



Hampreston CE VA First School

Policy | Plan | Progression 2022/23

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

To further our work in Art, we are supported by the AccessArt curriculum to ensure all staff and pupils have the best, most current approaches to Primary Art available.

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.

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

Art and Design Curriculum Overview

	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> Mixing colours Drawing a person Flange join Treasury tag Moulding clay Giuseppe Arcimboldo Using glue to secure Using tape to secure 	<ul style="list-style-type: none"> Making collages Henri Matisse Playing instruments Mixing watercolour paints 3D collages 	<ul style="list-style-type: none"> Mono printing Georgia O'Keeffe Mixing shades Split pin join Sewing to join
Year 1	<p><u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><u>Playful Making</u> Exploring materials and intention through a playful approach</p>
Year 2	<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p><u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p>	<p><u>Stick Transformation Project</u> Explore how you can transform a familiar object into new and fun forms.</p>
Year 3	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
Year 4	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p>

Expressive Arts and Design

Reception

Reception children will be learning to: (Development matters)

- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Early Learning Goal - Creating with materials and fine motor skills

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Key Knowledge/skills:

Drawing

To deliberately mark make with chalk, crayons, pencils To say what their picture is
To begin to show accuracy and care (ELG) To make thick and thin lines

Painting

To name primary colours
To mix to make green, orange, purple
To experiment with colours (ELG)
To show others their painting and say how they made it (ELG) To name other basic colours
To mark make with brushes, twigs. To hold a large brush correctly (ELG)
To start to match the colours they mix to the colours they see

Sculpture

To use dough, experimenting with the texture and shape (ELG) To build chosen objects using bricks and cardboard
To work with others to build To understand flat, solid

Printing

To make a simple repeating pattern e.g. beads To print with stamps
To fold painted paper to get symmetrical shapes

Collage

Use tools such as scissors, hole punch, paint brushes, pencil crayons safely and accurately To cut shapes using scissors
To stick shapes onto paper, experimenting with design (ELG)

Artists/designers

Know that other artists have drawn and painted the same things that they do.

Year One (See Access Art Information)

National curriculum objectives:

- AD 1 Use a range of materials creatively to design and make products
- AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- AD 3 Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- AD 4 Learning about the work of a range of artists, craft makers and designers describing the differences and similarities between different practises and disciplines and making to their own work

Key Knowledge/skills:

Drawing

Understand drawing is a physical activity.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
Use colour (pastels, chalks) intuitively to develop spiral drawings.
Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.

Sketchbooks

Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.
Make a simple elastic band sketchbook. Personalise it.
Use sketchbooks to:
Test out printmaking ideas
Develop experience of primary and secondary colours
Practice observational drawing
Explore mark making

Printmaking

Understand prints are made by transferring an image from one surface to another.
Understand relief prints are made when we print from raised images (plates).
Use hands and feet to make simple prints, using primary colours.
Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.
Explore concepts like “repeat” “pattern” “sequencing”.

Collage

Collage with painted papers exploring colour, shape and composition.

Making

Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
Understand the meaning of “Design through Making”
Use a combination of two or more materials to make sculpture.
Use construction methods to build.
Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.

	<p>Purpose/Visual Literacy/Articulation</p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>
<p>Key Vocabulary:</p> <p>Drawing: chalk, pens, line, shape, drawing, thin, thick</p> <p>Painting: colour, paint, painting, brush, red, yellow, green, blue, orange, purple, pink, black, white, mix</p> <p>Printing: stamp, rub, pattern, print/printing</p> <p>Sculpture: glue, tools, model, squashing, rolling, pulling and twisting, cut stick fold, bend, solid, flat</p> <p>Collage: tear, glue, match, shape</p>	<p>Spirals:</p> <p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think</p> <p>Simple Printmaking:</p> <p>Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect, Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image</p> <p>Playful Making:</p> <p>Sculpture, Sculptor, Three Dimensions, Respond Response, Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance</p>

Year Two	Year Three	Year Four
<p>National curriculum objectives:</p> <ul style="list-style-type: none"> AD 1 Use a range of materials creatively to design and make products AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD 3 Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space AD 4 Learning about the work of a range of artists, craft makers and designers describing the differences and similarities between different practises and disciplines and making to their own work 	<p>National curriculum objectives:</p> <ul style="list-style-type: none"> AD 1 Create sketch books to record observations and use it to review and revisit ideas AD 2 Improve their mastery of art and design techniques including drawing, painting, and sculpture with a range of materials AD 3 find out about great artists, architects, and designers in history 	<p>National curriculum objectives:</p> <ul style="list-style-type: none"> AD 1 Create sketch books to record observations and use it to review and revisit ideas AD 2 Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials AD 3 find out about great artists, architects and designers in history
<p>Key Knowledge/skills:</p> <p>Drawing Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 “collage”) which explore composition.</p> <p>Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Work in sketchbooks to: Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore colour and colour mixing. Make visual notes about artists studied.</p> <p>Printmaking</p> <p>Painting Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p>	<p>Key Knowledge/skills:</p> <p>Drawing Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Understand that animators make drawings that move. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Develop mark making skills by deconstructing the work of artists.</p> <p>Sketchbooks Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Work in sketchbooks to: Explore the qualities of charcoal. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills.</p> <p>Printmaking</p> <p>Painting Understand that we can create imagery using natural pigments and light. Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting.</p>	<p>Key Knowledge/skills:</p> <p>Drawing Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> <p>Sketchbooks Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Use sketchbooks to: Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.</p> <p>Printmaking</p>

<p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p> <p>Collage</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Making</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p> <p>Purpose/Visual Literacy/Articulation</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Collage</p> <p>Making</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is an interior framework which support a sculpture.</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p> <p>Purpose/Visual Literacy/Articulation</p> <p>To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”).</p> <p>Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	<p>Painting</p> <p>Collage</p> <p>Making</p> <p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p> <p>Purpose/Visual Literacy/Articulation</p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
<p>Key Vocabulary:</p>	<p>Key Vocabulary:</p>	<p>Key Vocabulary:</p>

