



# Art & Design at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

## Rationale

Art & Design at HPF contributes to our Federation vision. Our Art & Design curriculum provides a wide range of multi-sensory experiences, which engage, motivate and inspire deep learning and inspiration for **LIFE-LONG LEARNING**. At the core of our Art provision is the National Curriculum and the progression of key skills. This ensures that our children receive a progressively challenging and engaging education that is personalised for Hanham Primary Federation.

We believe Art & Design should be thoughtful and creative, enabling children of all ages to engage with, and be **INSPIRED** by, an imaginative, constructive and meaningful learning. Our high-quality Art & Design education engages, **INSPIRES** and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The children produce creative work, exploring their ideas and recording their experiences, becoming proficient in drawing, painting, sculpture and other art, craft and design techniques. This will foster a **LIFE-LONG LOVE OF LEARNING**, being creative and an appreciation of the arts alongside an appreciation that, through hard work and **PERSEVERENCE**, it is possible to develop artistic skills.

We believe that children should be able to think critically and develop a more rigorous understanding of Art & Design. Our curriculum ensures that the children study and **CELEBRATE** a wide variety of artists and designers to develop this critical thinking, evaluating and analysing creative works using the language of art, craft and design. We use these skills to allow the children to critically evaluate their own work, leading to deeper learning and future improvements of work.

We believe that children in our Federation should also know how Art & Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Where possible Art & Design is linked to topics in other curriculum areas to embed this and develop it at a deeper level.

Our Art & Design curriculum fulfils a core value of the Federation by providing children with a sense of community, cultural diversity, **RESPONSIBILITY, INDEPENDENCE** and sustainability.



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## CELEBRATING – INSPIRING – LEARNING

Children are taught and expected to celebrate the work of others and work collaboratively to develop designs.

Children learn about a range of artists and artistic styles for inspiration and are given the opportunity to both emulate these styles as well developing their own.

Practical activities enable children to learn from doing and modify their designs.

### Perseverance

Emphasis is placed on artistic talent being a skill to be practiced rather than an innate gift. Children are taught to refine and modify their designs, learning from both what works and what does not. The example of Austin's Butterfly is used to illustrate this process.

### Respect

Learners are expected to value and respect the designs and work of others. They are taught the skills of giving precise, constructive feedback to help their peers improve their designs without discouragement. This is a reciprocal process.

### Responsibility

Learners are taught about a range of art mediums and how these are crucial to our cultural understanding of both the present and the past. They are made aware of our responsibility to protect the arts and that of the artist to express themselves honestly.

### Enjoyment

Art and Design units are planned with pupil engagement at their core; learners are provided with projects which appeal to their interests. Children enjoy the subject and are keen to display their work and share their artistic achievements with the wider school community.

### Independence

Learners discuss the work of others and form opinions as to why certain designs and techniques are successful. However, they are given, through the subtle guidance of the teacher, freedom and autonomy to explore their own ideas and design choices.

## Children will learn about:

**Knowledge** – Children will learn how to look at other artists work, forming their own opinions, considering what the artist was trying to convey. They will compare artists and create their own works in response to an artist's work. They will explore artists across history and begin to understand the differences in techniques at these time periods.

**Drawing** – Children will learn to use graded pencils and understand how these impact upon the effectiveness of their work. They will show pattern and texture in their drawings. They will start to use sketching to gather ideas together in the form of a sketchbook. They use shade and texture to convey mood and feeling in their work

**Painting** – Children will learn about primary and secondary colours, adding black and white to show tints and tones. They will learn to consider the size of brush they use depending upon the effect they wish to make. They will create mood and feeling in their work.

**Printing** – Children will print with a variety of objects and techniques, ranging from block printing simple repeated patterns through to printing with a variety of colour amounts and overlays. They explore printing with different items and onto different materials.

**Textiles** – Children will learn to distinguish between types of fabric and thread, starting with weaving in the first instance. They will join fabric with glue and by sewing. Sewing skills will be developed from running stitch through to cross stitch, backstitch, appliqué and/or embroidery.

**3D** – Children will be taught to model with clay and other mouldable materials. They will explore making models with a variety of materials in order to create a 3D form.

**Collage** – Children will be taught to make individual and group collages, using a range of materials. They will explore mosaics and montages and consider the texture of a piece of work ensuring visual and textural elements.

**Use of IT in Art** – Children will be taught to use drawing packages on the computer. They will be able to insert photographic images and alter these. They will use cameras to take pictures to add to pieces of work. They will use the internet to research art and artists to aid their own pieces of art. They will combine graphics and text, scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.

## What does this look like in EYFS?

'Expressive Arts and Design' is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children at our school do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. We provide opportunities through our continuous provision for children to self-select materials when creating their art or design work but equally provide adult led sessions for children to develop their skills and reflect upon their work. Our rich selection of topics lend themselves to a wide variety of artistic projects from designing and painting bear masks when learning about the 'Bear Hunt' to collaging landscapes during our summer topic about Africa.

## What does this look like in KS1?

As they move in KS1, children continue to develop their knowledge and experience of using a variety of different media and techniques. They learn to look closely at objects and images in order to allow their drawings to become more accurate. They explore colour, texture and a range of different aspects of the art subject. They are introduced to significant artists and begin to analyse what they like and dislike in the area. Most of the art and design curriculum is taught through topics where children can link their thinking and learning.

Pupils' art and design learning at KS1 is based on 8 main strands:

**Knowledge** – Children will learn how to look at other artists work, forming their own opinions. They will create their own works in response to an artist's work.

**Drawing** – Children will learn to use graded pencils and understand how these impact upon the effectiveness of their work. They will show pattern and texture in their drawings

**Painting** – Children will learn about primary and secondary colours, adding black and white to show tints and tones. They will learn to consider the size of brush they use depending upon the effect they wish to make. They will create mood and feeling in their work.

**Printing** – Children will print with a variety of objects - block printing simple repeated patterns or more elaborate work using more than one colour and shape.

**Textiles** – Children will learn to distinguish between types of fabric and thread, starting with weaving in the first instance. They will join fabric with glue and by sewing.

**3D** – Children will be taught to model with clay and other mouldable materials. They will explore making models with a variety of materials in order to create a 3D form.

**Collage** – Children will be taught to make individual and group collages, using a range of materials.

**Use of IT in Art** – Children will be taught to use drawing packages on the computer. They will be able to insert photographic images and alter these.

## What does this look like in KS2?

As the children move through KS2, they will be encouraged to collect, explore, modify and express their ideas through the use of a sketch book. They will be given opportunities to master their control of different techniques such as drawing, painting, sculpture, printing and the use of IT to express themselves. They will be given opportunity to study, comment, adapt and create art from different cultures and time periods. All children will be encouraged to develop a love of art and that it can take many different forms.

Pupils' art and design learning at KS2 is based developing the 8 main strands:

**Knowledge** – Children will learn to compare the work of different artists and experiment with their different styles. They will express their view and that of the artist from art taken from different cultures and periods of time.

**Drawing** – Children will learn to control a range of pencils to demonstrate expression and movement through tone, texture, shape and colour to create their own pictures. They will be able to explain their choice of technique and materials used.

**Sketch Books** – Children will use sketch book to express feelings, thoughts, ideas about artists and their own work. They will use the sketch books to make notes and to look for ways of enhancing their own work to produce a final piece.

**Painting** – Children will learn to master the control of a brush and to create all the colours that they will need to express emotions such as moods and feelings.

**Printing** – Children will design and make print designs that use up to four colours on a range of different materials.

**3D/Textiles** – Children will learn to use a range of materials/fabrics/sewing and sticking to create 3D form.

**Collage** – Children will be taught to make individual and group collages, using a range of materials, and be able to justify their choice.

**Use of IT in Art** – Children will collect and use images to create pieces of art work using different IT programs.

|               |   |   |   |   |
|---------------|---|---|---|---|
| <b>Strand</b> |   |   |   |   |
| <b>YR</b>     | <ul style="list-style-type: none"> <li>• Self-portraits.</li> <li>• Making bear masks.</li> <li>• Building bear caves.</li> <li>• Autumn collaging.</li> <li>• Firework paintings.</li> <li>• Designing and making Christmas cards.</li> <li>• Printing Christmas wrapping paper.</li> <li>• Making a Chinese dragon.</li> <li>• Making birthday cards and postcards to sell in the post office.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Making little pig masks.</li> <li>• Printing using paints to create ducklings.</li> <li>• Painting and making mini-beasts.</li> <li>• Making tissue paper flowers.</li> <li>• Creating paper plate pets.</li> <li>• Tribal patterns using chalks.</li> <li>• Bubble wrap earth paintings.</li> <li>• Collaging African landmarks.</li> </ul> |   |
| <b>Strand</b> | <b>Drawing</b>  | <b>Painting</b>   | <b>Printing</b>   | <b>Textiles</b>   |
| <b>Year 1</b> | <p>Communicate something about themselves in their drawing.</p> <p>Create moods in their drawings.</p> <p>Draw using pencil and crayons.</p> <p>Draw lines of different shapes and thickness, using 2 different grades of pencil.</p>   | <p>Communicate something about themselves in their painting.</p> <p>Create moods in their paintings.</p> <p>Choose to use thick and thin brushes as appropriate.</p> <p>Paint a picture of something they can see.</p> <p>Name the primary and secondary colours.</p> | <p>Print with sponges, vegetables and fruit.</p> <p>Print onto paper and textile.</p> <p>Design their own printing block.</p> <p>Create a repeating pattern.</p>  | <p>Sort threads and fabrics.</p> <p>Group fabrics and threads by colour and texture.</p> <p>Weave with fabric and thread.</p> |
|               | <b>3D</b>   | <b>Collage</b>  | <b>Use of IT</b>  | <b>Knowledge</b>  |
|               | <p>Add texture by using tools?</p> <p>Make different kinds of shapes.</p> <p>Cut, roll and coil materials such as clay, dough or plasticine.</p>  | <p>Cut and tear paper and card for their collages.</p> <p>Gather and sort the materials they will need.</p>   | <p>Use a simple painting program to create a picture.</p> <p>Use tools like fill and brushes in a painting package.</p> <p>Go back and change their picture.</p>  | <p>Describe what they can see and like in the work of another artist.</p> <p>Ask sensible questions about a piece of art.</p> |
| <b>Year 2</b> | <b>Drawing</b>  | <b>Painting</b>   | <b>Printing</b>   | <b>3D</b>   |

| Strand        |  |  |   |  |
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|               | <p>Use three different grades of pencil in their drawing (4B, 8B, HB).<br/>Use charcoal, pencil and pastels.<br/>Create different tones using light and dark.<br/>Show patterns and texture in their drawings.<br/><br/>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> | <p>Mix paint to create all the secondary colours.<br/>Mix and match colours, predict outcomes.<br/>Mix their own brown.<br/>Make tints by adding white.<br/><br/>Make tones by adding black.</p> | <p>Create a print using pressing, rolling, rubbing and stamping.<br/><br/>Create a print like a designer.</p>   | <p>Make a clay pot or sculpture<br/>Join two finger pots/parts of a sculpture together.<br/>Add line and shape to their work.</p>  |
|               | <b>Textiles</b>  | <b>Collage</b>   | <b>Use of IT</b>  | <b>Knowledge</b>   |
|               | <p>Join fabric using glue.<br/>Sew fabrics together.<br/><br/>Create part of a class patchwork.</p>  | <p>Create individual and group collages.<br/>Use different kinds of materials on their collage and explain why they have chosen them.<br/><br/>Use repeated patterns in their collage.</p>       | <p>Create a picture independently<br/>Use simple IT mark-making tools, e.g. brush and pen tools.<br/>Edit their own work.<br/>Take different photographs of themselves displaying different moods.<br/><br/>Change their photographic images on a computer.</p> | <p>Say how other artists have used colour, pattern and shape.<br/><br/>Create a piece of work in response to another artist's work.</p>  |
| Strand        | <b>Drawing</b>   | <b>Painting</b>  | <b>Printing</b>   | <b>Sketch Books</b>  |
| <b>Year 3</b> | <p>Show facial expressions in their drawings.<br/><br/>Use their sketches to produce a final piece of work.<br/><br/>Write an explanation of their sketch in notes.<br/><br/>Use different grades of pencil shade, to show different tones and texture.</p>  | <p>Predict with accuracy the colours that they mix.<br/><br/>Know where each of the primary and secondary colours sits on the colour wheel.<br/><br/>Create a background using a wash.</p>       | <p>They make a printing block.<br/><br/>Make a 2 colour print.</p>  | <p>Use their sketch books to express feelings about a subject and to describe likes and dislikes.<br/><br/>Make notes in their sketch books about techniques used by artists<br/><br/>Suggest improvements to their work by keeping notes in their sketch books.</p> |
|               | <b>3D/Textiles</b>   | <b>Collage</b>   | <b>Use of IT</b>  | <b>Knowledge</b>   |

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| <b>Strand</b> |  |   |   |   |
|               |  |   | <p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p>Use the web to research an artists or style of art.</p> | <p>Compare the work of different artists?</p> <p>Explore work from other periods of time?</p>   |
| <b>Strand</b> | <b>Drawing</b>   | <b>Painting</b>   | <b>Printing</b>   | <b>Sketch Books</b>   |
| <b>Year 4</b> | <p>Begin to show facial expressions and body language in their sketches.</p> <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> | <p>Create all the colours they need.</p> <p>Create mood in their paintings.</p> <p>Successfully use shading to create mood and feeling.</p> | <p>Print using at least four colours.</p> <p>Create an accurate print design.</p> <p>Print onto different materials.</p>  | <p>Use their sketch books to express their feelings about various subjects and outline likes and dislikes.</p> <p>Use their sketch books to adapt and improve their original ideas.</p> |
|               | <b>3D/Textiles</b>   | <b>Collage</b>  | <b>Use of IT</b>  | <b>Knowledge</b>  |
|               | <p>Begin to sculpt clay and other mouldable materials.</p> <p>Use early textile and sewing skills as part of a project.</p>  | <p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities?</p>   | <p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p>  | <p>Experiment with different styles which artists have used.</p> <p>Explain art from other periods of history.</p>  |
| <b>Strand</b> | <b>Drawing</b>   | <b>Painting</b>   | <b>Printing</b>   | <b>Sketch Books</b>   |
| <b>Year 5</b> | <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Focus on skills of tonal shading, depth perception and creating 3D images.</p>   | <p>Create all the colours they need.</p> <p>Improve mastery of painting techniques (Anglo-Saxon shields).</p>                               | <p>Print using a number of colours.</p> <p>Print onto different materials.</p>  | <p>Focus on skills of tonal shading, depth perception and creating 3D images.</p> <p>Use sketch books to compare and discuss ideas with others.</p>                                     |

| Strand |   |   |  |  |
|--------|---|---|--|--|
|        | 3D/Textiles   | Collage   | Use of IT  | Knowledge  |
|        | <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Sculpt clay and other mouldable materials.</p> <p>Create papier mache models of the solar system.</p> <p>Make Mayan/ rainforest masks<br/>Identify and draw simple objects, and use marks and lines to produce textures</p> | <p>Use ceramic mosaic to produce a piece of art.</p> <p>Combine visual and tactile qualities.</p> <p>Represent the Jungle/Rainforest in collage form, consolidating skills.</p>   |  | <p>Experiment with different styles which artists have used.</p> <p>Learn about the work of others by looking at their work in books, the internet and other sources of information.</p> <p>Learn about great artists and designers (Nick Misani, Robert Delaunay, Andy Goldsworthy)</p> |
| Strand | Drawing   | Painting  | Printing   | Textiles   |
| Year 6 | <p>Sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Explain why they have chosen specific drawing techniques.</p>  | <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Create a silhouette of the WW1 skyline using a watercolour background.</p> <p>Impressionism: focus on Cezanne and the use and quality of light (particularly in France).</p> <p>Use a wide range of techniques in their work.</p> |  | <p>Include both visual and tactile elements in their work.</p>   |
|        | 3D/Textiles   | Collage   | Use of IT  | Knowledge  |
|        | <p>Create work which is open to interpretation by the audience.</p>   |   | <p>Use software packages to create pieces of digital art to design.</p> <p>Create digital artwork based on Greg LaMarche's work.</p> | <p>Make a record about the styles and qualities in their work.</p> <p>Say what their work is influenced by.</p> <p>Create work which is open to interpretations by the audience.</p>   |