



Art at Hempsted C of E Primary School

In Art, we want our pupils to acquire the knowledge and skills that will allow them to be confident and competent with making appropriate choices of materials. We want our pupils to have experienced a wide range of art activities and to have the chance of experiencing something new, perhaps finding that they have a hidden talent.

Through different experiences, our pupils develop a resilient and positive 'can-do' attitude towards art.

We want our pupils to have an appreciation for the art produced by themselves and others, and in doing so, learn values such as respect and truthfulness.

Our Big Ideas

To achieve this, our curriculum will pay particular focus to the following 'big ideas':

Big Idea One: Develop skills (e.g. shading with pencils, watercolour washes, mixing colours)

Big Idea Two: Participate in a broad range of art activities.

Big Idea Three: To have an appreciation for the art produced by themselves and others, by giving and receiving appropriate feedback to peers and celebrated artists from around the world.

How it is taught

At Hempsted, Art is linked to other areas of the curriculum, such as History, Geography, Literacy and Computing. Children are given opportunities to learn new skills in drawing, painting, sculpting, printing, collage and textiles, and to create their own varied works of art using a range of materials.

Developing Spirituality through art

Through developing children's creativity and imagination; their capacity to appreciate and respond to works of art. Children can express their emotions and communicate through art and experience joy in producing their own works of art.

Art and Design Curriculum Coverage 2019/2020:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	✓	✓	✓	✓	✓	✓
Painting	✓	✓	✓	✓	✓	✓
Collage	✓	✓	✓	✓	✓	✓
Sculpture	✓		✓		✓	
Printing		✓		✓	✓	
Textiles	✓		✓			✓
Digital Media		✓		✓		✓

Skills Progression in Art and Design:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<p>Respond to ideas and starting points (stories, rhymes, objects, the natural world, artist's work).</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p>		<p>Respond to given starting points (stories, objects, natural world, images, and artist's work).</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>		<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p>	

Using the work of artists...

	<p>Use specific artists as a starting point for some work.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Learn about great artists, designers and architects in history.</p> <p>Use artists as a starting point for some work.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Learn about artists, designers and architects in history.</p> <p>Give details about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>
<p>Evaluating and developing work</p>	<p>I can describe what I think about my own and others' work.</p> <p>I can suggest ways of improving my own work and the work of others.</p>	<p>I can analyse and comment on ideas, methods and approaches used in my own and others' work.</p> <p>I can adapt and refine my work.</p> <p>I can annotate work in my sketchbook to reflect my ideas and the ideas of others.</p>	<p>I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.</p> <p>I can adapt and refine my work to reflect my own view of its purpose and meaning.</p> <p>I can annotate work in my sketchbook to reflect my ideas and the ideas of others.</p>

Drawing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Possible Media:</p> <ul style="list-style-type: none"> -sketching pencils -graphite -charcoal -coloured pencils -oil pastels -chalk pastels -pen & ink 	<p>Draw lines of different sizes and thickness.</p> <p>Colour own work following the lines</p> <p>Media: Coloured pencils Crayon Chalk Oil pastels</p>	<p>Draw lines of different sizes and thickness.</p> <p>Colour own work neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p>Media: Coloured pencils Oil pastels</p>	<p>Collect images and information in a sketchbook</p> <p>Draw from imagination and observation.</p> <p>Use different grades of pencil to show line, tone and texture.</p> <p>Use shading to show light and shadow.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Media: Sketching pencils Graphite sticks Charcoal</p>	<p>Collect images and information in a sketchbook</p> <p>Draw from imagination and observation.</p> <p>Use different grades of pencil to show line, tone and texture.</p> <p>Sketch lightly (no use of rubber to correct mistakes)</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Media: Sketching pencils Graphite sticks Pen and ink</p>	<p>Independently use sketchbook to inform and develop ideas.</p> <p>Draw from imagination and observation.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Use lines to represent movement.</p> <p>Media: Sketching pencils Pen and ink Graphite sticks</p>	<p>Independently use sketchbook to inform and develop ideas.</p> <p>Draw from imagination and observation.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p>Media: Sketching pencils Pen and ink Graphite sticks</p>

Painting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Possible Media:</p> <ul style="list-style-type: none"> -poster paint -powder paint -water colour -inks 	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Media:</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p>	<p>Collect images and information in a sketchbook</p> <p>Mix colours effectively and know which primary</p>	<p>Collect images and information in a sketchbook</p> <p>Mix colours effectively and know which primary colours make</p>	<p>Use sketchbook to inform and develop ideas.</p> <p>Sketch (lightly) before painting to</p>	<p>Use sketchbook to inform and develop ideas.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>

<p>-acrylic</p>	<p>Powder/poster paint Watercolours</p>	<p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p> <p>Media: Powder/poster paint Watercolours</p>	<p>colours make secondary colours.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>secondary colours, with increasing accuracy.</p> <p>Use watercolour paint to produce watches for backgrounds then add detail.</p> <p>Experiment with creating mood and colour.</p>	<p>combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
------------------------	---------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

Textiles

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Possible Media:</p> <p>All media in other areas plus –</p> <p>Fabric Fabric Inks Thread Needles Glue Ribbon Wool Tiles</p>	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and /or a stitch.</p> <p>Use plaiting</p> <p>Use dip dye techniques.</p>		<p>Shape and stitch materials.</p> <p>Use basic cross-stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>			<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>

Printing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media: <u>General</u> Printing Inks Rollers Paint trays Newsprint <u>Press Print</u> Press Foam Craft Knives		Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints.		Collect images and information in a sketchbook Use layers of two or more colours. Replicate patterns observed in nature or built environments. Make printing blocks (e.g. from coiled string glued to a block) Make precise repeating patterns.	Use sketchbook to inform and develop ideas. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	

Collage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use a combination of materials that are cut, torn and glued. Sort and arrange materials.	Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	Select and arrange materials for a striking effect. Use coiling, overlapping, tessellation, mosaic and montage.	Select and arrange materials for a striking effect. Use coiling, overlapping, tessellation, mosaic and montage. Ensure work is precise.	Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities.	Use ceramic mosaic materials and techniques.

Digital Media

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use a wide range of tools and media to create different textures, lines, tones, colours and shapes. (E.g cut out animation, animating a real-life backdrop)		Create images, video and sound recordings and explain why they were created.		Enhance digital media by editing (including sound, video, animation, still images and installations)

Sculpture

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Possible Media: Clay Plasticine Salt dough Junk Found objects (natural or man-made) Papier mache Mod-rock Willow -chicken wire	<p>Use a combination of shapes.</p> <p>Include lines and structure.</p> <p>Use materials including modelling junk and clay.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>		<p>Collect images and information in a sketchbook</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Include different textures that convey feelings, expression or movement.</p>		<p>Use sketchbook to inform and develop ideas.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) o provide stability and form.</p>	

Glossary of Art Terms

<p>Line: Lines are used to: -indicate volume -make patterns -express emotions -describe objects</p> <p>They can be: -hard or soft -bold or gentle -angled or curved</p>	<p>Shape:</p> <p>Shapes can be easily recognised and understood.</p> <p>They can form symbols.</p> <p>They can be 2 or 3 dimensions.</p>	<p>Form:</p> <p>Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting.</p> <p>It is possible to create form in 2D work but it is easier in 3D work.</p>
<p>Colour:</p> <p>Can be used to convey feelings, emotions, atmosphere, moods and ideas.</p> <p>Children's ability to select, mix and apply colour helps them to communicate.</p>	<p>Tone: Tells us how much light and dark can be seen.</p> <p>Tone can help suggest volume or depth.</p> <p>Pattern: Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.</p>	<p>Texture:</p> <p>Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.</p> <p>Sculpture and mixed media work present a variety of opportunities to explore texture.</p>