



# Bishop Ellis Catholic Voluntary Academy



## Art and Design Intent

At Bishop Ellis Catholic Primary School we aim to provide a high-quality art and design education which will engage, inspire and challenge pupils, arming them with the knowledge and skills to experiment, conceive and create their own works of art, craft and design. As children progress throughout the school, they will be able to think critically and develop a more sophisticated understanding of art and design using relevant vocabulary. They will also recognise how art and design both reflect and shape our history, and contribute to the culture and creativity of God's world.

Our curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the vocabulary of art, craft and design
- have an understanding about great artists, craft makers and designers, and understand the historical and cultural development of their work.

At key stage one and two, core knowledge of using materials, drawing, painting and sculpture, the use of colour, pattern, texture, line, shape, form and space, a study of a range of great artists and of using sketch books is mapped out carefully to ensure that the curriculum provides a framework for what children will retain in their long term memory.

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Draw with increasing complexity and detail. Colour mixing	Join different materials and explore different textures.	Create artwork reproducing portraits To name and know about the artist Andy Warhol		Use water colours and pastels to create an effect.	
KS1	Formal elements of art: pencil drawings- pattern texture and tone.		Sculpture and collage- living things Louise Bourgeois		Human form different media. Make a clothes peg figure of my own using a variety of materials- Edwina Bridgeman	
LKS2	Pre-historic painting				Art and Design skills- Sculpture and 3D	Printing.
UKS2		Painting and mixed media: Artist studies.			Formal elements of Art- architecture	Drawing- make my voice heard.

CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Draw with increasing complexity and detail. Colour mixing	Join different materials and explore different textures.	To create artwork reproducing portraits To name and know about the artist Andy Warhol		Use water colours and pastels to create an effect.	
KS1			Landscapes-using different media. Collage and water colour.	Painting- Clarice Cliff – repeating patterns.		Collages & sculptures- Mixed media-
LKS2	Sketches of the body		Ancient Egyptian Scrolls		Art and Design skills- growing artists	
UKS2		Painting and mixed media- portraits.		Photography		Sculpture.

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	The Little Red Hen	Rockets- Sparks in the Sky Nativity	People who help us.		Jubilee	
UNIT OF WORK and KEY CONCEPTS	<p>To know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To be able to explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>To create artwork reproducing portraits of staff, naming features.</p> <p>To know that adding white to a colour makes it lighter.</p> <p>To name and know about the artist Andy Warhol.</p>		<p>To be able to confidently use water colours and pastels to create an effect.</p> <p>To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children to know about the work of Charlie Mackesey</p>	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Beegu Everyday Materials Y1 (Focus)	I am Rosa Parks Famous People (focus)	Little Evie and the Wild Wood	Major Glad, Major Dizzy.	The Owl who was afraid of the dark.	Naughty Bus Immediate locality- (Focus)
Unit of work and key concepts.	<p>Formal elements of Art- pattern, texture and tone.</p> <p>I know that 'tone' means the lightness or darkness of something I can experiment with a range of tools to create different tones I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p>		<p>Sculpture and Collage.</p> <p>I can sketch a pattern from observations, using lines, curls and circles I can use moulding clay/plasticine to create a sculpture I can work carefully to make sure that my patterns are even and regular I can select natural materials that I think will make an interesting piece of art I can arrange the materials in a meaningful way and explain their placement in my final composition.</p>		<p>I know that the term collage means 'a collection of materials or objects covering a surface I know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness I can create a collage of facial features</p>	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Toby and the Great Fire of London	Dogger Changes within living memory	Lost and Found Hot& cold places (Focus)	The Last Tree	Lila and the Secret of the Rain.	Wild.
Unit of work and key concepts.			Landscapes using different media. I know where to place the horizon and tide lines within my artwork. I can use a range of materials, from cardboard to foil, to replicate the textures found at the seaside. I can use water colours, pupils create different tints, shades and hues I can add objects and images with added detail and shading	I can design a plate in the style of Clarice Cliff I can paint colourful circles with care I can apply paint using a straw by: blowing a blob of paint into a tree trunk  blowing the trunk outward to make branches		I can sketch a pattern from observation before creating a sculpture from clay, using etching skills. I can design and create a 3-D model of a creature I can recreate Louise Bourgeois' Maman spider sculpture

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	<p><b>History - "Stone age boy" Satoshi Kitamura</b> 5 weeks</p> <p>Science - "The Street beneath my feet." 3 weeks</p>	<p>Geography- Escape from Pompeii. 4 Weeks</p> <p>History - Julius Caesar by Andrew Matthews (adapted Shakespeare play). 4 weeks</p>	<p>Who Let The Gods Out- Max Evans</p> <p>Greek Myths- Marcia Williams. (Shared Reading Text)</p>	<p>Who Let The Gods Out- Max Evans</p> <p>Falling out of the sky (Poetry Anthology).</p>	<p>Life on the Farm ( Charlotte's Web by E.B. White)</p> <p>The Incredible book eating boy- Oliver Jeffers. (Shared reading text)</p>	<p>Band of Angels – Deborah Hopkinson</p> <p>The sound collector by Roger McGough (Poem)</p>
Main enquiry question	<p><b>Who first lived in Britain?</b></p> <p><b>What do rocks tell us about the way the Earth was formed?</b></p>	<p><b>What makes the Earth angry?</b></p> <p><b>Who were the Romans and what did we learn from them?</b></p>	<p><b>How would we survive without water?</b></p>	<p><b>Why were the Ancient Greeks ruled by their Gods?</b></p> <p><b>Why do so many people choose to go to the Mediterranean for their holiday?</b></p>	<p><b>What happens to the food we eat?</b></p>	<p><b>Why is the sound made by ***** enjoyed by so many?</b></p>
Unit of work and key concepts.	<p>Cave Art can identify animals important to people of prehistory I understand the process of making art in prehistory I know that prehistoric people painted with muted earth colours I can start to understand why early man created art Kapow- prehistoric art.</p>				<p>Art and design skills. Still life- food. I know that tone is the areas of dark and light and can identify this in a painting or photograph I know that a tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black. I can use tints and shades to paint from light to dark in smooth and neat strokes. Kapow- tint and shade.</p>	<p>Power Prints. Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in drawings. Show an awareness of the relative size of the objects drawn. Use different tools to create marks and patterns when scratching into a painted surface.</p>

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	Giant – Kate Scott	The Buildings that made London- David Long, Josie Shenay	Ancient Egypt- Secrets of the Sun King	The Wind in the Willows by Kenneth Grahame (Penguin Classic and original)	The Promise – Nicola Davies  I am the seed that grew the tree – Poetry anthology	Orion and the dark- Emma Yarlett.  My Shadow – Robert Louis Stevenson (Poetry)
Main enquiry question	<b>How can Usain Bolt run so fast?</b>	<b>Why would you choose to live in London/Leicester?</b>	<b>How can we recreate the wonder of Ancient Egypt</b>	<b>Why are most of the world’s cities located by rivers?</b>	<b>Which wild animals and plants thrive in our local environment?</b>	<b>How far can you throw your shadow?</b>
Curriculum enhancer	<p>Every picture tells a story.</p> <p>Create different sketches of the position of a body</p> <p>I know that artists tell stories in their artwork and that art can be about feelings</p> <p>I can look hard at a picture to see details and understand the artwork</p> <p>I can describe the formal elements in a picture</p>		<p>Craft and Design- Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing.</p> <p>Record colours, patterns and shapes through observational drawing.</p> <p>Choose and use tools and materials confidently.</p> <p>Create a selection of sketches that show idea exploration.</p> <p>Produce a final design with a clear purpose.</p> <p>Discuss and evaluate the process and outcome of their work.</p> <p>Use colours and materials appropriately, showing an understanding of effective composition.</p>		<p>Drawing- growing artists.</p> <p>Know the difference between organic and geometric shapes.</p> <p>Use shading to demonstrate a sense of light and dark in their work.</p> <p>Blend tones smoothly and follow the four shading rules.</p> <p>Collect a varied range of textures using frottage.</p> <p>Make considered cuts and tears to create their ideas.</p> <p>Understand how to apply tone, with some guidance about where to use it.</p> <p>Draw a framed selection of an image onto a large scale with some guidance.</p>	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	Kensuke's Kingdom (5 weeks)	Pig Heart Boy (5 weeks) Polar Express (5 weeks)	Tale from Arabian Nights	Holes	The Man Who walked between 2 Towers- Mordecai Gerstein (+ poetry The Lost Words)	Macbeth
Main enquiry question	<b>Why should the rainforests matter to all of us?</b>	<b>Why is your heart the most important pump you own? Are all changes irreversible?</b>	<b>Why was the Islamic civilization (AD900) known as the Golden Age?</b>	<b>Do we need to know where we've come from to know where we are going?</b>	<b>How do forces act upon us?</b>	<b>How can you light up your life?</b>
Curriculum enhancer		<p>Painting and mixed media- artist studies. Suggest ideas for the meaning behind a picture.</p> <p>Identify different features within a painting and use the formal elements to describe it.</p> <p>Use their own art or personal experiences to justify their ideas.</p> <p>Reflect on personal experiences to convey through their own piece of abstract art.</p> <p>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</p> <p>Work in a sustained way to complete a piece, making evaluations at each stage.</p>			<p>Architecture.</p> <p>I can look closely at a familiar object and draw what I see</p> <p>I can look closely at both the overall structure of the tree and the details such as trunk texture</p> <p>I can use a range of pencil marks to communicate what I see.</p>	<p>Make my voice heard. Graffiti art and Sculpture. Study of Picasso</p> <p>I know there are different styles of graffiti art</p> <p>I can create my own graffiti tag and my tag will include:</p> <ul style="list-style-type: none"> <li>block letters</li> <li>serifs</li> <li>two contrasting colours</li> </ul> <p>I can add a 3D shadow to my tag</p>



BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	Jamie Drake Equation	War Horse Beowulf	The Silver Sword + WW2 poetry	The Nowhere Emporium – Ross McKenzie	The Tempest (including The Lighthouse)	Treason- Berlie Doherty
Main enquiry question	<b>Is there anybody out there?</b>	<b>Where do we live and how has it changed? How have the Anglo-Saxons impacted life in Britain today?</b>	<b>War – what is it good for?</b>	<b>How do we change over time?</b>	<b>Is it okay to be angry?</b>	<b>Why should we celebrate our differences?</b>
Unit of work and key concepts		<p>Painting and mixed media.</p> <p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Make decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Use Art vocabulary to talk about and compare portraits.</p> <p>Create a self-portrait that aims to represent something about them.</p> <p>Show they have considered the effect created by their choice of materials and composition in their final piece.</p>		<p>Photography-creating portraits, including self-portraits</p> <p>I can take photographs in different poses which show different expressions</p> <p>I can develop one of these into a line drawing, using continuous line</p> <p>I can develop a self portrait from a photograph and understand how this can be used to create expression in an image</p> <p>I can combine photography with learning how to draw a portrait</p>		<p>Sculpture.</p> <p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Reflect about creative decisions.</p> <p>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p>Talk about artists' work and explain what they might use in their own work.</p> <p>Produce a clear sketchbook idea for a sculpture, including notes and drawings to show their methods and materials needed.</p> <p>Successfully translate plans to a 3D sculpture.</p> <p>Produce a completed sculpture by experimentation and show originality and technical competence.</p>

