



Curriculum:

Progression in 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 - Progression in Art & Design Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing- Pencil, charcoal, inks, ICT, chalk, pastels	Use and explore a variety of drawing tools Investigate different lines Explore different textures Show accuracy and care when drawing	Use a variety of drawings tools with increasing competency Develop control when drawing different lines Explore different textures Begin to observe and identify shapes and lines when drawing landscapes, plants, animals and people	Experiment with tools and surfaces Use drawing as a way of recording experiences and feelings Observe and identify shapes and lines when drawing landscapes, plants, animals and people Investigate making different tones Use sketches to make quick records	Experiment with the potential of various pencils Closely observe objects Draw both the positive and negative shapes Use initial sketches as a preparation for painting Produce accurate drawings of landscapes, plants, animals and of people – particularly faces	Identify and draw the effect of light Understand scale and proportion Produce accurate drawings of landscapes, plants, animals and whole people including proportion and placement Work on a variety of scales Explore computer generated drawings	Explore the effect of light on objects and people from different directions Begin to interpret and represent the texture of a surface Produce increasingly accurate drawings of landscapes, plants, animals and people Begin to apply the concept of perspective using a single focal point and horizon	Understand the effect of light on objects and people from different directions Interpret and represent the texture of a surface Produce increasingly accurate drawings of landscapes, plants, animals and people Apply the concept of perspective using a single focal point and horizon.
Colour – Paint, ink, dye, textiles, crayon, pastels, pencils	Name basic colours Experiment with primary colours & black and white. Explore the effects of mixing colours. Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper	Name colours including shades. Know how to use primary colours and black & white to mix new colours Create collections of colour Apply colour with a range of tools	Name and group primary colours and secondary colours. Make as many tones of one colour as possible (using white) Darken colours without using black Use colour on a large scale	Confidently mix colours and shades from memory Create colour wheels Explore different types of brushes Begin to apply colour using dotting, scratching, splashing	Use colour mixing to match tint, tone and shade Carefully observe colours Select suitable equipment for the task Apply colour using dotting, scratching, splashing	Use colour mixing when exploring: Hue, tint, tone, shades and mood Begin to explore the use of texture in colour Consider the use of colour for purposes Begin to use colour to reflect moods and express feelings.	Use colour mixing when exploring: Hue, tint, tone, shades and mood Explore the use of texture in colour Select and explain the use of colour for purposes Use colour to reflect moods and express feelings.

<p>Texture- Textiles, clay, sand, plaster, stone</p>	<p>Create simple collages using scissors and tearing</p> <p>Explore materials using their senses</p> <p>Handle, manipulate and use different textiles</p> <p>Manipulate simple weaving patterns.</p>	<p>Cut, glue and trim material to create new pictures and collages.</p> <p>Sort materials according to specific qualities</p> <p>Explore weaving with a range of materials</p>	<p>Fold, crumple and tear materials to make collages.</p> <p>Begin to use running stitch and over stitch to combine and decorate fabrics</p>	<p>Overlap and layer to create a collage.</p> <p>Use running stitch and over stitch to combine fabrics</p> <p>Begin to use cross stitch to add detail to fabric</p> <p>Explore simple appliqué effects</p> <p>Observe and design textural art.</p>	<p>Combine a collage with a background they have painted or drawn.</p> <p>Confidently use running stitch and over stitch to combine fabrics</p> <p>Use cross stitch to add detail to fabric</p> <p>Apply simple applique effects</p> <p>Experiment with designing and creating mood, feeling and movement in textural art.</p>	<p>Explore a wider variety of stitches for different purposes</p> <p>Begin to embellish work</p> <p>Experience tie dying & batik</p> <p>Research and discuss various artists and designers using textiles</p>	<p>Use a wider variety of stitches for different purposes</p> <p>Embellish work using a selection of items</p> <p>Create desired effects using tie dyes and batik</p> <p>Describe the work and ideas of various artists and designers using textiles</p>
<p>Form – 3d work, clay, dough, boxes, wire, paper, sculpture, Modroc</p>	<p>Handle, manipulate and use different materials</p> <p>Experiment with form and design</p> <p>Make exploratory models and structures</p>	<p>Develop an awareness of natural and man-made forms</p> <p>Make structures by joining objects together</p> <p>Explore, manipulate and shape modelling media.</p> <p>Manipulate materials to add patterns and textures</p> <p>Experiment with positions and combinations of materials</p>	<p>Observe natural and manmade forms.</p> <p>Experiment with basic tools on rigid and flexible materials.</p> <p>Use simple techniques to add pattern and texture to materials</p> <p>Shape and form materials from direct observation</p> <p>Use form as an expression of personal experiences and ideas</p>	<p>Compare and re-create natural and man made forms.</p> <p>Shape, form, model and construct using a range of materials.</p> <p>Use tools and techniques to shape, cut, alter and decorate rigid and flexible materials.</p> <p>Begin to understand different adhesives and methods of construction</p> <p>Begin to plan and develop form through drawings and preparatory work.</p> <p>Discuss own work and work of other sculptors</p>	<p>Analyse and interpret natural and manmade forms of construction</p> <p>Shape, form, model and construct using a range of materials.</p> <p>Use tools and techniques to shape, cut, alter and decorate rigid and flexible materials.</p> <p>Understand different adhesives and methods of construction</p> <p>Plan and develop form through drawings and preparatory work.</p> <p>Discuss own work and work of other sculptors</p>	<p>Use a variety of techniques to sculpt clay including slabs, coils and slips.</p> <p>Shape, form, model, construct and join using a range of materials.</p> <p>Produce intricate patterns in malleable materials.</p> <p>Experiment and describe the properties of different media.</p> <p>Plan and develop ideas using observation, imagination, sketches and annotations.</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Use a variety of techniques to sculpt clay including slabs, coils and slips.</p> <p>Shape, form, model, construct and join using a range of materials.</p> <p>Produce intricate patterns in malleable materials.</p> <p>Experiment and describe the properties of different media.</p> <p>Plan and develop ideas using observation, imagination, sketches and annotations.</p> <p>Discuss and evaluate own work and that of other sculptors</p>

<p>Printing- found materials, fruit & veg, lino printing, poly prints, string</p>	<p>Use and explore a variety of materials, tools and techniques, including rubbings and printing.</p>	<p>Use different objects and tools to create rubbings and prints.</p> <p>Experiment with relief and impressed printing</p> <p>Create patterns and images.</p>	<p>Use a wide range of objects to create prints.</p> <p>Use carbon printing, relief press and fabric printing techniques.</p>	<p>Create printing blocks using relief or impressed techniques.</p> <p>Use Mono-printing techniques.</p> <p>Investigate environmental and man-made textures and patterns.</p> <p>Test colour mixing through overlapping colour prints.</p> <p>Research and sketch textures and patterns</p> <p>Discuss own work and work of other artists</p>	<p>Create printing blocks using relief or impressed techniques.</p> <p>Use mono- printing techniques.</p> <p>Interpret environmental and manmade patterns</p> <p>Make decisions about colour mixing through over lapping colour prints.</p> <p>Research and sketch and annotate textures and patterns.</p> <p>Discuss own work and work of other artists</p>	<p>Experiment with layers and overlays to create new colours and textures.</p> <p>Use marbling and silk screen techniques.</p> <p>Modify and adapt their printing.</p> <p>Research, sketch, annotate and design textures and patterns.</p> <p>Discuss and evaluate own work and that of other artists</p>	<p>Experiment with layers and overlays to create new colours and textures.</p> <p>Use marbling and silk screen techniques.</p> <p>Modify and adapt their printing.</p> <p>Research, sketch, annotate and design textures and patterns.</p> <p>Discuss and evaluate own work and that of other artists</p>
<p>Pattern- paint, pencil, clay, printing</p>	<p>Use a variety of materials, tools and techniques.</p> <p>Experiment with colour and design.</p> <p>Use repeating and regular patterns.</p> <p>Create simple symmetry</p>	<p>Identify and discuss patterns that are natural and manmade.</p> <p>Use different tools and media to create repeating patterns.</p> <p>Identify and create symmetrical patterns.</p>	<p>Investigate natural and manmade patterns</p> <p>Design and create regular and irregular patterns.</p>	<p>Use environmental pattern as inspiration.</p> <p>Design and make patterns on a range of surfaces.</p> <p>Begin to create, repeat and arrange a motif to develop pattern designs.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p>	<p>Use environmental pattern as inspiration.</p> <p>Design and make patterns on a range of surfaces.</p> <p>Create, repeat and arrange a motif to develop pattern designs.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p>	<p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Begin to follow a brief to achieve an effect for a particular purpose.</p> <p>Discuss and evaluate own work and that of other artists and designers</p>	<p>Investigate and use tessellations in their work.</p> <p>Use motifs in a wide variety of ways to develop pattern designs.</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Follow a brief to achieve an effect for a particular purpose.</p> <p>Discuss and evaluate own work and that of other artists and designers</p>

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	<p>Frida Kahlo</p> 	<p>Pablo Picasso</p> 	<p>Clarice Cliff</p> 	<p>Henri Matisse</p> 	<p>Frida Kahlo</p> 	<p>Pablo Picasso</p> 	<p>Clarice Cliff</p> 	<p>Henri Matisse</p> 
Y2 & Y3	<p>Mackenzie Thorpe</p> 	<p>Andy Warhol</p> 	<p>Henry Moore</p> 	<p>Jean Michel Basquiat</p> 	<p>Wassily Kandinsky</p> 	<p>Henri Rousseau</p> 	<p>Andy Goldsworthy</p> 	<p>William Morris</p> 
Y4 & Y5	<p>Banksy</p> 	<p>Claude Monet</p> 	<p>Leonardo Da Vinci</p> 	<p>Vivienne Westwood</p> 	<p>Tiers Albers</p> 	<p>Mondrian</p> 	<p>Anthony Gormley</p> 	<p>Friedensreich Hundertwasser</p> 
Y6	<p>Quentin Blake</p> 	<p>David Hockney</p> 	<p>Emma Bridgewater</p> 	<p>Cath Kidston</p> 	<p>Quentin Blake</p> 	<p>David Hockney</p> 	<p>Emma Bridgewater</p> 	<p>Cath Kidston</p> 
Visits, Visitors & Stimulus	Yorkshire Sculpture Park				Angel of the North & Baltic Centre			

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

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

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 be 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.

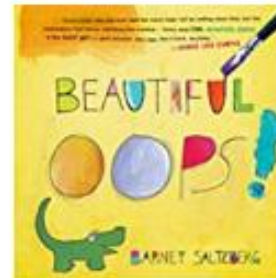
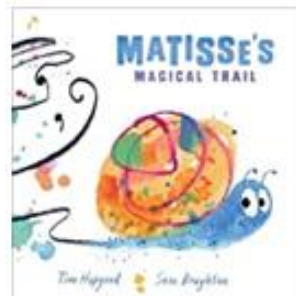
Expressive Arts & Design

- 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 – 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 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.