



Rationale for our Art Curriculum

Our Intent

At St Mary of the Angels Primary School, we aim to harness and develop each child's creativity through an inspiring and challenging art and design curriculum. We aim to provide the children with a wide range of opportunities where children can build on their knowledge and skills year on year, often taught through a cross curricular lens. This rationale delineates how art skills can be progressively developed year on year, ensuring that pupils explore and investigate both their creativity and their understanding of art as a discipline.

Early Years

In EYFS, the focus is on exploration and enjoyment. Pupils engage in simple mark-making activities using their fingers, hands, and a multitude of tools, which lays a foundational understanding of line and texture. They will begin to explore colour through simple paint mixing and will engage in creative processes using a variety of materials, such as cutting and sticking in collage work. The introduction to these core skills fosters a sense of confidence and joy in creative expression.

Year 1

In Year 1, students build upon these foundational skills by making spontaneous and expressive marks. They will learn to represent objects they see, remember, or imagine, thereby expanding their exploratory skills in line and shape. Children will begin to identify primary and secondary colours, paving the way for colour theory and personal expression through painting. They will also experiment with printmaking techniques, such as vegetable prints and rubbing, to understand pattern creation. The incorporation of 3D work, such as building with cardboard, introduces students to spatial understanding and structure.

Year 2

As students progress to Year 2, they will begin to explore their artistic language in greater depth. They will learn terminology related to thickness and thinness in line creation and will investigate tonal variations using different grades of pencil. Painting techniques will evolve to include mixing colours to create shade and tint, promoting an understanding of mood in art. Pupils will also create more complex prints using stencils and mono printing. In terms of 3D work, they will explore the use of clay and construction techniques, enabling them to not only build but also express their artistic intent.

Year 3

Year 3 marks a transition to a more analytical approach to art. Students will explore line and tonal shading using various media, allowing for a multi-dimensional understanding of form. Mixing colours to match skin tones further encourages observation and fine-tuning of skills. This year is also pivotal for honing printmaking skills. Children will experiment with impressed designs in clay, broadening their perspective on materials and processes. Third-dimensionally, they will begin constructing more intricate shapes, promoting problem-solving and design skills.

Year 4

By Year 4, pupils demonstrate increasing independence in their artistic practices. They will confidently use pencils and various media to communicate texture and tone, enabling them to plan and create storyboards. The skill of colour mixing will be

advanced, as students recognise not only warm and cool colours but also neutral tones. They will engage in both traditional and experimental printmaking. Increased complexity in 3D work will challenge pupils as they explore papier-mâché and various assembly techniques, thus enhancing their structural creativity.

Year 5

In Year 5, the curriculum will focus on refining techniques, where students will learn to distinguish between sketches and more polished drawings. They will apply colour theory with confidence, understanding how complementary colours work and experimenting with watercolours on textured surfaces. Printmaking becomes more intricate, with students designing tiles for relief prints that convey movement or emotion. In 3D projects, they will explore more sophisticated materials and techniques enabling them to express more complex artistic ideas.

Year 6

By Year 6, students will display a clear understanding of their artistic voice. They will learn to select appropriate media and techniques tailored to specific outcomes, demonstrating artistry and technical skill. Students will engage with a range of painting techniques, focusing on texture and workspace dynamics. Their printmaking practices will include employing tone judiciously to invoke depth or narrative. Moreover, the challenge presented in 3D projects will allow for an exploration of mixed-media techniques and be used to fulfil a defined purpose, thereby consolidating all previously acquired skills.