



Hemington Primary School Art Curriculum Statement

Intent

- To promote a love of visual arts and inspire our pupils to invent and create their own art, craft and design.
- To enable our pupils to be proficient in drawing, painting, sculpture and other Art techniques.
- To encourage pupils to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives.
- To know about a range of artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To realise the importance of art in our modern culture and raise awareness of art and design as a future career path.
- To analyse and evaluate their own and others art work, using appropriate art language and vocabulary.
- To experience and view a range of art in a range of contexts both in school and in galleries and museums.

Implementation

- Pupils are taught discrete art lessons regularly as part of wider topic work, enabling them to make links to the wider world.
- Teachers have a good subject knowledge, enabling them to teach art to a high standard appropriate to the age range.
- Engage pupils with the work of a range of well- considered artists, craft makers and designers, both from a historical and modern context and from a range of cultures from across the world.
- Children practice and develop with increased complexity, the use of a range of tools and techniques with the aim of producing work to a high standard.
- Through research, pupils are given the chance to develop ideas using their own ideas and those of shared artists as starting points.
- Pupils are guided to understand how artists communicate meaning using formal elements and artistic conventions.
- Pupils have the opportunity to learn through experimentation, and can choose the most appropriate tools and techniques for their desired outcome.
- Pupils always evaluate their own work and the work of others and in doing so learn new approaches to producing their own art.
- Pupils are given the opportunity to visit local art galleries and museums to see art displayed in a range of contexts.
- The children's art is valued and displayed carefully around the school building.

Impact

- Pupils at Hemington have a good understanding and appreciation of current and historical artists, craft makers and designers and the impact they have on culture.
- Pupils have well developed practical skills when using materials to create 2D and 3D work.
- Pupils will be able to talk confidently about their own work and the work of others.
- Pupils will understand that art, craft and design enhance our world and the society in which we live, they should also be aware of possible creative careers.
- Pupils enjoy art and enjoy creating art confidently for others to view and analyse.



Art and Design Subject Progression

EYFS	Subject Knowledge	Vocabulary	Working artistically including key equipment
	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>Children can: Use materials and tools safely Realise tools can be used for a purpose. Explore colour and how colours can be changed. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Begin to be interested in and describe the texture of things. Use various construction materials. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. Use simple tools and techniques competently and appropriately. Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using. Use media and materials imaginatively Build stories around toys. Use available resources to create props to support role-play. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative.</p>	Hold Grip Draw Colour Paint Mix Tools Material Paper Card Cut Fold Stick Attach Soft Hard Bendy Flexible Ideas Art Design	Resources for working artistically: Pencils Brushes Sponges Rollers Scissors Paper Card Tissue paper Playdoh Glue Paint Chalk Cellotape Pebbles Gravel and coloured gravel Leaves Twigs Famous artists/genre: Natural objects – Andy Goldsworthy Vincent Van Gogh-The Starry Night/ Vase with Twelve Sunflowers

KS1	Subject Knowledge	Vocabulary	Working artistically including key equipment
	<p>Children respond to ideas and starting points. They explore ideas and collect visual information, exploring different methods and materials as ideas develop.</p> <p>Children work on mastering the following techniques: Drawing - Draw lines of different sizes and thicknesses. Drawing - Show patterns and texture. Drawing - Show different tones.</p> <p>Painting - Use thick and thin brushes. Painting - Mix primary colours to make secondary. Painting - Add white to colours to make tints and black to colours to make tones.</p> <p>Collage - Use a combination of materials that are cut, torn and glued. Collage - Sort and arrange materials. Collage - Mix materials to create texture.</p> <p>Sculpture - Use a combination of shapes. Sculpture - Include lines and texture.</p> <p>Print - Use objects to create prints. Print - Press, roll, rub and stamp to make prints.</p> <p>Textiles - Create patterns Textiles - Join materials Digital Media - Use a wide range of tools to create textures, lines, tools, colours and shapes</p> <p>Take inspiration from and describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Vocab/skills for working artistically: Canvas Colour Primary Secondary Mix Tint Line Pattern Hatching Cross-hatching Shade(ing) Tone Light/dark Texture Style Collage Landscape Portrait</p> <p>Equipment Vocabulary: Oil Pastels Palette Pastel Textile Fabric Stitch Sew Printmaking Mono print Sketchbook Thumbnail Sketch Watercolour</p>	<p>Resources for working artistically: All found in EYFS plus: Oil Pastels Acrylic Paint Palettes Water Colours Fine paintbrushes Fabrics Plastacine</p> <p>Famous artists/genre:</p> <p>Aboriginal Art – Dots</p> <p>Ndebele –Art/pattern (Southern Africa/Zimbabwe) Piet Mondrian</p> <p>Henri Rousseau-Tiger in the Storm</p> <p>Animal art</p> <p>Portraits Edward Jenner painted by James Northcote. See National Portrait Gallery Website</p> <p>Mary Seacole painted by Charles Challen National Portrait Gallery Website</p> <p>Anthony Gormly</p>
Lower KS2	Subject Knowledge	Vocabulary	Working artistically including key equipment
	<p>Children will develop ideas from starting points throughout the curriculum, adapting and refining ideas as they progress. They will feel confident commenting on artworks using visual language.</p> <p>Children work on mastering the following techniques: Drawing - Use different hardness of pencils to show line, tone and texture. Drawing - Sketch lightly. Drawing - Annotate sketches to explain and elaborate ideas. Drawing - Use shading to show light and shadow.</p>	<p>Vocab for working artistically: Acrylic Asymmetrical Cast Shadow Charcoal Colour Scheme Composition Complimentary colour Contrast</p>	<p>Resources for working artistically: All in KS1/EYFS plus: Range of pencils (degrees of hardness) Clay Charcoal</p> <p>Famous artists/genre:</p> <p>Cycle 1-Banksy Lowry</p>

	<p>Drawing - Use hatching and cross-hatching to show tone and texture.</p> <p>Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Painting - Mix colours effectively.</p> <p>Painting - Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Painting - Experiment with creating mood with colour.</p> <p>Collage - Select and arrange materials for a striking effect.</p> <p>Collage - Ensure work is precise.</p> <p>Sculpture - Create and combine shapes to create recognisable forms.</p> <p>Sculpture - Include texture that conveys feelings, expression or movement.</p> <p>Print - Use layers of two or more colours.</p> <p>Print - Make printing blocks.</p> <p>Print - Make precise repeating patterns.</p> <p>Textiles - Shape and stitch materials.</p> <p>Textiles - Use basic cross stitch and back stitch.</p> <p>Textiles - Colour fabric.</p> <p>Digital Media - Create images, video and sound recordings and explain why they were created</p>	<p>Cross hatching Glaze Highlight Medium Mixed media Neutral Colours Proportion Scale Shadow Symmetry Texture Wash Horizon Foreground Background Portrait Landscape</p>	<p>Pheidias & Assistants-The Parthenon Sculptures Georgia O'Keefe Henri Matisse</p> <p>Cycle 2 Andy Warhol Roy Lichtenstein Nikolai Astup Paul Nicklen (Photographer)</p>
Upper KS2	Subject Knowledge	Vocabulary	Working artistically including key equipment
	<p>Children develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>They collect information, sketches and resources and present ideas imaginatively in a sketch book. They use the qualities of materials to enhance ideas,</p> <p>Spotting the potentials in unexpected results as work progresses.</p> <p>Pupils are confident when commenting on artworks with a fluent grasp of visual language.</p> <p>Children work on mastering the following techniques:</p> <p>Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Drawing - Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Drawing - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Painting - Sketch (lightly) before painting to combine line and colour.</p> <p>Painting - Create a colour palette based upon colours observed in the natural or built world.</p> <p>Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Vocab for working artistically:</p> <p>Abstract Artist's intention Balance Blocking in Burnishing Emphasis Fixative Focal point Form Gradient Graphite Harmony Hue Intensity Intermediate Colours Juxtaposition Monochromatic Monoprint Reflected Light</p>	<p>Resources for working artistically:</p> <p>All in Lower KS2/KS1/EYFS plus: Canvasses Mood boards Wire mesh + modelling wire Modelling knives and other clay tools</p> <p>Famous artists/genre:</p> <p>Cycle 1-Banksy Lowry Pheidias & Assistants-The Parthenon Sculptures Georgia O'Keefe Henri Matisse</p> <p>Cycle 2 Andy Warhol Roy Lichtenstein Nikolai Astup Paul Nicklen</p>

	<p>Painting - Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Painting - Use brush techniques and the qualities of paint to create texture.</p> <p>Painting - Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Collage - Mix textures (rough and smooth, plain and patterned).</p> <p>Sculpture - Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Sculpture - Use tools to carve and add shapes, texture and pattern.</p> <p>Print - Build up layers of colours.</p> <p>Print - Create an accurate pattern, showing fine detail.</p> <p>Print - Use a range of visual elements to reflect the purpose of the work</p> <p>Textiles - Show precision in techniques.</p> <p>Textiles - Combine previously learned techniques to create pieces.</p> <p>Digital Media - Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Children give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>They 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>Rendering</p> <p>Saturation</p> <p>Thumbnail sketch</p> <p>Tone</p> <p>Variety</p>	<p>(Photographer)</p>
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