



Hampreston First School

Vision

Our vision for Art and Design is to foster and support creativity in all our children such that they acquire the skills and confidence to express themselves through visual media. We aim to give children an art curriculum which allows them to gain access to the creative world around them, find answers to their questions, and gain a sense of what is possible. This will involve exciting, practical hands-on lessons that will inspire children of all abilities, releasing their artistic potential.

Why We Believe Art and Design is Important

It is a very basic human desire to depict the world around us through visual media. From the earliest age, children express themselves through art. The importance of Art and Design in the modern world is now greater than ever. As teachers, we feel it is important to guide children through this natural creative process and support the development of skills required to become artists. We believe that age-appropriate, progressive acquisition of artistic skills and techniques is the best way to allow this development to take place in our school.

Characteristics of Artists

Artists at Hampreston school are enabled to express themselves and allowed to experiment. They are taught skills and techniques which allow them to develop artistically. Most importantly they enjoy themselves through artistic endeavour and are aware of their progress in the subject. They experience a sense of achievement through their study and practice!

Subject Statement

Intent

At Hampreston we teach through a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development

Implementation

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The specific series of lessons for each year group will offer structure and narrative.

(See also **Art and Design Progression grid**).

Level Expected at the End of EYFS:

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

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.

KS1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- 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];
- about great artists, architects and designers in history.

Art and Design Curriculum Overview

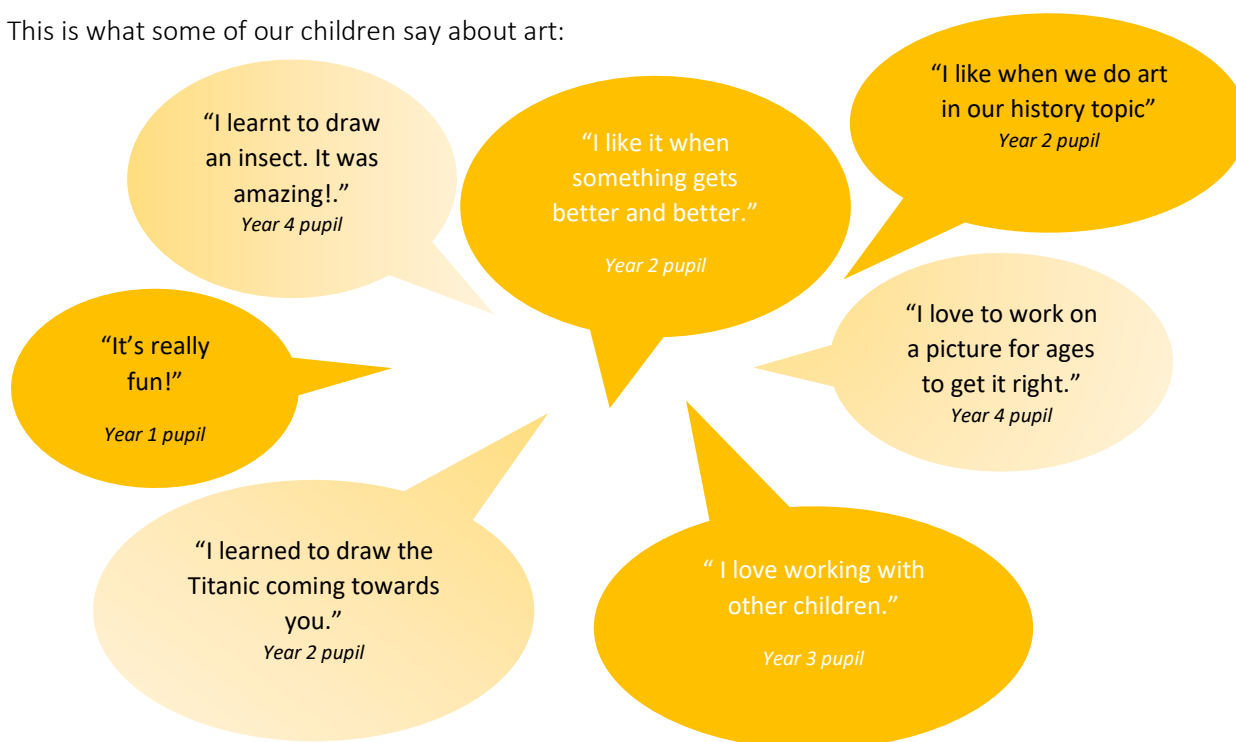
EYFS	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Explore what happens when we mix colours and choose particular colours to use for a purpose • Create constructions, collages, painting and drawings of Elmer, Harvest, Autumn, Fireworks, Owls and Christmas 	<ul style="list-style-type: none"> • Explore colour, texture, shape, form and space in two and three dimensions, especially related to castles, Spring and Easter • Use imagination in art and design, music, dance, role-play and stories 	<ul style="list-style-type: none"> • Explore colour, texture, shape, form and space in two and three dimensions, especially related to minibeasts, dinosaurs, farms, animals and Summer • Use imagination in art and design, music, dance, roleplay and stories
Year 1	Autumn	Spring	Summer
	<p>Explore and use different materials and techniques;</p> <p>investigate concepts of line, texture, colour and tone;</p> <p>develop observational drawing skills</p>	<p>Investigate a range of materials and processes by experimenting with papers and fabrics;</p> <p>create marbled paintings and weavings.</p>	<p>Learn about primary colours; understanding how white can be used to lighten colours and black can be used to darken them.</p>
Year 2	Autumn	Spring	Summer
	<p>Learn about the work of artists (Hunderwasser, Mondrian)</p> <p>Use colour, pattern, texture, line, shape, form and space;</p> <p>Make links to own work</p>	<p>Winter art - Use drawing and painting and sculpture to develop ideas</p>	<p>Design travel brochures - Learn about craft makers and designers; Design and make a product.</p> <p>Learn about artists (Monet)</p> <p>Use colour, pattern, texture, line, shape, form and space</p>
Year 3	Autumn	Spring	Summer
	<p>Record from experience and imagination;</p> <p>investigate and combine visual and tactile qualities of materials and processes;</p> <p>compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;</p> <p>explore materials and processes used in art, craft and design and how these can be matched to ideas and intentions</p>	<p>Collect visual and other information to help them develop their ideas;</p> <p>use a variety of methods and approaches to communicate observations, ideas and feelings and to design and make images and artefacts;</p> <p>adapt their work according to their views and describe how they might develop it further;</p> <p>learn about the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>Record from experience and imagination;</p> <p>select and record from first-hand observation and explore ideas for different purposes;</p> <p>learn about materials and processes used in art, craft and design;</p> <p>look at the roles and purposes of artists, craftspeople and designers working in different times and cultures, such as Western Europe and the wider world.</p>
Year 4	Autumn	Spring	Summer
	<p>Select and record from first-hand observation and explore ideas for different purposes;</p>	<p>Investigate a range of materials and processes by experimenting with papers and fabrics.</p>	<p>Select and record from first-hand observation and explore ideas for different purposes;</p>

	<p>investigate and combine visual and tactile qualities of materials and processes;</p> <p>explore the roles of artists working in a different time, such as William Morris</p>		<p>develop control of tools and techniques to create mosaics;</p> <p>investigate the work of Andy Goldsworthy and use as inspiration for own work</p>
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Impact

Art and design learning is loved by teachers and pupils across school. Teachers have high expectations and work can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

This is what some of our children say about art:



Promoting British Values Through Art and Design

We endeavour to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our science curriculum. Please see our British Values policy for further information. Throughout our art lessons we promote individual liberty through encouraging children to make their own choices and mutual respect in listening to other people's ideas.

Spiritual, Moral, Social and Cultural Aspects

The Art and Design curriculum supports spiritual development by concerning children with the visual beauty of our world.

Art and Design supports moral development by encouraging children to look at, discuss and evaluate a range of social and moral issues found in the world. This can sometimes draw upon other areas of study, such as history or geography through engaging in unequal shares of resources, why someone might be upset if they received less than other people and make links to the concept of inequality.

Art and Design supports social development by giving children opportunities to discuss their learning with their peers at regular intervals throughout lessons. Also through the sharing of resources within the classroom, the negotiating of responses and group problem solving and by using discussion, debate and collaborative work to further artistic understanding. Children learn to appreciate the work of others and are taught to be non-judgmental.

Art and Design supports the cultural development of a child by exposing them to a range of different artistic stimuli from around the world. Art provides an immediate “way in” to another culture.

Inclusion & Equal Opportunities

Through the art and design policy the school aims to provide every child with an equality of opportunity to access a broad and balanced curriculum regardless of gender, ability, attainment, background and ethnicity, through:

- Valuing the wide variety of experiences the children bring to school
- Providing differentiated tasks for gifted and more able pupils
- Providing Intervention programs
- Addressing the needs of children learning English as an additional language

Date of policy review: January 2024