



Art Curriculum Overview





Art at Bridge Junior School

Children build on their own cultural and creative experiences. Through memorable, practical lessons they learn to explore ideas, master techniques and develop confidence in their own artistic voice.

Ideas and imagination

Children observe closely, record experiences in sketchbooks and use artists, places, stories and other subjects as starting points for their own work.

Materials and techniques

Children become increasingly proficient in drawing, painting, printing, collage, sculpture and design. They experiment, practise, control materials and refine ideas.

Artists and meaning

Children learn about artists, craft makers and designers from different times and cultures. They discuss style, context, meaning and how creative choices affect a viewer.

Art helps children notice the world, communicate ideas and value different viewpoints. It gives them the confidence to take creative risks, make choices and share work with others.



What we want our children to know...

Big Ideas

Children meet important ideas again and again:

- line, shape, form and space
- colour, tone, value and texture
- observation and imagination
- pattern, composition and perspective
- meaning, emotion and symbolism
- culture, context and artistic style

Knowledge

Children learn about great artists, craft makers and designers, including the historical and cultural development of graffiti, printmaking, surrealism, Cubism, Pop Art, portraiture, sculpture and geometric design.

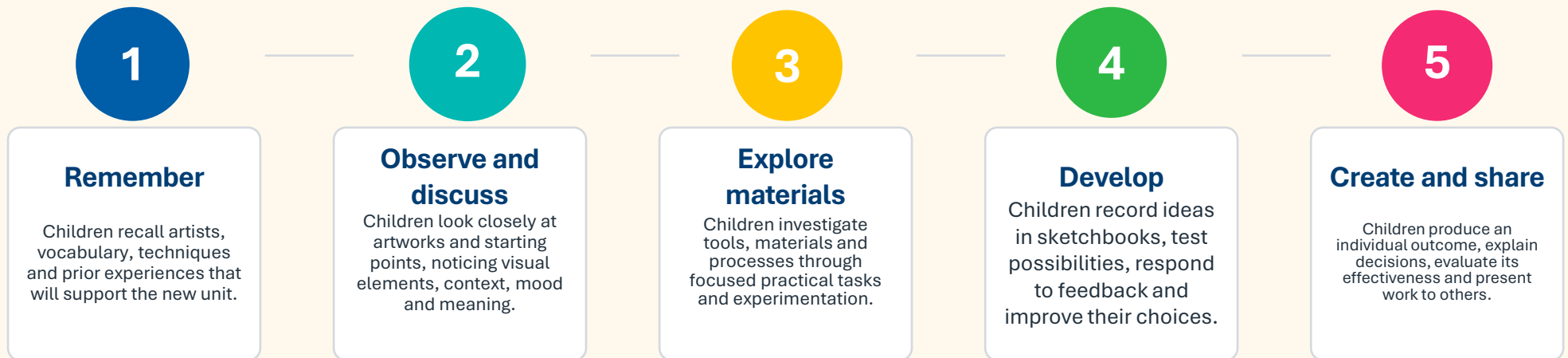
Skills

Children use sketchbooks to observe, collect, develop, revisit and refine ideas. They improve control in drawing, painting, printing, collage and 3-D form, then evaluate work with precise artistic vocabulary.



How we teach Art at Bridge...

Art units are sequenced so children revisit key visual elements, practise techniques and make increasingly independent creative decisions.



Adapted for our school

Planning follows the 2014 National Curriculum. Units make purposeful links with History and Geography while progressive objectives keep knowledge and skills challenging.

Experiences

Children learn through practical lessons, sketchbooks, galleries, museum visits, city walks, digital tools, whole-school exhibitions and opportunities to meet real-life artists.



How we know that our children are doing well...

They explore

Children observe carefully, generate ideas and use sketchbooks to record, review and revisit their artistic thinking.

They control

Children select and control tools, materials and techniques with increasing accuracy, confidence and independence.

They create

Children combine knowledge and techniques to produce personal outcomes that communicate ideas, feelings and meaning.

They evaluate

Children use the language of art to analyse creative work, explain choices, respond positively and suggest improvements.

What teachers check

Teachers use questioning, discussion, observation, sketchbooks, portfolios, practical outcomes, pupil evaluations and subject-leader monitoring to see how knowledge and skills are developing.

What success looks like

Children become confident, curious artists. Their portfolios show individual journeys, increasingly purposeful choices, secure techniques, informed critique and ownership of their artistic vision.



TERM PLAN

Art Units at Bridge...

Year Group	Unit 1	Unit 2	Unit 3
Year 3	Urban Life Banksy · stencils	Natural Disasters Printing - Hokusai	Food Glorious Food Giuseppe Arcimboldo
Year 4	Picasso Drawing to sculpture	Greek Vases Clay and papier-mâché	India Maqbool Fida Husain · painting
Year 5	North America Roy Lichtenstein · Pop Art	Tudor Portraits Drawing and painting	Big Changes William Morris · pattern
Year 6	South America Fernando Botero · 2-D to 3-D	The Right to Decide Sean Hedges-Quinn · sculpture	Early Islam Geometric Islamic design

Why it is sequenced this way?

Children move from guided exploration of stencils, layered print, collage and colour towards more complex composition, portraiture, pattern and 3-D form. Sketchbook use, technical control and independent evaluation deepen in every year.



What children learn about in each year group...

Year 3

Urban Life • Banksy

Children examine graffiti, public art and political messages, then sketch, design and refine stencils. Their final street-art outcome communicates an issue that matters to them.

Natural Disasters • Hokusai

Children study landscape composition, perspective and the 36 Views of Mount Fuji. They engrave polystyrene and build a multi-layer relief print linked to natural disasters.

Food, Glorious Food • Arcimboldo

Children explore surreal portraits made from objects, considering colour, mood, composition and title. They combine drawing, painting and collage to make and explain their own response.

Year 4

Picasso • drawing to sculpture

Children explore Picasso's Blue and Rose periods and Cubism, using geometry and colour to show emotion. Leicester Museum ceramics inspire a designed and constructed clay plate.

Greek Vases • 3-D form

Children investigate the form and narrative decoration of Greek pots. They make a coil pot, write a design brief and construct a papier-mâché vase showing a scene from everyday life.

Maqbool Fida Husain • painting

Children analyse bold colour, line, shape and narrative in the Indian Civilization series. They transform images of modern India into a three-part Cubist-style painted story.



What children learn about in each year group...

Year 5

Roy Lichtenstein · Pop Art

Children identify comic-book subject matter, bold line, colour and ordered dot texture. They test digital and traditional printing methods, layer colour and evaluate a modern Pop Art outcome.

Tudor Portraits

Children explore stylised portraiture, symbolism, status and personality. Focused studies of proportion, pose and facial features lead to a Richard III portrait communicating power, wealth and character.

William Morris · pattern

Children analyse Morris's Leicester design, collect local inspiration and develop symmetry and repeat. Their final Summer in Spinney Hill pattern is planned, drawn, coloured and evaluated.

Year 6

Fernando Botero · 2-D to 3-D

Children explore Botero's enlarged forms and manipulation of space and perspective. They move from altered still-life drawing to a clay animal sculpture in his distinctive style.

Sean Hedges-Quinn · Sculpture

A city-centre statue walk introduces human form, pose and symbolism. Children sketch proportion, build a wire support and sculpt Emmeline Pankhurst in a meaningful pose.

Geometric Islamic design

Children study decoration in mosques and identify line, shape, space, value and colour. Using grids, circles, stars and interlaced polygons, they develop and explain a repeating design.



LOCAL LINKS

Local links in our Art curriculum...

Leicester places, stories and exhibitions help children connect artistic learning with their own city and community.

1

Leicester Museum

Children investigate Picasso's ceramic works, focusing on plate design before creating their own clay response.

2

City Centre Statues

A walking tour helps children evaluate sculpture, human form, pose, detail, symbolism and public commemoration.

3

Spinney Hill Pattern

Local plants, shapes and surroundings inspire a repeating Summer in Spinney Hill design after William Morris.

4

Richard III

Leicester's local history gives purpose to Tudor portrait studies of proportion, status, personality and symbolism.

5

Local Viewpoints

Street art, public places and issues that matter to pupils become meaningful starting points for discussion and making.

6

School Exhibitions

Gallery displays and whole-school exhibitions give children an authentic audience for presenting and discussing their creative work.



Vocabulary for new to English learners...

These high-utility words help pupils take part in Art lessons. They are useful across many units and practical activities.

ACTION WORDS

look	mix
draw	make
paint	choose
cut	copy
stick	change

MATERIAL WORDS

paper	chalk
card	clay
paint	glue
pencil	ink
pen	fabric

VISUAL ELEMENTS

line	light
shape	dark
colour	space
pattern	size

THINKING WORDS

look	same
notice	different
think	like
choose	why
compare	explain

PROCESS WORDS

plan	remove
try	change
test	improve
make	check
add	finish

SPEAKING STEMS

I notice...
The artist used...
I chose... because...

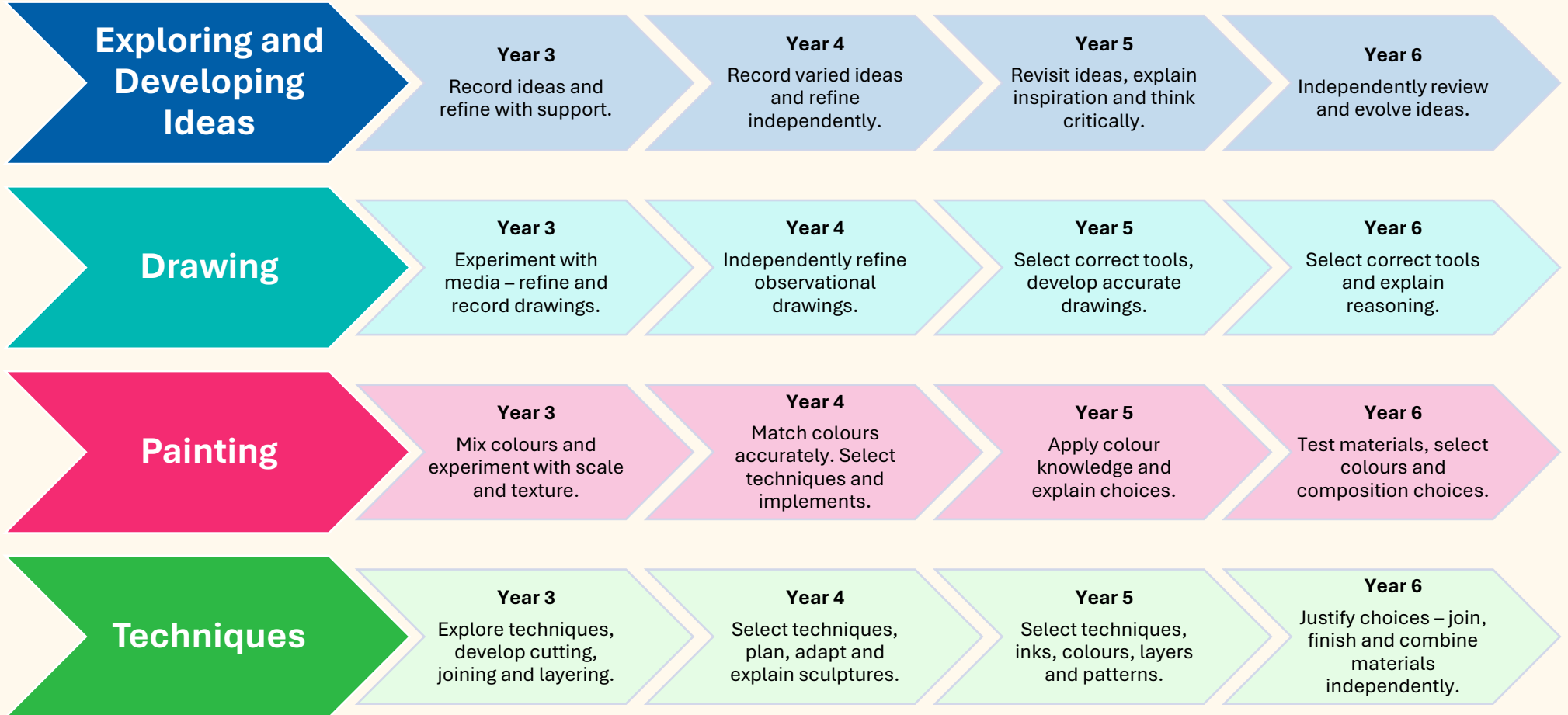


Vocabulary across the school...

Year Group	Unit	Words artists use	Topic vocabulary
Year 3	Urban Life		
	Natural Disasters		
	Food Glorious Food		
Year 4	Picasso		
	Greek Vases		
	India		
Year 5	North America		
	Tudor Portraits		
	Big Changes		
Year 6	South America		
	The Right to Decide		
	Early Islam		



How artistic thinking builds over time...





THE LINKS

Art at home...

Look closely

Notice line, shape, colour, pattern, texture, form, light and shadow in everyday objects, clothing, buildings and nature.

Sketch often

Keep a small sketchbook. Draw from observation, memory and imagination; revisit an idea and try it in another way.

Try materials

Experiment safely with pencil, recycled paper, paint, collage, printing textures or modelling materials. Ask what each can do.

Talk about art

Share opinions about artwork, designs and public art. Encourage children to explain what they notice, feel and wonder.

Support making at home

Value exploration as much as the finished piece. Offer time and a small space to make, reuse everyday materials and let children explain ideas in their first language before sharing in English.

Useful questions

What do you notice? How was it made? Which choice is most effective? What does it communicate? What would you keep, change or try next?