



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 | Marvellous Marks Drawing: | | Let's get crafty Craft and design: | | Creation Station Sculpture and 3D: | |
| KS1 | Make your Mark Drawing: | | Clay Houses Sculpture and 3D: | | Map it out Craft and Design - | |
| LKS2 | Mega Materials 3D and Sculpture | | Fabric of Nature Craft and Design - | | Power Prints Drawing: Power prints | |
| UKS2 | Architecture- houses Craft and design unit: | | I need Space Drawing: | | | Interactive Installations 3D and Sculpture |

CYCLE B

| TERM | ADVENT 1 | ADVENT 2 | LENT 1 | LENT 2 | PENTECOST 1 | PENTECOST 2 |
|-----------|---|----------|--|--------|---|-------------|
| Reception | Let's get crafty Craft and design: | | Paint my World Painting and mixed media | | Creation Station Sculpture and 3D: | |
| KS1 | Woven wonders Craft and design: | | Life in Colour Painting and mixed media: | | Paper Play Art and design unit: Sculpture and 3D: | |
| LKS2 | Prehistoric Paintings Painting and mixed media: | | Abstract shape and space Sculpture | | Ancient Egyptians scrolls Craft | |
| UKS2 | Portraits Painting and mixed media: | | Photo Opportunity Photography - | | Making memories 3D and Sculpture Unit. | |

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>Drawing- make your mark.</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means 'what something feels like'.</p> <p>Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks.</p> | | <p>Sculpture and 3D.</p> <p>Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.</p> | | <p>Craft and Design.</p> <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Shapes can be organic (natural) and irregular.</p> <p>Know how to separate wool fibres ready to make felt.</p> <p>Know how to lay wool fibres in opposite directions to make felt.</p> <p>Know how to roll and squeeze the felt to make the fibres stick together.</p> <p>Know how to add details to felt by twisting small amounts of wool.</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. | <p>Craft and Design</p> <p>Form: Know that three dimensional art is called sculpture.</p> <p>Know what materials can be cut, knotted, threaded or plaited.</p> <p>Know how to wrap objects/shapes with wool.</p> <p>Know how to measure a length.</p> <p>Know how to tie a knot, thread and plait.</p> <p>Know how to make a box loom.</p> <p>Know how to join using knots.</p> <p>Know how to weave with paper on a paper loom.</p> <p>Know how to weave using a combination of materials.</p> | | <p>Painting and Mixed media</p> <p>Colour: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> | | <p>Sculpture and 3D</p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture.</p> <p>Shape: Know paper can be shaped by cutting and folding it.</p> <p>Know about the work of Louise Bourgeois</p> <p>Know how to recreate Louise Bourgeois' Maman spider sculpture</p> | |

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE A

| TERM | ADVENT 1 | ADVENT 2 | LENT 1 | LENT 2 | PENTECOST 1 | PENTECOST2 |
|--------------------------------|---|--|---|--|---|--|
| MAIN TEXT | <p>History - “Stone age boy” Satoshi Kitamura 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> |
| Unit of work and key concepts. | <p>3D and Sculpture</p> <p>Mega materials. Simple 3D forms can be made by creating layers, by folding and rolling materials. Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. Know how to use their arm to draw 3D objects on a large scale. Know how to sculpt soap from a drawn design. Know how to join wire to make shapes by twisting and looping pieces together. Know how to create a neat line in the wire by cutting and twisting the end onto the main piece.</p> | | <p>Craft and design.</p> <p>Fabric of nature Shape: Know how to use basic shapes to form more complex shapes and patterns. Pattern: Know that patterns can be irregular and change in ways you wouldn’t expect. Pattern: Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Texture: Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. Tone: Know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> | | <p>Drawing Power Prints.</p> <p>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. Know about the influence of William Morris.</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 |
| MAIN TEXT | 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) |
| Unit of work and key concepts. | <p>Painting and mixed media</p> <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>3D and Sculpture</p> <p>Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art.</p> | <p>Drawing- growing artists.</p> <p>Know the difference between organic and geometric shapes. 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> | <p>Craft and Design- Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Discuss and evaluate the process and outcome of their work. Use colours and materials appropriately, showing an understanding of effective composition.</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 |
| MAIN TEXT | 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 |
| Unit of work and key concepts. | <p>Architecture.</p> <p>Know that shapes can be used to place the key elements in a composition.</p> <p>Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Know how to use shapes and measuring as methods to draw accurate proportions.</p> <p>Know how to select a small section of a drawing to use as a print design.</p> <p>Know how to design a building that fits a specific brief. How to draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Know how to draw from different views, such as a front or side elevation.</p> | | <p>Drawing.</p> <p>Know shapes can be used to place the key elements in a composition.</p> <p>To know lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>To know how to create texture on different materials.</p> <p>To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose.</p> <p>How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate.</p> <p>Gain inspiration from Teis Albers's piece 'Moonwalk.'</p> | | <p>Sculpture</p> <p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know the size and scale of three-dimensional artwork change the effect of the piece.</p> <p>Know how to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>Know how to try out ideas on a small scale to assess their effect.</p> <p>Know how to use everyday objects to form a sculpture.</p> <p>Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> | <p>Make my voice heard.</p> <p>Graffiti art and Sculpture.</p> <p>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: block letters serifs two contrasting colours</p> <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 |
|--------------------------------------|----------------------|--|----------------------------------|--|---|--|
| MAIN TEXT | Jamie Drake Equation | War Horse Beowulf | The Silver Sword + WW2 poetry | The Nowhere Emporium – Ross McKenzie | The Tempest (including The Lighthouse) | Treason- Berlie Doherty |
| 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>Making memories.</p> <p>Know colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Know how an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms..</p> |