



St Joseph's Art Curriculum

Curriculum Overview

Creating, exploring, appreciating and responding through art

Art at St Josephs

At St Joseph's, Art gives every child opportunities to explore, create and communicate ideas. Children develop confidence with materials and techniques, learn from a diverse range of artists and use sketchbooks to record, practise and refine their thinking.

Our curriculum develops knowledge of colour, paint, drawing and composition alongside the practical skills pupils need to work as artists. Children observe closely, investigate artwork, experiment with media, make purposeful choices and evaluate how their work can improve.

Curriculum Intent

We aim to develop curious, confident and reflective artists. By the end of Year 6, pupils should control a range of materials and techniques, draw on the work of artists and designers, and communicate their ideas through purposeful and increasingly individual outcomes.

- Build artistic knowledge and technical control progressively from EYFS to Year 6.
- Develop knowledge of colour, paint, drawing, composition, media and artistic vocabulary.
- Introduce pupils to local Derbyshire artists, faith-inspired art and significant British artists.
- Encourage pupils to observe, experiment, take creative risks, reflect and respond thoughtfully to art.

The Art Curriculum

The curriculum combines knowledge of artists, styles, materials and processes with the practical habits artists use to develop ideas. Five connected areas run through learning from EYFS to Year 6.

Curriculum area	What children learn
Colour	Colour mixing, primary and secondary colours, tone, shade, mood, symbolism and using colour to influence the viewer.
Paint	Brush control, different paints, application techniques, texture, abstraction and selecting materials for a desired effect.
Drawing	Line, shape, pattern, observation, proportion, perspective, shading, tone and increasingly sustained drawing.
Art investigation	Looking closely, discussing artists, comparing styles, analysing techniques, expressing opinions and evaluating outcomes.
Sketchbooks	Recording observations, practising techniques, experimenting with media, developing ideas and reflecting on progress.

Curriculum Implementation

Art is taught through a clear sequence of imitation, innovation and independent application. Teachers identify the essential knowledge, techniques and vocabulary pupils need, connect learning to previous experience and give children time to practise before creating a final response.

- Children begin by studying and imitating aspects of an artist's work before adapting ideas and creating their own composition.
- Teachers model techniques explicitly and provide opportunities to explore sketching, painting, printing, collage, 3D work and digital art.
- Sketchbooks support observation, experimentation, practice, annotation, reflection and the development of ideas.
- A carefully chosen range of local, faith-inspired and British artists broadens children's knowledge of styles, periods and purposes.
- Previously taught skills and vocabulary are revisited so that children can apply them with increasing control in new contexts.
- Children evaluate their own and others' work, use feedback and explain the choices they make as artists.

Progression Through School

Phase	Main focus	Developing as an artist
EYFS	Exploration and expression	Children explore colour, paint, drawing and materials through play. They make marks, create simple images and begin to talk about artwork.
Key Stage 1	Core skills and artist response	Pupils develop brush and pencil control, mix colour, create recognisable images and respond to artists using simple techniques and vocabulary.
Lower Key Stage 2	Developing technique and ideas	Pupils use a wider range of drawing and painting techniques, develop ideas in sketchbooks and make informed choices about media, composition and effect.
Upper Key Stage 2	Independence and artistic intention	Pupils work with increasing independence, sustain and refine ideas, control tone and perspective, draw on artistic influences and evaluate outcomes thoughtfully.

Art Investigation and Sketchbooks

Across the curriculum, children learn how artists develop and refine ideas. They observe closely, ask questions, collect visual information, experiment with techniques, record decisions and evaluate different responses.

- EYFS children explore materials freely, make marks and talk about what they notice, enjoy and create.
- Key Stage 1 pupils practise techniques, record simple ideas, compare artists and describe features they can see.
- Key Stage 2 pupils sustain ideas in sketchbooks, analyse techniques, make purposeful choices, use feedback and justify how they refine their work.

Artists and Inspiration

EYFS: Exploring colour, paint, drawing and familiar images through purposeful play.

Years 1 and 2: Kerry Louise Bennett, Amanda Hughes, Jan Richardson, Patrick J Murphy, Jorge Cocco, He Qi, Frank Bowling and Bridget Riley.

Years 3 and 4: Quaker Pegg, Joseph Wright, Jen Norton, Colin McCahon, Mike Moyers, Leonardo da Vinci, Lynette Yiadom Boakye and John Stezaker.

Years 5 and 6: Claude Thomas Stanfield Moore, Paul Kenton, Gerard van Honthorst, Edvard Munch, Vincent van Gogh, Pablo Picasso, Antony Gormley and Peter Blake.

Curriculum Themes

Three artist strands connect Art learning across the school and reflect our Catholic mission and local context.

Learning from local talent

Children study artists connected with Derby and Derbyshire, building pride in the creativity, heritage and landscapes of the local area.

Faith inspires art

Children explore how artists interpret scripture, faith, worship and human experience through line, colour, composition and symbolism.

The best of British art

Children encounter important British artists working across painting, optical art, portraiture, collage, sculpture and popular art.

Curriculum Impact

By the end of Key Stage 2, children will have developed secure artistic knowledge and increasing technical control. They will use colour, paint, drawing and a range of media confidently, draw on the work of artists and communicate purposeful ideas through their own compositions.

Pupils will also understand that artwork can be interpreted in different ways. They will discuss art using appropriate vocabulary, reflect on their progress, respond constructively to feedback and explain how their choices influence a final outcome.