



## Curriculum Intent for Art and Design

Leigh-on-Sea has long been the inspiration for many generations of artists who have marvelled at its scenic views and nautical history. Over time the area has become a cultural melting pot for artists of all disciplines who are able to share their considerable skills with our local community during art trails, creative workshops, exhibitions and galleries. Our children have been incredibly fortunate to be growing up in and benefiting from such an inspiring and rich artistic environment. At West Leigh, we aim to continue their cultural development as they progress through our school by giving them the opportunity to experiment, create and further their artistic talents in a variety of different disciplines.

'We are artists and designers'



Children experience many pressures in life and art is an important tool not only to give the children a chance to express themselves but also to enhance their well-being whilst at school. Our teachers are encouraged to provide a calm and relaxed artistic environment in order to bring out the best in our children and allow their skills to flourish and grow.

We ensure our art curriculum is accessible to SEND and vulnerable pupils by providing adapted tasks, tools and a range of media to suit individual needs. Step-by-step demonstrations, visual prompts and modelling of techniques—such as drawing, painting, printing, and sculpture—help children engage confidently with creative processes. Targeted adult support and opportunities for repeated practice or pre-learning enable children to experiment, develop skills and express their ideas successfully through their artwork.

As each year passes the children are able to build on their previous knowledge by integrating new skills and techniques into their growing repertoire. By the time they leave us at the end of Year 6 they will have experienced a wide variety of different materials and media in order to give them a firm base from which to strengthen their abilities as they begin their journey into secondary school.

Art and Design at West Leigh is based upon the following seven main strands that are designed to give the children a fully rounded artistic experience and enable them to expand and develop their skills in an achievable and exciting manner:

- drawing
- painting
- printing
- sculpture
- textiles
- collage
- digital art

### Sketchbooks

Sketch books are an integral part of every artist's tool kit and our children are no exception. They are allocated a sketchbook in Year 3 that is carried with them throughout their creative journey so that they can track their development and skill progression.

The children are encouraged to be experimental and creative in their sketchbooks; this is a place for ideas to grow and take shape and not a place where perfection is demanded. This is vitally important to their artistic development as the children are able to try out new and unfamiliar techniques without the fear of failure. No one can be expected to master a discipline without trial and error and the children have the opportunity to assess and evaluate their work in order to facilitate quicker progression and mastery.

Their sketchbooks will show the acorns of ideas and how they have grown and expanded into the oaks of final designs. They will also show how and why some ideas withered and died and the choices which led to the children's decisions.

### Mastery of Skills

Art and Design is an integral part of our Connected Curriculum and is able to cross the boundary between creativity and academia which allows the children to express their learning in imaginative ways.

Core skills such as drawing and painting, which form the basic building blocks of all Art and Design, are revisited each year to embed the children's skills and provide a quicker path to mastery. Other aspects of the subject, such as textiles, sculpture and digital art, are taught as part of a spiral curriculum where children can extend their previous knowledge at intervals throughout their time with us.

All our children are encouraged to master their artistic skills, no matter what level of achievement they are able to reach. As in other subjects, some children will naturally excel but all children are inspired to reach their full potential by enthusiastic and knowledgeable teaching. Progression is attainable for every child as our curriculum is based upon gradual, obtainable steps up the ladder of ability and expertise.

### Year 3

This is the start of the children's artistic journey with us and they are able not only to deepen their understanding of core skills but also venture into new areas of undiscovered expertise and techniques. This is a particularly crucial year for the children as it is when the foundations are laid in preparation for the next three years. They are given their first sketch books and are taught how to use them effectively. Children are assured that mistakes and errors are part of the journey to perfection and should be embraced and built upon rather than being rubbed out or crossed through.

In this foundation year the children begin by producing and using their own printing tools and pigments to create Stone Age inspired art after visiting Belfairs Woods.

Later in the year, they combine their newfound knowledge of Greek architecture to produce a 3D collage of the areas landscape using cardboard, paint and paper, implementing a wide range of collage techniques.

Finally, they finish the year by creating their own simple printing tools and use these to create nature-inspired paintings, exploring texture, pattern and colour in their artwork.

### Year 4

Whilst studying Ancient Egypt, the children design and create their very own canopic jars using air drying clay. They then add further authenticity by decorating them in an Egyptian influenced style based upon their observational drawings of Ancient Egyptian art and using a limited colour palette.

The children then take a look at the Roman Empire and its impact on Britain. Linking art to maths and symmetry, they study Roman Art, with a particular focus on mosaics, and create their interpretation of a Roman masterpiece using digital art skills and techniques.

To finish the year, the children link the topic of fairgrounds to the work of L.S. Lowry, with a particular focus on his depiction of movement, fairgrounds and entertainment. This is a concentration in brush technique and control with the goal of producing an accurate, but personal, piece of work in the style of Lowry.

### Year 5

To link with their topic of Fragile Earth, Year 5 uses a combination of wax resist and detailed line work to recreate 'The Great Wave off Kanagawa' by Hokusai. They must show an appreciation of the original artwork in order to produce their own interpretation of this famous and thought provoking piece.

In Year 5, pupils learn the craft of weaving, developing skills such as threading and interlacing materials, measuring and cutting with accuracy, creating patterns, and selecting appropriate colours and textures to produce structured, decorative woven pieces.

Building on the digital art skills that the children began to develop in Year 4, the children explore new media and portrait photography, experimenting with different effects such as lighting, angles, focus, and filters, while developing skills in composition, framing, editing, and selecting images to convey mood and style.

## Year 6

The children's final artistic year is a celebration of the learning journey and aims to not only embed core skills in preparation for their transition to Year 7 but also allow them to showcase all the knowledge they have assimilated during their time with us.

To link with the topic of 'Our Changing World', Year 6 use Henri Rousseau's incredibly famous work 'Tiger in a Tropical Storm'. Using printing, collage, colour studies and observational drawing, the children create vibrant and interesting works based upon this vital and fragile area of the planet.

After investigating a variety of different sculptors from the United Kingdom, create a sculpture inspired by the history and culture of a chosen UK town, building on clay and sculpture skills developed in Year 4, but this time working with wire to explore form, structure, and three-dimensional design.

Linking to their study of the Blitz during the Second World War, the children create a perspective street scene inspired by the Blitz, applying drawing and shading skills developed in previous years, including proportion, vanishing points, tone, and texture, to produce a detailed and atmospheric composition.