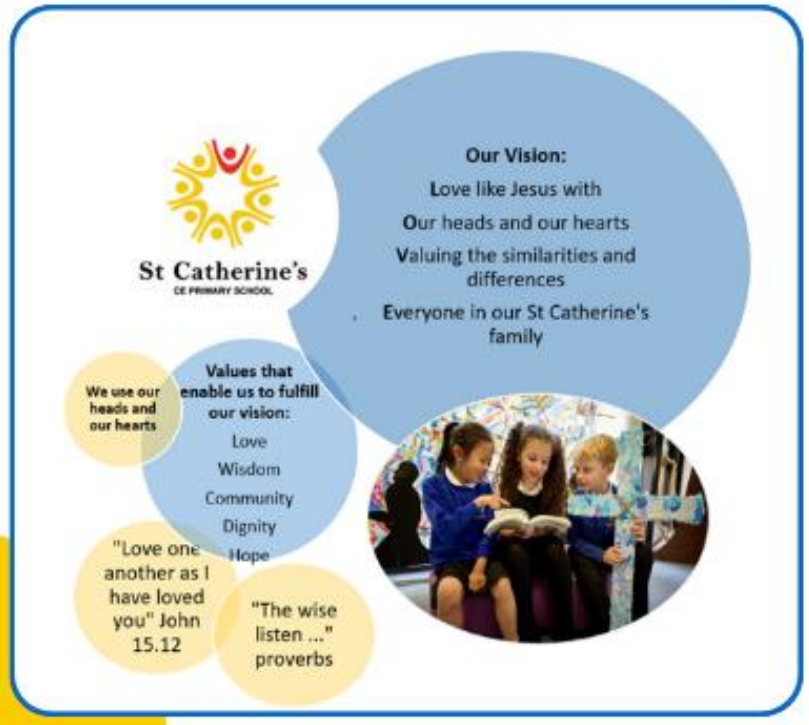
ST CATHERINE'S CE PRIMARY SCHOOL
ART CURRICULUM OVERVIEW



At St Catherine's, our vision to *"love like Jesus with our heads and our hearts"* is deeply embedded in the teaching of Art. Art offers a unique way for children to express their creativity, emotions, and individuality; nurturing both wisdom (head) and love (heart).

Through the Art Express scheme, children explore a rich variety of artistic techniques and styles, developing their skills and understanding (head) while engaging with themes that encourage empathy, reflection, and celebration of diversity (heart). The scheme's structured yet flexible approach allows children to build confidence in their artistic abilities while expressing their own stories, values, and emotions.

Art encourages children to appreciate beauty in the world and in themselves and others, fostering respect and dignity for the uniqueness of every individual. It provides space for children to explore cultural heritage and personal identity, linking to our vision by valuing both similarities and differences within our St Catherine's family.

Moreover, Art nurtures perseverance, patience, and joy in creation; qualities that reflect love in action. Whether through painting, sculpture, or digital media, children are encouraged to take risks, reflect on their work, and celebrate progress, embodying the resilience and kindness taught by Jesus.

In summary, Art at St Catherine's, supported by the Art Express scheme, is a joyful, inclusive journey where children grow in skill, character, and compassion – truly loving with their heads and their hearts.

Art Curriculum at St Catherine's C of E Primary School



At St Catherine's C of E Primary School, our Art curriculum uses *Art Express* as a foundation for planning and covering the primary concepts and key processes of art education via six content areas: drawing, painting, printing, collage and textiles, sculpture and digital media. This allows teachers to take ownership of their own curriculum content and tailor it for the specific needs of the children.

Central to Art Express is the understanding of art education as a process of generating ideas, realising them in material form and being able to talk about what was done and why using the appropriate vocabulary. Our art education aims to contribute to essential aspects of children's personal development such as creativity, independence, judgment and self-reflection.

Each unit models progression from first-hand experimentation and the acquisition of skills and technical knowledge, towards applying what has been learned with new independence and purpose, enabling pupils to become self-aware and confident learners. Units also include regular opportunities to learn about and explore other cultures: celebrating different cultural traditions to develop children's understanding of our multi-cultural world.

The programme for each key stage ensures that breadth and balance of experience, skills and curriculum content appropriate for the age range.

Teachers can adapt units to fit with their book focus, but use the planned learning aims and objectives to ensure learning is sequential and cumulative. The units model the process of enquiry and experimentation that generates ideas and develops familiarity with materials. This is turn, promotes purposeful ideas and plans, following these through, mastering skills and regular reviewing of progress.

The aims of our Art curriculum are those of the National Curriculum 2014 – 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 language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Art - Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products (A1.1)
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A1.2)
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A1.3)
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (A1.4)

Key Stage 1 Overview

Year 1	Year 2
Key Focus Unit 1: Drawing – The World Around Us	**Key Focus Unit 1: Printing – Introduction to printing**
This unit offers children the opportunity to: • collect and share ideas and explore and experiment with materials • develop the confidence to use a range of marks to draw things they see, know and remember • develop control over a variety of drawing tools and materials, using them selectively and purposefully • look at drawings and talk about them to become aware of elements within drawings and try to interpret them.	This unit offers children the opportunity to: • Experience the process of printing, experimenting with a range of objects, shapes and patterns. • Start to make ordered or repeated patterns, and recognise and experiment with the effect different variables, such as shape, pressure or colour. • Develop and use appropriate and relevant vocabulary and make choices as to how they can develop or modify their own printing. • Develop an awareness of print, pattern and texture in our environment and culture and in other cultures, countries and periods of history.
Key Focus Unit 2: Painting – Water, Water Everywhere	**Key Focus Unit 2: Sculpture – Chinese New Year or Animals**
This unit offers children the opportunity to: • Experiment freely with paint in order to learn about what paint is like and how it can be used • Discover the potential of brushes and other painting implements through experimentation, and investigate the kind of marks that can be made • Know more about simple colour mixing and start to develop an appropriate vocabulary to describe colours and how they can be used • Work collaboratively, sharing ideas and expressing opinions • Start to recognise diverse approaches to painting through looking at artists' work from a range of times and places.	This unit offers children the opportunity to: • Explore ideas by investigating and experimenting with modelling and construction techniques using recycled materials. • Investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work. • Evaluate their sculptures during the making process and suggest ways in which to solve problems and improve their own work. • Study sculpture from other cultures in order to develop knowledge and understanding of materials and approaches.

(Units taken from *Art Express Book 1.)*

Art - Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas (A2.1)
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (A2.2)
- about great artists, architects and designers in history. (A2.3)

Key Stage 2 Overview

Year 3	Year 4	Year 5	Year 6
Key Focus Unit 1: Sculpture – Local Area	**Key Focus Unit 1: Collage and Textiles - Rainforest**	**Key Focus Unit 1: Printing – Pattern and Design**	**Key Focus Unit 1: Sculpture – Figures in Motion**
This unit offers children the opportunity to: • Explore and create by collecting and selecting visual research from first-hand observations and other sources to develop ideas for their work. • Investigate and use the qualities of materials and processes to develop practical skills of modelling and construction, extending their control of tools and processes and evaluating their suitability for different tasks. • Develop critical skills by adapting and refining their own work in line with the limitations and possibilities of materials and processes • Develop an understanding of architecture, both local and from other cultures, by comparison of different materials, approaches and technologies over time.	This unit offers children the opportunity to: • Explore and comment on different starting points for collage and textile work, using sketchbooks to collect visual stimuli, through drawings, photographs, notes and discussion. • Investigate and explore different materials, changing the surface and appearance of paper by adding and layering other media, exploring patterns in fabric, learning to make blocks and using hem to make a range of marks and repeat images on fabric. • Develop and use an extended and broad vocabulary to describe collage and textiles, making comparisons and links to other techniques covered in previous years. • Compare and comment on the work of artists, photographers and craftspeople from around the world.	This unit offers children the opportunity to: • Use a sketchbook to collect and select materials, to try out alternative ideas and designs before reaching a decision and to develop drawings into ideas for printed images. • Design a pattern for a printing block and plan and explore several alternatives before arriving at a final design, if possible using computers or cameras to record ideas. • Compare and contrast examples of pattern from different contexts and develop an increased understanding of repetition, rotation and symmetry in printed designs. • Recognise how printed pattern has been used historically and culturally in different ways and for different purposes.	This unit offers children the opportunity to: • Explore and develop ideas about movement by selecting information from visual research • Apply their knowledge and understanding of materials and processes, selecting, combining and manipulating them to explore the visual and tactile qualities • Evaluate and critically review their work, identifying both successful aspects and others needing further development, adapting and improving their own work as it progresses • Develop knowledge and understanding by comparing ideas, methods and approaches used by different sculptors, relating this to the time and place in which the work was made, using appropriate vocabulary.
Key Focus Unit 2: Painting – Colour and Still Life	**Key Focus Unit 2: Drawing – Buildings and Environments**	**Key Focus Unit 2: Painting - Colour and Still Life**	**Key Focus Unit 2: Digital Media**
This unit offers children the opportunity to: • Experiment with different approaches to using and applying paint. • Freely explore ideas, working from first-hand experience, memory and imagination. • Develop increased confidence in colour-mixing and mark-making, working with a wider range of paint and painting tools. • Talk about colour and composition in their own and in artists' paintings, expressing opinions with appropriate vocabulary. • Adapt and refine their own work, sharing ideas with others. • Compare and contrast works of art from different times and places.	This unit offers children the opportunity to: • Collect and share ideas and explore and experiment with materials. • Develop the confidence to use a range of drawing strategies and techniques. • Understand that marks can have meanings. • Develop control over a variety of drawing tools and materials, using them selectively and purposefully. • Look at different kinds of drawing, talk about them and try to interpret them.	This unit offers children the opportunity to: • Create imaginary and exploratory work, try out different approaches and develop an extended repertoire of ideas. • Collect materials and ideas to develop in sketchbooks and explore different starting points. • Consolidate and further develop skills in colour mixing, applying paint and selecting appropriate tools and materials for work on different scales and for different purposes. • Use increased awareness of painting methods and styles to review and refine their own ideas, making connections with processes used by artists. • Understand how particular materials and methods relate to context and articulate their understanding and preferences with an increasingly specialist vocabulary.	This unit offers children the opportunity to: • Combine digital and traditional techniques. • Further develop image-manipulation skills, designing for a purpose • Develop an understanding of the creative potential of digital technology • Use their understanding to refine, develop, adapt and discuss their own work.

(Units taken from *Art Express Book 3, 4 and 6.)*

Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an ‘it’!
Every child has at least one ‘it’ – we need to find it!