



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:	
Year 1	Mark making Drawing:		Reflections on water: collage, draw, paint		Watery weavings: textiles	
Year 2	I am beautiful: drawing and mixed media		Reclaimed materials: drawing, printing and sculpture.		Maps to explore: paint and print	
Year 3	The Rainforest: drawing and painting		Monsters: sculpture and digital design		Perfect patterns: drawing and design	
Year 4	Architecture: drawing and painting		Views of local landmarks: ceramics, digital, draw and sculpture.		Hidden worlds: collage and mixed media	
Year 5 and 6	Me in a box: drawing and sculpture		Charting self: exploring portrait and identity		Street art: digital and new media	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Focus	Andy Warhol: Pop art uses bright colours and bold images. It is a style of art often based on real-life objects, people, comic strips or animals.	Andy Goldsworthy: Excellent for nature-based art and exploring texture, using leaves, sticks, and stones, which is perfect for outdoor learning.	Wassily Kandinsky: for exploring color, shapes, and feelings through music-themed painting, such as his work with concentric circles.	Yayoi Kusama (Polka Dots): Focus on her obsession with dots and patterns. Children can use dot markers, stickers, or finger painting to fill spaces with circles,	Giuseppe Arcimboldo: for creating portraits using fruits, vegetables, and flowers, suitable for topics on healthy eating.	Frida Kahlo (Self-Portraits): Encourage children to create portraits using vibrant colors, flowers, and animals, focusing on expressing emotion and self-identity.
Unit of work and key concepts.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	To know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. To be able to explore colour and colour mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	To be able to confidently use water colours and pastels to create an effect. To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Join different materials and explore different textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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YEAR GROUP. Year 1						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	Mark making: using drawing tools and techniques Draw In this unit pupils will investigate, explore and use a range of materials and techniques to create drawings. They will make art expressively and spontaneously, create texture and surfaces with charcoal and create patterns with familiar shapes. How artists make marks Expressive mark-making Mark-making with ink and water Textured marks with charcoal Mark-making and patterns Building drawing machines		Reflections on water: introducing painting Collage, Draw, Paint Through investigations and studies of a diverse range of artworks based on water, pupils will make their own observations and records of the subject. They will make water studies in the mediums of collage and paint. How has water been depicted by artists, makers and designers Sketchbook experimentation: water-like marks Depicting water with watercolour and collage Painting with water as a subject Watercolour water collaboration Make a collaborative mixed media collage		Watery weavings: introducing textiles. Textiles Pupils learn the principles of weaving and develop their manipulative skills through fastening fabric based materials. They investigate and explore the principle of textile construction and gain sensory experience of textile materials. The qualities of different textiles Exploring weaving techniques Circular weaving Design an underwater weaving Weaving using everyday objects as a frame Embellish and evaluate	

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YEAR GROUP. Year 2						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	I am beautiful: drawing and mixed media Collage, Digital, Draw, Print, Sculpt This is a profile portrait drawing unit that incorporates photographing and drawing the face in profile, printing and relief sculpture. Pupils will not only draw the face, but celebrate what is unique about themselves incorporating this into their art. Profile portraits in art Draw a profile portrait Take and edit a portrait photograph Create an identity mood board Make a print profile portrait Relief sculpture profile portrait		Reclaimed materials: drawing, printing, sculpture Draw, Sculpt Pupils will learn about art made from reclaimed materials. They will explore this theme to make their own animal art in two and three dimensions, applying core art skills and craft techniques. Drawing animals using silhouette stencils Model an animal in playdough or clay Upcycled art: using reclaimed materials Sculpture: make a simple animal armature Build an animal sculpture using reclaimed materials Reclaimed materials: finalising an upcycled animal sculpture		Frank Bowling map paintings Paint, Print This unit will examine the life and work of Frank Bowling, in particular his map paintings. Pupils will make art that represents movement, using stencil and painting techniques and be inspired by the life and work of Bowling. The artist Frank Bowling and his studio The inspiration behind Frank Bowling's work Places and migration Making and using map stencil Refining map paintings	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. Year 3						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	The Rainforest: drawing and painting Collage, Draw, Paint Pupils will learn about different artists who used forest scapes as their subject. They will create rubbings and make a collage from objects they have collected, before making observational drawings and developing and realising their own rainforest painting. Artists who use the rainforest as inspiration for their artwork Make frottage leaf studies Collage skills using the rainforest as inspiration Draw the rainforest: studies of plants and leaves Explore the shades, textures and colours of a rainforest Paint a rainforest		Monsters: sculpture and digital design Design, Digital, Sculpt This design and make unit has links with the creative industries. Pupils will identify and study popular monsters in film and TV, before realising their own imaginative concepts into models and animation. Monsters in myths and film Design a monster Plan a monster animation Make a modelling clay monster Make your monster move - stop motion animation Edit and complete a stop motion animation		Perfect Patterns: drawing and design Design, Draw Pupils will create a range of art outcomes based on the theme of patterns. They will look at patterns in the natural world and investigate how pattern and decoration forms a fundamental part of art making. They will make a pattern motif and use it to create their own repeat pattern. Create a pattern using a square grid Create a kaleidoscope pattern Patterns in nature Investigating patterns and decoration in art Design and make a pattern motif Print a repeat pattern using a motif	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP: Year 4						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	Architecture: drawing and 3D design Pupils investigate an architect and learn to draw buildings in an architectural style. They may work in groups to respond to an architectural design challenge and design and make a solution in two and three dimensions, before making a group presentation. Pupils will learn how buildings are designed and how their environment is shaped by artists. The unit links to vocational practice. Investigate an architect Draw buildings using simple perspective Tonally shade architecture Develop a collaborative group design Make an architectural 3D model Present a group design proposal		Views of a local landmark: ceramics Digital, Draw, Sculpt Pupils will learn about composition in landscape, and investigate different artist's work. They will use this knowledge to interpret a local landmark from different viewpoints and perspectives. They will develop these studies into a low relief ceramic tile. Observation is a principal area of the subject which must be revisited in order for key skills to progress develop. Pupils will apply their understanding of basic elements of composition understand to create 3-dimensional depth sculpturally in low relief. Photograph a local landmark Research and photograph a local landmark Design a local landmark low relief tile Create a low relief ceramic tile: trace and transfer a design Create a low relief ceramic tile: transfer and carve Create a low relief ceramic tile: decorate and evaluate		Hidden Worlds Collage and mixed media Pupils will devise and make a personalised assemblage sculpture that reflects aspects of their inner and outer personality. They will compose a poetry self-portrait before researching, gathering and collecting items for their assemblage sculpture. pupils were introduced to basic assemblage techniques and use of found materials in previous units. Here pupils make more sophisticated selections to create art that conveys a personal message. Pupils at this stage are able to draw on a range of art, craft and design experiences and this project develops their sense of self as artists, makers and designers. Draft a self-portrait concrete poem Use monoprinting to create a self-portrait Create an art box Plan for an assemblage sculpture Assemblage: interior box design Assemblage: exterior box design	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP. Year 5 and 6

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	Me in a box Drawing and sculpture Pupils will devise and make a personalised assemblage sculpture that reflects aspects of their inner and outer personality. They will compose a poetry self-portrait before researching, gathering and collecting items for their assemblage sculpture. Pupils make more sophisticated selections to create art that conveys a personal message. Pupils at this stage are able to draw on a range of art, craft and design experiences and this project develops their sense of self as artists, makers and designers. Draft a self-portrait concrete poem Use monoprinting to create a self-portrait Create an art box Plan for an assemblage sculpture Assemblage: interior box design Assemblage: exterior box design		Charting self Exploring portrait and identity Pupils express personal identity through portraiture, material, memory and imagination. Pupils create textured paintings, symbolic surfaces, close-up feature portraits, and expressive self-maps that combine journey and face. Pupils reflect on identity before transitioning to secondary school. Linking emotion with creativity, it explores how culture, history, and place shape us. Pupils build confidence through artist study, expressive making, and personal exploration. Painting a portrait with colour and feeling Layers and symbols: surface, texture and identity Patterns in medieval art Raised portraits: representation through dots and relief		Street art Digital and new media Pupils will study street art in contemporary culture. They will consider graffiti in the context of lettering artforms and graphic design. They will learn how to draw graffiti letters and street art graphics before designing their own street art composition for a community space artwork. Pupils revisit concepts of typography, lettering, and composition to deepen their understanding and application of graphic design concepts and processes in new contexts. Artists who create street art Sketching street art and designing graffiti letters Developing graffiti letter designs using digital media Exploring social messages in street art Design a street art mural Use digital techniques to make street art compositions	

BISHOP ELLIS ART AND DESIGN CURRICULUM PLAN

YEAR GROUP: Year 5 and 6

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	Lettering: graphic design Design, Digital, Draw, Print Pupils will investigate letterforms and practice calligraphic techniques, looking at the work of artists and designers. They will make concrete poems, playing with typographic forms to create meaning and communicate ideas. They will design and create their own letterform composition. Graphic design: the art of letters Create a concrete poem Practise calligraphic techniques Learn to draw typographic letter forms Design an expressive letter form Create expressive typographic work		Meaning and symbolism in art: drawing and painting Collage, Draw, Paint Pupils will investigate how artists create meaning and tell stories through their art. They will investigate symbolism in art and develop understanding that visual art, craft and design has multiple meanings beyond its surface depiction to support the development of their own visual literacy. Symbolism and stories in art, craft and design Drawing: create a character for a story Develop understanding of symbolism: collect and draw objects Plan a story artwork including character and objects Develop a story: composition and layout Complete a story artwork: colour and detail		New Pop Art: sculpture and mixed media Digital, Sculpt In this conceptual art unit, pupils will make art in a medium of their choice on a topical contemporary theme. They will investigate how and why Pop Artists from the 1960s to the present day created art. The history of Pop Art Pop Art: in depth artist study Sketchbook idea development: thinking through sketching Pop art: finding sources and researching an idea Develop a Pop Art piece Pop Art: realise a final outcome	

