



Hunton & Arrathorne Community Primary School

# Curriculum Document: Art & Design



## INTENT - The Art & Design Curriculum

As a school, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. We also aim for children to understand local artists and their contribution to wider society.

The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences.

Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential



## IMPLEMENTATION - Rationale

Art & Design at Hunton and Arrathorne is celebrated and very much a part of our school life. We teach art skills and progression through 'Art Weeks' which take place half-termly. This allows the children to explore the design process thoroughly before creating a final piece of work. To prepare children for this experience, staff have undertaken varied CPD with experts in school to develop the use of sketchbooks and progression in art. As a result, staff's expertise is strong and children are exposed to an exciting and immersive art curriculum.

To assist with our planning, we use the long-term plan and schemes of work from Kapow Art & Design. This means that we can benefit from enhanced subject knowledge and ensure that our planning is progressive, suitable for mixed age and helps children to know and remember more.

The seven elements of art, pictured above, are key to developing the children's substantive knowledge in art and design. Although these are not taught discretely, links will be made and common vocabulary will be shared.

Art is displayed throughout school. Our sketchbooks, which the children begin in Foundation Stage, follow the children through school and are representative of the children's journey in art. Photographs of larger, group or 3D pieces are also kept within this book.



Our half-termly art weeks feature a focus on a key art skill and existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive verbal feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. We have chosen for each year group to develop one skill at the same time (i.e. drawing) so children all develop these skills at the same pace and can draw clear links between learning.

To enhance children's cultural capital, we again link our art curriculum to the local area. Children will visit The Baltic Centre & The Angel of the North and the Yorkshire Sculpture Park and Thorpe Perrow Arboretum. We develop close links with local artists – both professional and amateur. Our 'artist in residence' Chris undertakes workshops and after school clubs regularly with pupils.

## IMPLEMENTATION – EYFS

### Why do we teach Art & Design? Why do we teach it the way we do?

At Hunton & Arrathorne Primary School our Art & Design curriculum invites children to deepen and extend their feelings of wonder, delight, joy and mystery. We believe that Art enables children to communicate and respond to their everyday experiences and feelings. In Reception, the children are actively encouraged to follow their own interests developing their own ideas. The children learn to express themselves and their own choices, developing the skills of evaluating and refining their own work.

### What do we teach? What does this look like?

At our school, the children in Early Years Foundation Stage have access to continuous provision, which had high quality open-end resources. They are encouraged to plan and design what they would like to create and select the tools and resources they will need to support their choices. Highly trained practitioners support the children to learn a repertoire of skills. Throughout half termly topics such as Ourselves, Seasons, Animals, The Seaside the children also explore different art skills such as drawing, painting, and sculpture.

### What will this look like? By the time children leave our EYFS they will able to:














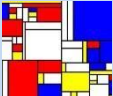












#### Physical

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

#### Expressive Arts & Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

## IMPLEMENTATION – WHOLE SCHOOL ARTIST STUDY

	YEAR A				YEAR B			
	Au 1	Sp 1	Sp 2	Su 1	Au 1	Sp 1	Sp 2	Su 1
Y1 & Y2	Mackenzie Thorpe 	Andy Warhol 	Henry Moore 	Jean Michel Basquiat 	Frida Kahlo 	Pablo Picasso 	Clarice Cliff 	Henri Matisse 
Y3	Wassily Kandinsky 	Henri Rousseau 	Andy Goldsworthy 	William Morris 	Wassily Kandinsky 	Henri Rousseau 	Andy Goldsworthy 	William Morris 
Y4 & Y5	Tiers Albers 	Mondrian 	Anthony Gormley 	Friedensreich Hundertwasser 	Banksy 	Claude Monet 	Leonardo Da Vinci 	Vivienne Westwood 
Y6	Quentin Blake 	David Hockney 	Emma Bridgewater 	Cath Kidston 	Quentin Blake 	David Hockney 	Emma Bridgewater 	Cath Kidston 

## IMPLEMENTATION - Progression in Art & Design (Long Term Plan)

	<i>Au 1 (Drawing)</i>	<i>Au 2 (Seasonal)</i>	<i>Sp 1 (Painting &amp; Mixed Media)</i>	<i>Sp 2 (Sculpture &amp; 3D)</i>	<i>Su 1 (Craft &amp; Design)</i>	<i>Au 1 (Drawing)</i>	<i>Au 2 (Seasonal)</i>	<i>Sp 1 (Painting &amp; Mixed Media)</i>	<i>Sp 2 (Sculpture &amp; 3D)</i>	<i>Su 1 (Craft &amp; Design)</i>
<b>Reception</b>	Marvellous Marks	Seasonal Art	Paint My World	Creation Station	Let's Get Crafty	Marvellous Marks	Seasonal Art	Paint My World	Creation Station	Let's Get Crafty
<b>Y1 &amp; Y2</b>	Tell A Story	Seasonal Art	Life in Colour	Clay Houses	Map it Out	Make Your Mark	Seasonal Art	Colour Splash	Paper Play	Woven Wonders
<b>Y3</b>	Growing Artists	Seasonal Art	Prehistoric Painting	Abstract Shape & Space	Ancient Egyptian Scrolls	Growing Artists	Seasonal Art	Prehistoric Painting	Abstract Shape & Space	Ancient Egyptian Scrolls
<b>Y4/5</b>	I Need Space	Seasonal Art	Portraits	Interactive Installation	Fabric of Nature	Power Prints	Seasonal Art	Light and Dark	Mega Materials	Craft
<b>Y6</b>	Make My Voice Heard	Seasonal Art	Artist Study	Making Memories	Photo Opportunity	Make My Voice Heard	Seasonal Art	Artist Study	Making Memories	Photo Opportunity
<b>Visits, Visitors &amp; Stimulus</b>			Yorkshire Sculpture Park				Angel of the North & Baltic Centre Richmond Station Exhibition			



## IMPLEMENTATION - Progression in Art & Design Skills & Knowledge

	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Other Art (print, collage, digital art)</u>	<u>Knowledge of artists</u>	<u>Analysing and Evaluating Art</u>	<u>Generating ideas and use of sketchbooks</u>
<b>EYFS</b>	Make marks, lines and curves on a variety of paper using a range of media.	Explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks	Manipulate malleable materials using hands and tools  Create 3D models from construction kits and junk modelling resources	Make rubbings.  Print with variety of objects and colours.  Explore and experiment with different textures.	Enjoy looking at and talking about art.	Think about and discuss what they want to make prior to making it.  Share their creations, explaining the process they have used.	Experiment in an exploratory way.  Talk about their ideas.
<b>Year 1</b>	Draw for different purposes and use observational skills to produce a drawing.  Use drawing tools in different ways to experiment with different lines and marks.	Identify the primary colours and understand how to use them to create secondary colours.	Experiment with a variety of malleable media and continue to manipulate malleable materials in a variety of ways e.g. rolling, pinching, and kneading.	Develop a range of cutting, tearing and fixing techniques for a specific purpose  Print with variety of colours to build a repeating pattern	Recognise that artists create varying types of art and use lots of different types of materials.	Describe and compare features of their own and others' artwork.  Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explore their own ideas.  Use sketchbooks to explore ideas using a range of media
<b>Year 2</b>	Draw for different purposes and use observational skills to look closely and reflect surface texture.  Make choices about which materials and techniques to use to create an effect.	Experiment with a range of tools to apply paint, exploring different textures and techniques  Independently make choices about amounts of paint to use when mixing a particular colour.	Use hands and tools with confidence when cutting, shaping and joining paper malleable materials	Choose collage materials based on colour and texture and try different arrangements of materials, including overlapping shapes to create a 3D effect.  Make marks in print with a variety of objects, including natural and made objects	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.  Begin to talk about how they could improve their own work.  Talk about how art is made.	Experiment in sketchbooks, using drawing to record ideas and to help make decisions about what to try out next.  Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.



<b>Year 3</b>	<p>Begin to show an understanding of shape to communicate form and proportion e.g. create a large scale copy of a small sketch.</p> <p>Develop direct observation, for example by creating tone by shading to demonstrate a sense of light and dark in their work.</p>	<p>Experiment with different colours, effects and textures.</p> <p>Demonstrate good understanding of colour mixing with natural pigments and use knowledge of colour mixing to make natural colours.</p>	<p>Plan, design and make sculptures from observation or imagination</p> <p>Use more than one way to create joins between shapes.</p>	<p>Develop experience in embellishing, using a range of joining techniques.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem -solving process and make changes to improve their work.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>
<b>Year 4</b>	<p>Create several pencil tones when shading and create a simple 3D effect.</p> <p>Show a greater awareness of composition, scale, and proportion.</p>	<p>Apply a developing understanding of colour mixing to create and describe tints and tones and using to paint an object in 3D.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing</p>	<p>Develop skills and techniques in using malleable and nonmalleable materials for effect</p> <p>Use a range of materials and tools, selecting and using appropriately and with more independence.</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Use a wide variety of media and use collage to collect / display visual information from a variety of sources.</p>	<p>Use subject vocabulary confidently to describe and compare creative works</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p>

<b>Year 5</b>	Combine techniques to create a final composition, showing a greater awareness of composition and demonstrating the beginnings of an individual style	Create atmosphere and movement in paintings through texture, techniques and choice of paint Develop a painting from a drawing, carrying out preliminary studies e.g. colour mixing	Plan a sculpture through drawing and other preparatory work  Produce intricate patterns and textures when using malleable and non-malleable media	Select the material to print with, in order to get the effect they want.  Refine and alter ideas and explain choices using an art vocabulary.  Combine a wider range of media e.g. photography and digital effects	Discuss how artists create work with the intent to create an impact on the viewer	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
<b>Year 6</b>	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	Independently select from a range of materials and techniques to create a deliberate and desired effect  Identify different features within a painting and use the formal elements to describe it.	Apply learnt techniques to shape, form, model and construct independently, selecting the most appropriate tools and methods	Use digital media as a means of extending work from initial ideas.  Combine materials and techniques appropriate to fit with ideas	Describe, interpret, and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others' work which takes account of context and intention.  Discuss how art is sometimes used to communicate social, political, or environmental views.  Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.  Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

# IMPLEMENTATION - Progression in Art & Design Sticky Knowledge

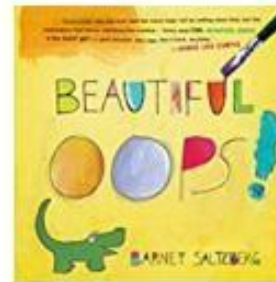
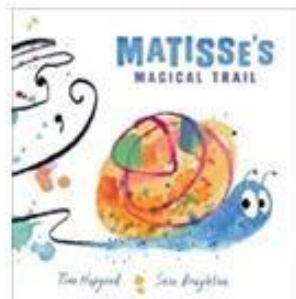
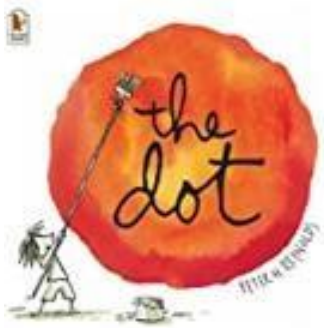
Year Group	Year A Unit 1 Autumn 1 Drawing	Year B Unit 2 Spring 1 Painting & Mixed Media	Year A Unit 3 Spring 2 Sculpture & 3D	Year A Unit 4 Summer 1 Craft & Design	Year B Unit 1 Autumn 1 Drawing	Year B Unit 2 Spring 1 Painting & Mixed Media	Year B Unit 3 Spring 2 Sculpture & 3D	Year B Unit 4 Summer 1 Craft & Design
Reception	<i>Expressive Arts &amp; Design:</i> Explore, use and refine a variety of artistic effects to express ideas and feelings. Safely use and explore a variety of materials, tools and techniques – experimenting with colour, design, texture, form and function.							
Year 1/2	-Know how different marks can be used to represent words and sounds. -Know that a combination of materials can achieve the desired effect. <b>-Know how to use different materials and marks to replicate texture.</b>	-Know how to create texture using different painting tools. -Know how to create a collage / overlapping pieces for contrast and effect. <b>-Know how to create texture using different drawing techniques.</b>	<b>-Know clay can be joined using a 'scratch and slip' technique.</b> -Know how to shape clay effectively. -Know how to make different marks in clay.	-Know how to draw map to illustrate a journey. -Know how to apply paint or ink using a printing roller. <b>-Know to try out a variety of ideas for adapting prints into 2D or 3D art works.</b>	-Know that drawing tools can be used in different ways to create lines. -Know lines can represent movement in drawings. -Know different drawing tools make different marks. <b>-Know how to hold and use drawing tools in different ways.</b>	-Know how to mix primary colours to make secondary colours. -Know the names of the primary and secondary colours. <b>-Know how to make a paint colour darker or lighter.</b>	-Know the difference between 2D and 3D <b>-Know a range of ways to sculpt paper.</b>	-Know a variety of ways of fixing materials in place. -Know how to weave. <b>-Know how to complete plait, thread and knotting techniques.</b>
Year 3	-Know that tone in art means light and dark. -Know that shading makes drawn objects look unrealistic. -Know that surface rubbings can be used to add or make patterns.	-Know how to look for big shapes within drawings. -Closely observe objects. -Consider use of colour and shape carefully when producing art work.	-Know how to join 2D shapes to make a 3D form. -Know to join larger pieces of materials, exploring what gives 3D shapes stability. -Know how to shape and join card in different ways.	-Know that people were the most important things in Egyptian paintings. -Know the colours commonly used, and that these colours came from natural materials. -Know Ancient Egyptian images are painted in 2D with no awareness of 3D form.	-Know that tone in art means light and dark. -Know that shading makes drawn objects look unrealistic. -Know that surface rubbings can be used to add or make patterns.	-Know how to look for big shapes within drawings. -Closely observe objects. -Consider use of colour and shape carefully when producing art work.	-Know how to join 2D shapes to make a 3D form. -Know to join larger pieces of materials, exploring what gives 3D shapes stability. -Know how to shape and join card in different ways	-Know that people were the most important things in Egyptian paintings. -Know the colours commonly used, and that these colours came from natural materials. -Know Ancient Egyptian images are painted in 2D with no awareness of 3D form.
Year 4/5	-Know how to create texture on different materials. -Know lines can be used by artists to control what the viewer looks at within a composition. <b>-Know how to combine techniques to create a final composition.</b>	-Know that tone can help show the foreground and background in art work. -Know that artists use colour to create an atmosphere or represent feelings in art work. <b>-Know how to develop a final composition from sketch book ideas.</b>	-Know an art installation is often a room or environment in which the view experiences the art all around them. -Know that the size and scale of 3D art work can change the effect of the piece. <b>-Know to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</b>	-Know that a mood board is a collection of images which show a project of a theme. <b>-Know and explain the process of simple glue batik.</b>	-Know how to use basic shapes to make more complex shapes and patterns. -Know that lines can be lighter or darker, or thicker or thinner and this can add expression or movement to a drawing. -Know that patterns can be irregular and change in unexpected ways. <b>-Know how to draw objects in proportion to each other.</b>	-Know how to mix a tint and shade using black and white. -Know how to apply paint using different techniques – stippling, dabbling, washing etc. -Know how to arrange objects to create a still life composition.	-Know how different tools can be used to create different sculptural effects and add details that are suited for different purposes. <b>-Know how to try out different ways to display a 3D piece and choose most effective.</b> -Know how to use a range of materials to make 3D art work.	-Know and explain the process of tie-dyeing. <b>-Use tools to shape, cut, alter and finish a range of materials.</b>
Year 6	-Know how to create Chiarascuro using different materials. -Know the effects created when drawing on different surfaces	-Know that artists use art to tell stories. -Know how to respond critically to pieces of art. -Know how art can be interpreted in different ways	-Know that sculptures can be huge or tiny, literal or abstract. -Know that sculptures are made by combining and manipulating materials.	-Know that contemporary artists are artists who are alive and currently making art work. -Know that photo montage is a type of collage in which photographs are placed in a single composition.	-Know how to create Chiarascuro using different materials. -Know the effects created when drawing on different surfaces	-Know that artists use art to tell stories. -Know how to respond critically to pieces of art. -Know how art can be interpreted in different ways	-Know that sculptures can be huge or tiny, literal or abstract. -Know that sculptures are made by combining and manipulating materials.	-Know that contemporary artists are artists who are alive and currently making art work. -Know that photo montage is a type of collage in which

	-Know how to combine imagery into unique compositions				-Know how to combine imagery into unique compositions			photographs are placed in a single composition.
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## IMPLEMENTATION – Reading as Artists...

As Lifelong Readers, we want to inspire our children to 'read as artists'. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in Art.

Please see a sample of our core texts for Art and Design below.



## IMPACT

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children use sketchbooks to record their progression across units and record key vocabulary and linked media work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught and throughout lessons.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Peer 'book looks' after our art weeks to gain an insight into standards across the school.
- Annual reporting of standards across the curriculum.