

**National Curriculum Statement:**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Throughout

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

**Non Negotiables for Art (During every unit of art, children at Hallsville should):**

- Use their sketch books to record their observations, review and revisit ideas.
- Develop and share their ideas, experiences and imagination.
- Use their sketch books to explore a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Explore the works of an artist, architect, or a particular artistic style.
- Compare and contrast the works of different artists (What is the same ? What is different between 2 pieces of art)
- Experiment creating pieces of art in the style of particular artists
- Evaluate and analyse creative works using the language of art, craft and design
- Work on different sizes and types of paper
- Draw/Paint/Sculpt for a sustained period of time with concentration
- Each art unit requires 6 hours.
- Where possible outcomes should be linked to topic work – RE / Science / Humanities

**Our Intent:**

- **To create sketch books to record their observations and use them to review and revisit ideas**
- **To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]**
- **To know about great artists, architects and designers in history.**

**Nursery and Reception (EYFS)**



**Birth to three – babies, toddlers and young children will be learning to:**

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

**Examples of how to support this:**

Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.

Suggestions:

- invite them to submerge their fingers in cornflour
- play with a stick in the mud
- place hands and feet in paint
- use tablets or computers
- introduce colour names



**Birth to three – babies, toddlers and young children will be learning to:**

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

**Examples of how to support this:**

Stimulate young children's interest in modelling.

Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.

Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.



**3 and 4-year-olds will be learning to:**

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

**Examples of how to support this:**

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.



**3 and 4-year-olds will be learning to:**

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

**Examples of how to support this:**

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.



**Children in reception will be learning to:**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

**Examples of how to support this:**

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.


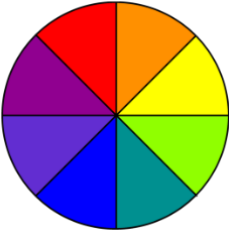

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.





Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.


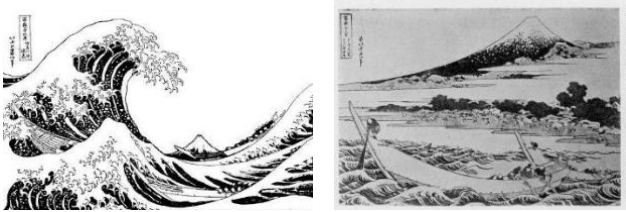
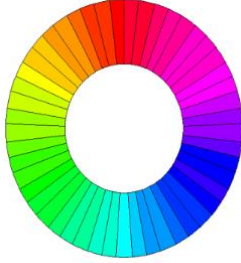
**Key Stage 1:**

	Autumn - <u>Drawing</u>	Spring - <u>Painting</u>	Summer - <u>Sculpture</u>
Year 1	<p><b>Link topic to Science - Seasonal Changes</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Experiment with mark making using a range of media in their sketch books (E.g. use 6 different marks with each media: use the flat edge, use the point) e.g. Graphite sticks/Charcoal/Sticks and Ink/Crayons/Avoid use of pencils in year 1</li> <li>Be confident using a range of media to produce line.</li> </ul> <p><b>Tate Gallery – seasonal changes</b></p> <p><u>Artists:</u> Paul Nash John Nash Jasper Johns (use Tate website to search for seasons images by these artists)</p> <p><u>Suggested Outcome:</u> Use at least 2 different types of media to draw an object E.g. Plant</p> 	<p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Be able to hold a paintbrush correctly and use the tip to paint with</li> <li>Know the primary colours</li> <li>Mix secondary colours from primary colours</li> <li>Know that when mixing, dark colours should always be added to light colours</li> <li>Match colours to objects</li> </ul>  <p><u>Artist:</u> Kandinsky</p> <p><u>Suggested Outcome:</u> Create a painting in the style of the artist Kandinsky</p> 	<p><b>Link topic to Science - Animals</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Create masks using wet brown tape and balloons, link to topic of animals to recreate the face of a chosen animal.</li> <li>Skills</li> <li>Cut and tear tape</li> <li>Select objects to join together using tape and glue</li> </ul> <p><u>To decorate:</u></p> <ul style="list-style-type: none"> <li>Select items to decorate and fix using glue (feathers / sequins etc)</li> </ul> <p><u>Artist:</u> Show children images of West Indian/African carnival masks as a starting point to explore</p> <p><u>Suggested outcome:</u> Create an animal carnival mask using wet brown tape on a balloon</p>













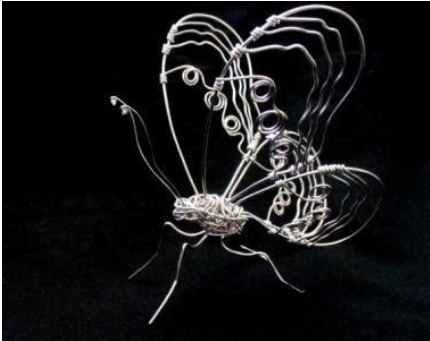
	Autumn - <u>Painting</u>	Spring - <u>Drawing</u>	Summer - <u>Sculpture</u>
Year 2	<p><b>Link to topic in History - Great Fire of London</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Experiment with mark making using a range of brushes</li> <li>Mix secondary colours from primary colours plus: begin to make tints and shades by adding colour to white and dark colours to lighter colours.</li> </ul>  <ul style="list-style-type: none"> <li>Experiment with different thicknesses of paint (watercolour/ready mix) Be able to describe the difference between textures of different paints and the effect they have.</li> <li>Create washes using watercolour paint</li> <li>Create movement using a range of techniques (such as: repetition of shapes, swirling arcs, circles, swirls)</li> </ul> <p><u>Artist:</u> Turner: <i>Painting the Fire at the Great Store - Tower of London</i></p> <p><u>Suggested Outcome:</u> Create a painting in the style of Turner linked to the Great Fire of London. Select own brushes and colours and apply techniques to show movement and use a range of textures.</p> 	<p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li><b>Trip to the National portrait gallery</b> – What can you tell about a person by looking at their portrait? (Book a workshop?)</li> <li>Discussions using mirrors – what can you see on your face? Analyse the detail of facial features.</li> <li>(Use Austin’s Butterfly style AFL discussions)</li> <li>Experiment with a range of media to create line and tone (light and dark)</li> <li>Use media from year 1 + different pencils, coloured chalk, oil pastels,</li> <li>Explain how marks are being created and show an awareness of how to create different lines and tones (how to make a darker mark, lighter mark, wider mark, narrow mark.)</li> <li>Begin to represent facial features with a view to their relative / comparative size (drawing to scale, a person is smaller than a house)</li> <li>Play with different techniques with each feature – draw an eye in the style of 3 different artists – lips/ ears etc</li> <li>Select between 2 or 3 media to create a drawing which shows understanding of scale, explain selection choices.</li> </ul> <p><u>Artist:</u> Tony Cragg Auerbach Giacometti</p> <p><u>Suggested Outcome:</u> Draw a self-portrait in the style of an artist (artist of choice)</p> 	<p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>To be able to manipulate modeling materials including clay</li> <li>Understand what happens to clay when you add water</li> <li>Experiment with rolling clay and pressing objects into it</li> <li>To be able to create a thumb pot</li> <li>Develop understanding of different media and joining</li> <li>Use straws to build a 3D structure</li> <li>To be able to form specific 3D shapes from clay- sphere, cone, cube, cuboid,</li> <li>To be able to join clay to create a freestanding form</li> </ul> <p><u>Artist:</u> Elizabeth Fritsch</p> <p><u>Suggested Outcome:</u> Create a vessel in the style of the artist. To make choices which technique they will use to create their vessel.</p> 

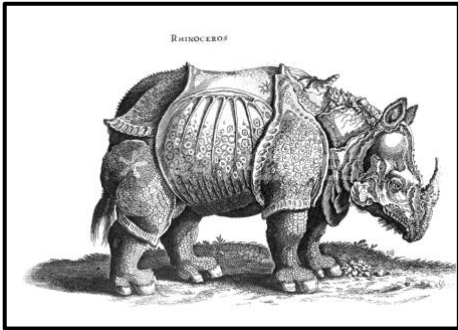

Key Stage 2:

	Autumn - <b>Sculpture</b>	Spring - <b>Drawing</b>	Summer - <b>Painting</b>
Year 3	<p><b>Link to RE Symbols</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Investigate different religious symbols and then go on to create their own symbol for their beliefs.</li> <li>Use Alan Davie entrance to a paradise as a starting point:</li> </ul>  <ul style="list-style-type: none"> <li>Explore - What do the symbols mean?</li> <li>Design own symbol (initially as a drawing)</li> <li>Create symbol as a 'relief sculpture' using mod roc – a sculpture which has a flat side.</li> </ul> <p><u>Artist:</u> Paolozzi</p> <p><u>Suggested Outcome:</u></p> <ul style="list-style-type: none"> <li>Create 3D form with paper</li> <li>Tape onto a board (a5 size)</li> <li>Cover with Modroc – smooth Modroc so that all holes are filled with plaster – Do not paint with colour! Leave white to allow for shadow work. Or paint all in gold etc.</li> <li>Add detail and pattern using tiny piece of Modroc to create dots stripes etc.</li> </ul> <p><b>Ask Catherine to support planning</b></p>	<p><b>Link to Geography – Natural disasters</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Experiment with different media for effect e.g. graphite sticks with felt tip pen for emphasis</li> <li>Create tone using techniques such as: <b>blending</b> from dark to light using pencil/patterns to represent texture of objects (waves etc)/ <b>tone</b> to represent shape.</li> <li>Begin to blend colours using chalks, pencils, oil pastels</li> <li>Create texture using a range of lines and tones</li> <li>Draw on different scales (taking something small and enlarging it and taking something small and shrinking it.</li> <li>Artist: See <b>Hokusai's</b> drawings</li> </ul> <p><u>Artist:</u> Hokusai</p> <p><u>Suggested outcome:</u> Drawing in the style of Hokusai based on images of different volcanoes. (At least 6 different photos of volcanoes so that all drawings look different on a table)</p> 	<p><b>Link to Plants in Science</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>Experiment using watercolour paints on wet and dry paper to create washes.</li> <li>Explore blended/faded washes to create the effect of a petal.</li> <li>Explore colour variation when mixing and blending harmonies.</li> </ul>  <p><b>National Gallery – Look at ways of representing plants</b></p> <p><u>Artists:</u> <b>Compare and contrast the works of the following artists and experiment painting in the style of each</b></p> <ul style="list-style-type: none"> <li>Elizabeth Blackadder</li> <li>Patrick Caulfield</li> <li>Georgia O Keefe</li> <li>Mirander Lloyd</li> </ul> <p><u>Suggested Outcome:</u> Paint a flower in the style of a chosen artist</p>



	Autumn - <u>Drawing</u>	Spring - <u>Painting</u>	Summer - <u>Sculpture</u>
Year 4	<p><b><u>Link to London Landmarks</u></b></p> <p><b><u>Children should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>● Demonstrate perspective:</li> <li>● Using line (one-point perspective)</li> <li>● Using tone (the further away an object is the lighter/hazier it becomes. The closer the object the sharper it becomes)</li> <li>● Know depth of field (Knowing that an object is in front of another object because part of an object is hidden)</li> <li>● Use viewfinders to select an area of focus for drawing</li> <li>● Draw an object from a range of viewpoints, angles and perspectives.</li> <li>● Draw the same landmark from a range of angles</li> </ul> <p><b><u>Artists:</u></b> Mies van der Rohe Zaha Hadid</p> <p><b><u>Suggested Outcomes</u></b></p>   <p>Book visit to Stratford Olympic Park / Geography Trip around London – look for a rotating exhibition to support London Artwork</p>	<p><b><u>Link to Hindu Temple – Place of Worship Visit</u></b></p> <p><b><u>Children should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>● Colour mix to explore harmonies using the following colour wheel:</li> </ul>  <ul style="list-style-type: none"> <li>● Compare different surfaces to paint on (card, range of papers, foil) and explain the effect on each.</li> <li>● Experiment with mark making to create patterns using paint and a range of tools on 4/5 different types/ colours of paper</li> <li>● E.g. sponge, glue spreaders, cocktail sticks, combs, sticks</li> <li>● Use papers created to create a collage that represents a Hindu Temple.</li> </ul> <p><b><u>Artist:</u></b> The Singh Twins</p> <p><b><u>Suggested outcomes:</u></b> Create a collage of a Hindu Temple using a range of textures/materials and apply patterns to the collage using paint to create a piece of art in the style of the Singh Twins.</p>  <p>Book a visit to Sri Murugan Temple to observe patterns</p>	<p><b><u>Children should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>● To use a coil clay construction to create a unique form create a representation of an animal</li> <li>● Simplifying the idea of an animal to identify only its key features</li> <li>● Create forms by crushing paper to form the basic shape and then coiling clay around the shape to make the animal</li> <li>● Create a smooth surface using water and tools</li> <li>● Create patterns to represent texture</li> <li>● Apply patterns to a 3D form.</li> </ul> <p><b><u>Artist:</u></b> Innuï Animal Sculptures</p> <p><b><u>Suggested outcome:</u></b> Create a sculpture in the style of an Innuï Animal Sculpture (avoid legs.)</p>   

	Autumn - <b>Drawing</b>	Spring - <b>Painting</b>	Summer – <b>Sculpture</b>
Year 5	<p><b>Link to Science – Plants</b></p> <p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>Visit to Kew Gardens for Art to look specifically at Botanical Drawings.</li> <li>Create a range of lines and tones to represent different textures of objects using drawing pencils (E.g Plants)</li> <li>Observe and draw separate parts of plant in detail before trying to draw the whole plant – leaf, stem etc</li> <li>Selectively apply colour over a drawing (pencil, pastel)</li> <li>Blend colours and tone to represent an object (E.g. flower)</li> <li>Use magnifying glasses to observe and replicate detail in drawings</li> <li>Work in the negative (E.g. white chalk on black paper, rubber into graphite)</li> </ul> <p><b>Artist:</b> Botanical drawings - Kew Garden trip Marianne North Gallery</p> <p><b>Suggested outcome:</b> Botanical drawing of real life plant.</p> 	<p><b>Link to Geography – Brazil/Amazon</b></p> <p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> <li>Continue to explore harmonies through colour mixing (see years 3 and 4)</li> <li>Explore complementary opposites and contrasting colours using the colour wheel.</li> <li>Build on mark making by exploring different shapes.</li> <li>Create compositions and select from 2 or 3 ideas.</li> <li>Know that when you create a layered image you paint a background first and works forwards. (Wash in the background first and build onto)</li> </ul>  <p><b>Artist:</b> David Hockney (The Grand Canyon)</p>  <p><b>Suggested Outcome:</b> Create a painting of The Rockies, The Grand Canyon / The Rainforest in the style of David Hockney from given photographs (use a range to allow variation of paintings)</p>	<p><b>Link to Science – Life cycles</b></p> <p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>Cutting, joining and shaping wire.</li> <li>Twist wire to create shape - use thin modelling wire</li> <li>Join wires using twists</li> </ul> <p><b>Artist:</b> Elizabeth Berrien ( The Wire Lady)</p>  <p><b>Suggested outcome:</b> Create caterpillars and chrysalis Create Butterflies using wire Life cycle sculptures</p>

	Autumn - <u>Drawing</u>	Spring - <u>Painting</u>	Summer – <u>Sculpture</u>
Year 6	<p><b>Link to Science – Classification/Evolution</b></p> <p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>• Be confident selecting and using a range of media to draw with.</li> <li>• Apply a range of techniques in a variety of ways to create particular effects – skin / feathers etc</li> <li>• Have a wide knowledge of a range of artists over different time periods and cultures.</li> </ul> <p><u>Artist:</u> Durer – Rhinoceros</p>  <p><b>Suggested Outcome:</b> Draw an imaginary animal</p>	<p><u>Children should be taught to:</u></p> <ul style="list-style-type: none"> <li>• Printing</li> </ul>  <p><b>Book a visit to V&amp;A Museum / Design Museum - Orla Kelly</b></p> <p><u>Artist:</u> Orla Kelly</p> <p><b>Suggested Outcome:</b> Create own prints in the style of Orla Kelly</p>	<p>Bow arts - Book art Project</p>