access Art. It is vital that children are exposed to the different artistic disciplines below, which you will see mapped out in our curriculum through the colour-coded system. Opportunities and skills are developed upon through each pathway, but the outcome for the children is entirely their own and as mentioned above, there is no 'right' or 'wrong' – we encourage the children to have the freedom and confidence to express themselves artistically and evaluate their own pieces at the end of each pathway. For some pathways, teachers can choose which path to take, based on their class and their interests.

Drawing & Sketchbooks

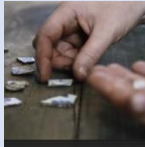
Surface & Colour

Working in Three Dimensions

Nursery and Reception

	Autumn 1	Spring 1	Summer 1
A	 <u>How can we use our bodies to make art?</u> We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration. In this pathway, the children are encouraged to explore how they can engage with the world and explore materials through their bodies and their senses. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>	 <u>What can we see?</u> Enabling children to look is an essential foundation skill. Through looking they nurture curiosity, build knowledge, and make the world their own. Looking provides them with an opportunity for active exploration. Empowered by close looking, the children can build confidence in their own ability to make a creative response, developing dexterity skills along the way. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>	 <u>How can we explore colour?</u> Exploring colour gives children a great opportunity to interact with the world through their senses. In addition, to develop their early knowledge of colour and colour mixing, the children learn to approach colour in an intuitive way, enjoying and exploring the way colour makes them feel. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>
	Autumn 1	Spring 1	Summer 1
B	 <u>How can we build worlds?</u> Manipulating the materials of the world and transforming them into something new is an empowering process. Through this pathway, the children use their imaginations to build and expand the worlds around them. This empowers them to affect their own environments for the better. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>	 <u>How can we explore 3D materials?</u> The world is full of materials, waiting to be transformed by our hands, hearts and heads. In this pathway, the children have opportunities to explore materials through free exploration without an 'outcome'. This builds confidence and experience of what it is possible to create. The children develop dexterity and imagination skills while completing open-ended exploration of materials. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>	 <u>How can we use our imaginations?</u> Most very young children find it easy to use their imagination to help invent a world around them. Through art, we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas. <i>There are a range of activities available for teachers to select, based on the class and their interests.</i>
	Autumn 1	Spring 1	Summer 1

Year 1/2

A	Autumn 1  <u>Spirals</u> (Artist: Molly Haslund) Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Spring 1 <u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. OR... <u>Exploring Watercolour</u> (Artist: Paul Klee, Emma Burleigh) Exploring watercolour and discovering we can use accidental marks to help us make art. OR... <u>Inspired by Flora & Fauna</u> (Artists: Eric Carle, Joseph Redoute, Jan Van Kessel) Explore how artists make art inspired by flora and fauna. Make collages of minibeasts and display as a shared artwork.	Summer 1 <u>Playful Making</u> (Artists: Christo and Jeanne-Claude, Faith Bebbington, Caitlind r.d. Brown and Wayne Garrett) Exploring materials and intention through a playful approach OR... <u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.
	Autumn 1  <u>Explore & Draw</u> (Artists: Rosie James and Alice Fox) Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Spring 1 <u>Exploring the World Through Mono Print</u> (Artists: Xgaoc'o X'are and Leonardo Di Vinci) Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. (PLEASE NOTE: If you did NOT choose "Simple Printmaking" in Year A then you may wish to choose it here in place of this resource.) OR... <u>Expressive Painting</u> (Artists: Marelá Zacarias, Charlie French, Vincent Van Gogh or Cezanne) Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	Summer 1 <u>Be An Architect</u> Exploring architecture and creating architectural models. (Artists: Hundertwasser, Zaha Hadid or Heatherwick Studios) OR... <u>Stick Transformation Project</u> (Artist: Chris Kenny) Explore how you can transform a familiar object into new and fun forms. OR... <u>Music & Art</u> (Artist: Kandinsky) Explore how we can make art inspired by the sounds we hear.
B			

Year 3/4

	Autumn 1	Spring 1	Summer 1
A	 <u>Gestural Drawing with Charcoal</u> (Artists: Heather Hansen, Laura McKendry, Edgar Degas) Making loose, gestural drawings with charcoal, and exploring drama and performance.	 <u>Working with Shape and Colour</u> (Artists: Henri Matisse, Claire Willberg) "Painting with Scissors": Collage and stencil in response to looking at artwork. OR... <u>Cloth, Thread, Paint</u> (Artists: Alice Kettle, Hannah Rae) Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. 	 <u>Telling Stories Through Drawing and Making</u> (Artists: Rosie Hurley, Inbal Leitner, Roald Dahl and Quentin Blake) Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. OR... <u>Making Animated Drawings</u> (Artists: Lauren Child, Steve Kirby, Andrew Fox and Lucinder Schreiber) Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. 
	Autumn 1	Spring 1	Summer 1
B	 <u>Storytelling Through Drawing</u> (Artists: Laura Carlin, Shaun Tan) Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.	 <u>Exploring Pattern</u> (Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont) Exploring how we can use colour, line and shape to create patterns, including repeating patterns. OR... <u>Exploring Still Life</u> (Artists: Paul Cezanne, Peter Claesz and others – see plan) Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. 	 <u>The Art of Display</u> (Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price) Explore how the way we display our work can affect the way it is seen. OR... <u>Sculpture, Structure, Inventiveness & Determination</u> (Artist: Marcus Coates) What can artists learn from nature? OR... <u>Festival Feasts</u> (Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer) How might we use food and art to bring us together? 

Year 5/6

A	Autumn 1	Spring 1		Summer 1
	 <u>Typography & Maps</u> (Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny) Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	 <u>Making Monotypes</u> (Artist: Kervork Mourad) Combine the monotype process with painting and collage to make visual poetry zines. OR...  <u>Mixed Media Land & City Scapes</u> (Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittle Jones, Saoirse Morgan) Explore how artists use a variety of media to capture spirit of the place. OR...  <u>Fashion Design</u> (Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla) Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	 <u>Set Design</u> (Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson) Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. OR...  <u>Architecture: Dream Big or Small?</u> (Artist: Shoreditch Sketcher) Explore the responsibilities architects have to design us a better world. Make your own architectural model.	
B	Autumn 1	Spring 1	Summer 1	
	 <u>2D Drawing to 3D Making</u> (Artists: Lubaina Himid, Claire Harrup) Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	 <u>Print and Activism</u> (Artists: Luba Lukova, Faith Ringgold, Shepard Fairey) Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. OR...  <u>Exploring Identity</u> (Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett) Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	 <u>Brave Colour</u> (Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West) Exploring how artists use light, form and colour to create immersive environments. OR...  <u>Take a Seat</u> (Artist: Yinka Ilori) Explore how craftspeople and designers bring personality to their work. OR...  <u>Shadow Puppets</u> (Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets) Explore how traditional and contemporary artists use cut-outs and shadow puppets.	

