



What does Art & Design
look like at Hambledon ?



What does it mean to be an Artist at Hambledon Primary School ?



- ❖ To equip our children with a broad range of knowledge, skills and qualities to become successful and responsible learners, ready for the next stage of their education. We achieve this through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant.
- ❖ In Art & Design this means that children will be developing their skills to enable them to take their learning further and appreciate the importance of Art & Design and its impact within the wider world. They will learn about the different aspects and techniques of Art & Design through the journey of their own projects whilst looking at the work of other artists.

The National Curriculum states that:

- ❖ *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.*

National Curriculum Objectives



Purpose of study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ❖ 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1

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

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 & Design Intent Statement



To equip our children with a broad range of knowledge, skills and qualities to become successful and responsible learners, ready for the next stage of their education. We achieve this through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant.

This means Art & Design should be an enjoyable but also challenging experience for pupils, encouraging them to want to continue building on this wealth of artistic ability, now and in the future.

Our curriculum provides a variety of sensory experiences and a unique way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern, construction and different materials and processes. They learn to make informed judgements and aesthetic and practical decisions.

Intent

Art & Design should be an enjoyable and engaging experience for pupils and teachers.

- ❖ Children participate in a range of art & design experiences, including quality real experiences, building up their confidence at the same time.
- ❖ Children progressively develop their artistic understanding and skills through participating in a range of practical activity linked to the art & design learning objectives.
- ❖ Children become more confident artists through the process of creating, reflection and opportunities to display their work on a regular basis.
- ❖ Children build a progressively complex vocabulary and use this when creating and reflecting on their learning.
- ❖ Children create their own artistic portfolio utilising their developing knowledge and skills.
- ❖ Children learn to respond to the work of local and famous artists using these as a stimulus for their own creations, developing aspirations to become the artists of tomorrow.
- ❖ Children experience art & design from different cultures and eras.

Artistic activity contributes to well-being.

Implementation:

Art & Design experiences will follow the long term and medium planning in line with the Foundation subjects. This will be a half termly project once a term. Children will participate in a range of art & design experiences, including quality real experiences, building up their confidence at the same time.

The relevant vocabulary for the area of learning will be introduced and techniques demonstrated to ensure understanding. Artist studies will be undertaken to build a wider knowledge of the subject. Art & Design from other cultures and eras will also be looked at as a stimulus to the children's learning.

The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including history and geography, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Sketch books will be kept up to date to record their learning and to evidence progression and knowledge learnt.

Class evidence folders are on the school network for class teachers to save photographic evidence.

**Impact:**

The impact of teaching art & design will be seen across the school with an increase in the profile of art, with children being taught to draw, paint and sculpt as well as using other techniques including, printing, textiles and collage. Children will achieve in line with appropriate Age Related Expectations for art & design. Whole-school and parental engagement will be improved through displays, extracurricular activities and opportunities suggested in lessons for wider learning.

We believe our children will:

- ❖ Acquire an appreciation, enjoyment and love of art and design
- ❖ Develop positive attitudes to art and design
- ❖ Demonstrate awareness of art and design across the curriculum and the wider world
- ❖ Demonstrate their pride and the high status of art and design through classroom, school and online display of their quality work
- ❖ Develop personal qualities including: perseverance, independent thinking, self-confidence and co-operation through art and design.

The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if core vocabulary has been remembered and understood. Pupils also will have the opportunity to talk about their work and their enjoyment and understanding of the lessons, showing much they can recall, and their responses will be used to inform teaching.

Participation in art & design develops wellbeing, promotes values and develops problem solving and practices skills like patterning and cause and effect (i.e., "If I push very hard with a crayon the colour is darker."). They can also practice critical thinking skills by making a mental plan or picture of what they intend to create and following through on their plan. Art is also another way of communicating whilst helping us to develop further understanding of our World. Children will feel confident to and enjoy sharing their artistic experiences.

Sequencing and Progression:

Pupils in EYFS will explore Art & Design through their continuous and enhanced provision,

All year groups follow the long term plan for Art & Design which has a progressive programme in place for 3D sculpture/collage, printing and textiles with a progressive element of drawing and painting to start off each.

SEND in my subject area: Art & Design

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning	Communication and Interaction	Cognition and Learning	Communication and Interaction
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Interpretation of artists' work.</p> <p>Reading/studying of artists' background and styles.</p> <p>Cognitive difficulties – ability to understand the content of formal art lessons</p> <p>Processing difficulties</p>	<p>Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.</p> <p>Dual coded word mats/resources/displays to support access</p> <p>Use of stories to support understanding, linking art to real life</p> <p>Key words displayed</p> <p>Use of shorter/less complex sentences in resources given</p> <p>Writing frames where possible</p>	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may make children unable to access learning</p>	<p>Providing flashcards (dual coded) for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions</p> <p>Use of simple instructions – small steps</p> <p>Careful and appropriate modelling to support understanding</p> <p>Visual aids and dual coding</p> <p>Video's of examples and practice</p>

How can we differentiate in Art & Design?

How support can be given:

When choosing which aspect of Art you are going to teach you may need to consider the following things:
The individual needs of the pupils.
If Physical dexterity is a challenge have thicker pencils, paintbrushes or grips to support control.

- ❖ Cutting skills: Have adapted scissors available to aid grip, or have pieces already cut out.
- ❖ Printing: Relief prints with string may need pupils to be supported by a peer or adult to guide the string around the desired design.
- ❖ Painting: Have colour charts visible to support the mixing of colours.
- ❖ Drawing: Have shading techniques visible.
- ❖ Textiles: choosing appropriate fabric, needle type & size, have lines drawn on the fabric to follow when stitching.

All pupils can be taught the same aspect of Art:

- ❖ Drawing
- ❖ Painting
- ❖ Textiles
- ❖ Printing
- ❖ Sculpture

How it is interpreted will be different for each pupil.

How learning can be extended:

- ❖ Painting: can they look more closely at their colour choice, addition of more detail.
- ❖ Drawing: Choosing which graded pencils to use to create a different tone within their drawing, showing the use of learnt shading techniques and use of tone.
- ❖ Textiles: Introducing more designs and stitches, finer needles and thread.
- ❖ Printing: Creating more detailed designs, layering prints.
- ❖ Sculpture: Clay – more detailed finished pieces showing a variety of joins.
- ❖ Demonstrating to peers gives them the element of mastery.

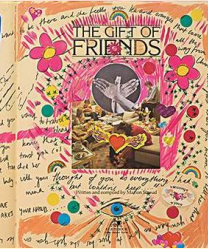
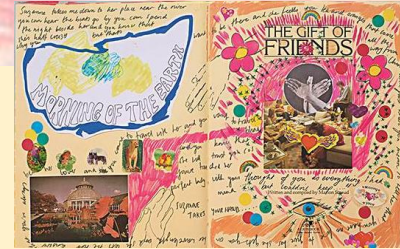
Sketchbook Information



Pupil sketchbooks are a valuable record of the progress they make in Art.

A few points to remember:

- ❖ All entries into pupils' sketchbooks should include a date to show when a lesson took place.
- ❖ Children should write down in their sketchbooks at the beginning of the unit the *title* (and *aim* if in Key stage 2), i.e. Include the designing and planning stages of the unit in sketchbooks, and any initial ideas pupils may have, i.e. paper and paste river animals – ideas of which animal they are going to make, sketches of what their animal is going to look like etc.
- ❖ Children should include any background information they have on a unit, such as artists that use a specific style (i.e Vincent Van Gogh - Impressionism) and countries/cultures that use a particular technique (i.e tie-dye - Asia).
- ❖ Examples of experimentation must be stuck into pupils' sketchbooks. The *process* is just as important as the final *outcome*.
- ❖ Children should annotate and evaluate any 'experiments', noting what worked and what didn't, i.e. colours mixed in painting etc.
- ❖ Stick in the final piece – labelled. For 3D models, children could either attempt to accurately draw their final piece, or alternatively take photos to stick in as a permanent record.
- ❖ To finish each module, children should complete a self or peer evaluation. This should also be stuck into their sketchbooks.
- ❖ Marking of sketchbooks can be done verbally. In this case a tick and your initials will be enough. Where it is appropriate to make a comment, be sensitive to pupils' work i.e. don't write across the middle of their picture! A sticky note can be used and dated so it can be kept at the back of the book and not on the piece of work if required.



Areas of Art and Supporting Artists



Areas of Art	<u>Drawing</u> Pencil, charcoal, inks, chalk, pastels, ICT software	<u>Colour</u> Painting, ink, dye, textiles, pencils, crayon, pastels, papers	<u>Texture</u> Textiles, clay, sand, plaster, stone, collage	<u>Form</u> 3D work, clay, dough, boxes, wire, paper sculpture, modroc	<u>Printing</u> Found materials, fruit/veg, wood blocks, press print, lino, string	<u>Pattern</u> Paint, pencil, textiles, clay, printing
Suggested Artists to support areas of Art	<ul style="list-style-type: none"> ❖ Ella Bailey ❖ Anna Wright ❖ Leonardo Da Vinci, ❖ Vincent Van Gogh, ❖ Poonac, ❖ Henry Moore ❖ Edgar Degas 	<ul style="list-style-type: none"> ❖ Max Ernst ❖ Eric Carle ❖ Pollock, Monet, ❖ Chagall, ❖ Ben Moseley, ❖ Van Gogh, ❖ Kandinsky, ❖ Jacqueline Mair, ❖ James Mayhew, ❖ Romero Britto ❖ Clarice Cliffe ❖ Henri Rousseau 	<ul style="list-style-type: none"> ❖ Karen Lane ❖ Amanda Cobbett ❖ Linda Caverley, ❖ Molly Williams, ❖ William Morris, ❖ Gustav Klimt. ❖ Anni Albers, ❖ Victoria Villasana, ❖ Enid Marx 	<ul style="list-style-type: none"> ❖ Lorien Stern ❖ Vincent Scarpace ❖ Anne Swegmann-Fielding ❖ Pablo Picasso ❖ Andrea Morgan ❖ Henry Moore, ❖ Barbara Hepworth, ❖ Andy Goldsworthy ❖ Eddie Martinez, ❖ Jasper Johns ❖ Edgar Degas ❖ Auguste Rodin 	<ul style="list-style-type: none"> ❖ Eric Carle ❖ Jacqueline Mair ❖ Picasso, ❖ John Muafangejo. ❖ Dan Mather, ❖ Andy Warhol, ❖ Angie Lewin, ❖ John Banting. 	<ul style="list-style-type: none"> ❖ Joan Miro, ❖ Bridget Riley, ❖ Escher, ❖ Paul Klee, ❖ Kandinsky

EYFS

Characteristics of Effective Teaching and Learning

Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go	Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do	Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways
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Reception	Physical Development		<ul style="list-style-type: none"> ❖ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ❖ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ❖ Develop overall body-strength, balance, coordination and agility
	Expressive Arts and Design		<ul style="list-style-type: none"> ❖ 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.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> ❖ Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. ❖ Use a range of small tools, including scissors, paintbrushes and cutlery. ❖ Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> ❖ 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.
		Being Imaginative & Expressive	<ul style="list-style-type: none"> ❖ Invent, adapt and recount narratives and stories


EYFS

Reception	Understanding the World	<ul style="list-style-type: none">❖ Comment on images of familiar situations in the past.❖ Compare and contrast characters from stories.❖ Explore the natural world around them.❖ Describe what they see, hear and feel whilst outside.❖ Recognise some environments that are different to the one in which they live.❖ Understand the effect of changing seasons on the natural world around them.
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ELGs	Understanding the World	Past and Present	<ul style="list-style-type: none">❖ Know some similarities and differences between things in the past and now.❖ Understand the past through settings, characters and events in books.
		People and Cultures	<ul style="list-style-type: none">❖ Describe their immediate environment using knowledge from observation and discussion
		The Natural World	<ul style="list-style-type: none">❖ Explore the natural world around them, making observations and drawing pictures of animals and plants.❖ Know some similarities and differences between the natural world around them and contrasting environments.

EYFS

EYFS Characteristics of Effective Teaching and Learning:

Playing and Exploring Finding out and exploring: Using what they know in their play Be willing to have a go	Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do	Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways
Ourselves	Seasons – Spring and New Life	Seasons – Summer – Mini-beasts & Under the Sea
<ul style="list-style-type: none">▪ Ready Mix Paint – brushes, sponges, printing tools.▪ Collage/Sculpture – Andy Goldsworthy▪ Junk modelling▪ Modelling – dough▪ Rubbings <p>(Children are shown how to use paints, mix colours, use the brushes, use glue etc.)</p>	<ul style="list-style-type: none">▪ Water based paint blocks – Colour mixing, shades.▪ Artists to look at - Claude Monet (Impressionism) George Seurat (pointillism) Van Gogh (Post-impressionist) Steven Brown – (Contemporary) Bright colours - animals▪ Junk Modelling – different joining techniques	<ul style="list-style-type: none">▪ Mixing powder paints – consistency, shades and mixed colours▪ Collage - Eric Carle▪ Modelling – dough, clay 



Cycle B - Autumn - Great Fire of London

Artist to look at – Andy Goldsworthy
July 1956 – Current
English sculptor, photographer, and environmentalist who produces site-specific sculptures and land art

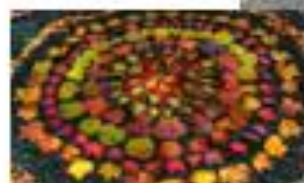


Painting – Observing Autumn colours and colour mixing to recreate some of the colours
Drawing – pattern and colour

Sculpture – nature sculpture (look at Andy Goldsworthy)
<https://www.youtube.com/watch?v=mAmQscZR2QI>
Create a clay disk embellished in different marks that could represent patterns in nature

Vocabulary:

Visual elements - colour, pattern, texture, line, shape, form and space, experimenting, joining, cutting, shaping



Spring - Transport

Painting - Shades of colours – adding black and white to create tints, shades and tones.
Drawing – Layering different media

Textiles – Y1 – joining fabric with glue.
Y2 – introduce running stitch.

Vocabulary:

Fabric / ~~Block~~ / Felt, Needle, Thread,
Accessories – beads, ribbon, shape names,
Pattern - ~~///---///--- ^^^ ~~~~~
Pattern / Template



Summer – Titanic

Artist to look at - Eric Carle - 1929 - 2021
American – author, designer, illustrator

<https://www.youtube.com/watch?v=50iNNN6jh74>



Painting / Printing – Printed papers – Use a variety of tools – sponges, brushes on different scales to create painted papers
Drawing Line drawings of creatures – shape/proportions.

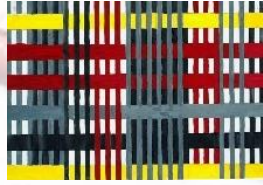
Collage – Create pictures in the style of Eric Carle

Vocabulary:

Repeated patterns, Shading, ~~Gelli~~ Plate, Layering, Collage, Etching, Impression, Eric Carle



LKS2












Aims

The national curriculum for art and design aims to ensure that all pupils:

- ❖ 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.

Attainment Target

the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Lower KS2 - Year 3/4		
Cycle A - Autumn - Historical Hambleton	Spring - British study since 1066	Summer - Overview of Ancient Civilisations
<p>Drawing - of leaves from observation - use pencil crayons, wax crayons and pastels to create and blend colours.</p> <p>Painting - Recreate drawings using paint, water colour, ready mixed paint.</p> <p>Extra - Drawing - Observational drawings of local area</p> <p>Textiles - developing stitches - running stitch.</p> <p>Vocabulary: Bijou, Hessian, <u>Running</u> stitch, Textiles, Wool / thread, Sequins / ribbon / beads, Joining / fixing, Cutting, Pattern - ///---///--- AAA ~~~ Pastels / chalk, Needle, Pattern / Template.</p> 	<p>Artist to look at: Lorien Stern - American artist, designer and illustrator, known for her sculpture and paintings.</p>  <p>Drawing - Observational drawings of fruit, paying attention to shape, tone and shadow before drawing and shading designs for sculpture - use pencil crayons, pastels to create colours.</p> <p>Painting - Creating a picture in the style of Lorien Stern using bold, block colours.</p> <p>Sculpture - Clay - Create a clay tile, experimenting with different tools to make marks before creating simple creatures by moulding clay and mark making into it. Dry piece to be painted and or collaged with tissue paper.</p> <p>Vocabulary: Clay, Moulding, Shaping, Patterns, Impressions, Mark making, Collage</p>   	<p>Artist to look at: Jacqueline Mair - Current British printmaker</p>  <p>Also - James Mayhew - 1964 - Current - English illustrator & author (Mrs Noah's Pockets)</p>  <p>Drawing - Draw designs for prints, draw outlines for templates for designs.</p> <p>Painting - Choosing and missing colours for printed papers using colour mixing knowledge.</p> <p>Vocabulary: Repeated patterns, Shading, Mono block Layering, Collage, Etching, Impression Jacqueline Mair - British Artist & Illustrator. James Mayhew - English Illustrator.</p> <p>Collage/printing - Mono block - bird and animal patterns / camouflage - layering paper</p>  

Cycle B - Autumn - Stone Age

Artist to look at - J. Vincent Scarpace - 1971-current - American artist



Also look at: Pablo Picasso

Drawing - Using their knowledge of mark making, make sketches for their design

Painting - Choosing colours to mix for their drawings

Sculpture (Clay) - mark making, moulding & joining.

Vocabulary

Clay, Moulding, Joining, Clay Slip, Shaping Patterns, Impressions, Mark making, Collage Pablo Picasso and J. Vincent Scarpace.



Spring - Romans

Artist to look at: Anne Schweamann-Fielding, 1967 - current

British sculptor and mosaic artist. She has been creating artworks using recycled material since the early 1990s



Drawing - copying some mosaic designs and creating their own.

Painting Colour mixing to paint designs for mosaics.

Collage - Mosaic / pattern printing

Vocabulary

Mosaics, Repeated patterns, Collage, Tesserae, Tiles



Summer - Anglo Saxons

Artist to look at - Anni Albers 1899 - 1984

German - Textile & printmaker



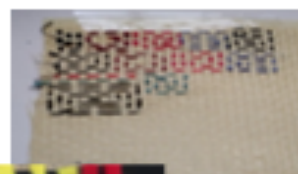
Drawing - designs for weaving

Painting- Colour mixing to recreate colours for their woven design.

Textiles - Weaving

Vocabulary:

Weaving, Binca, Hessian, Running stitch, Wool Joining, Cutting, Pattern, Creativity and experimentation, Bauhaus, Texture, Craft Mixed media



UKS2



Aims

The national curriculum for art and design aims to ensure that all pupils:

- ❖ 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.

Attainment Target

the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Upper KS2 - Year 5/6

Cycle A - Autumn – Vikings

Artist to look at - Karen Lane Lincolnshire Artist - Mixed media textile artist. - Current <https://lincsinstitches.com/2014/10/17/utradur-autumn-leaf/>



Show the artwork of **Amanda Cobbett** to show the possibilities of textiles.

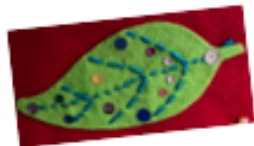
Drawing - Observational drawings of leaves. Look at the shades and tones of colour of the leaves.

Painting - Colour mix to create the colours of leaves using watercolour. Think about key vocabulary: colour, pattern, texture, line, shape, form and space. Work into paintings once dry with pencil crayons and pastels.

Textiles - sewing on buttons to leaf

Vocabulary:

Fabric, Cotton, Felt, Hessian, Running stitch
Cross stitch
Needle / eye (Threading hole for thread)
Sewing / stitching, Cotton thread
Embroidery thread, Joining, Cutting, Pattern,
Tone, Shades, Embellishment - Buttons / Sequins



Spring – Non-Euro contrast with Britain
Mayans

Artist to look at – Pablo Picasso – 1881-1973
Spanish painter, sculptor, printmaker, ceramicist, and theatre designer



Drawing – draw designs for dinner plate, looking at composition, and size relative size of each item going on the plate.

Painting – designs for fish- thinking about the finished colours of their plates. Experiment with different colour palettes.

Sculpture –shaping and joining clay

Vocabulary:

Clay, Moulding,
Joining / clay slip (clay mixed with a little water makes a clay like glue called slip.)
Shaping, Patterns, Impressions, Mark making
Collage, Picasso



Summer - Beyond 1066 / Warfare

Artist to look at- John Muafangeia - 1943 – 1987
Nambian – woodcut prints



Drawing – Drawing images for lino designs, thinking about which areas are going to be positive (the painted parts) and which will be negative (the parts they will cut away)

Painting – Choosing the colours (colour mixing if necessary) for the additional colour/s for their layering. Colour can also be added in young crayons or tissue paper straight onto the print.

Printing - Lino cutting and printing

Vocabulary:

Repeated patterns, Lino block, Lino cutters
Layering, Etching, Water based Printing
ink/paint, Texture, positive, negative.
Polystyrene sheet for SEND if needed



Cycle B - Autumn - Egyptians

Artist to look at – Andrea Morgan – self-taught painter and papier mâché sculptor living in western Montana.



<https://www.andreamorganstudio.com/sculpture>

Ella Bailey, illustrator.
(Used in PPT)



Drawing - Draw the outline of the beetle adding detail to their drawing using pencils, pens, paints. Create a finished design to recreate.

Painting - Experiment with making iridescent colours – mixing gold paint with base colours (warm colours – red, orange, yellow) and silver paint with base colours (cold colours – blue, green, purple) Could try the other way as well.

Sculpture/Collage – Scarab Beetles

Vocabulary:

Scarab Beetles, 3D, Sculpture, Collage Layering, Mixed media, Sheen, Iridescent Finishing, Visual elements – colour, pattern, texture, line, shape, space
Creativity and experimentation



Spring – Ancient Greeks

Artist to look at – Clarice Cliff - 1899 - 1972
English – Ceramic Artist



Drawing – Creating sandwich sketch book, including drawing, colour.

Painting – Use colour (paint mixing) pens and collage to add colour and detail to sandwich book.

Sculpture: Clay – pots/vases

Vocabulary:

Sandwich Sketchbook (triangular in shape)
Visual elements – colour, pattern, texture, line, shape, space
Art Deco, Moulding, Joining, Shaping
Nature and environment, Sculpture, Collage,
Clarice Cliff



Summer – Shang Dynasty

Artists to look at – Anna Wright – 1982 - 2019 –
British artist and Illustrator.



Vincent Van Gogh – Other artists to look at can be found on the medium-term plan.

Drawing - Patterns – Willow Plate paintings
Painting – Experimenting with colour, brush types, and pressure of marks. These skills can be transferred into ceramic paints on plates

Vocabulary:

Visual elements – colour, pattern, texture, line, shape, space, Ceramic paints, Brush techniques, Ink, Dab, Twist, Pressure, Experiment, Repeated patterns, Annotate



EYFS: Through their continued and enhanced provision, children in YR will have access to all of the aspects of Art, which will be added to regularly to take on board seasonal changes and child interests.

National Curriculum Objectives:

- ❖ Explores what happens when they mix colours.
- ❖ Experiments to create different textures.
- ❖ Understands that different media can be combined to create new effects.
- ❖ Manipulates materials to achieve a planned effect.
- ❖ Uses simple tools and techniques competently and appropriately.
- ❖ Selects appropriate resources and adapts work where necessary.
- ❖ Selects tools and techniques needed to shape, assemble and join materials they are using.

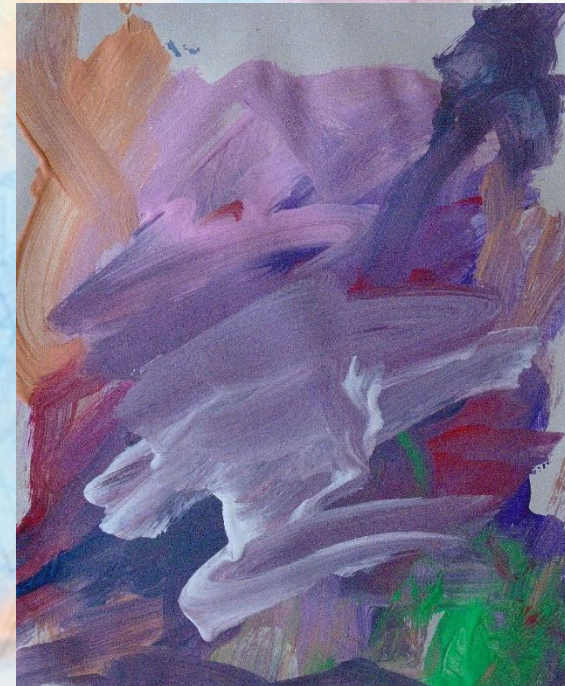
HIAS Art Titles:

Space and Planets
Pirates



Progression of knowledge & Skills		
	Year R	Vocabulary
Drawing	<ul style="list-style-type: none"> ❖ Begin to use a variety of drawing tools. ❖ Use drawings to tell a story Investigate different lines. ❖ Explore different textures Encourage accurate drawings of people ❖ repeating patterns, irregular painting patterns, Simple symmetry 	Line, thick, thin, wavy, straight, Pencil Finger, stick, chalk, pastel, felt tip
Painting	<ul style="list-style-type: none"> ❖ Experimenting with and using primary colours, Naming, mixing (not formal) ❖ Learn the names of different tools that bring colour ❖ Use a range of tools to make coloured marks on paper ❖ Repeating patterns, irregular painting patterns. 	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills
Printing	<ul style="list-style-type: none"> ❖ Rubbings. ❖ Print with variety of objects. ❖ Print with block colours ❖ repeating patterns, irregular painting patterns 	Experiment, printing, media, understand, techniques
Collage / Textiles	<ul style="list-style-type: none"> ❖ Handling, manipulating and enjoying using materials. ❖ Sensory experience ❖ Simple collages. ❖ simple weaving 	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination Practise, threading skills, basic running stitches, understand, join, fabric, decorate
3D Form	<ul style="list-style-type: none"> ❖ Handling, feeling, enjoying and manipulating materials ❖ Constructing – Building and destroying. ❖ Shape and mode 	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor

EYFS – Colour exploration



KS1: Mary Anning

National Curriculum Objectives:

- ❖ 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.

Vocabulary

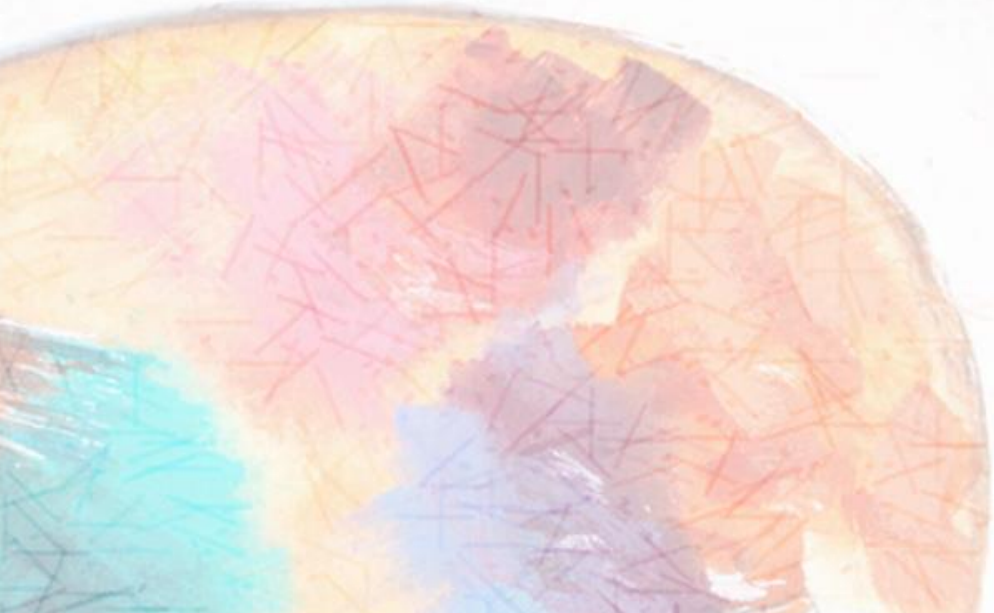
Drawing - Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight,
 Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker,
 Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,
Painting - Brush, size and types, scale,
 Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media
Printing – Rubbing - Primary colours
 Secondary colours
 Wax crayons, charcoal, chalk.



Artist Study
 Max Ernst 1891-1976

Progression of knowledge & Skills		
	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> ❖ Understand the basic use of a sketchbook and work out ideas for drawings. ❖ Use key vocabulary to demonstrate knowledge and understanding: portrait, self-portrait, line drawing, detail, landscape, buildings pastels, drawing, bold, size, space. ❖ Use a variety of tools, including. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. ❖ Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> ❖ Understand the basic use of a sketchbook and work out ideas for drawings. ❖ Use key vocabulary to demonstrate knowledge and understanding: portrait, self-portrait, line drawing, detail, landscape, buildings pastels, drawing, bold, size, space. ❖ Layer different media, e.g.: crayons, pastels, felt tips, charcoal, ballpoints. ❖ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ❖ Experiment with the visual elements: line, shape, pattern and colour.
Painting	<ul style="list-style-type: none"> ❖ Know what colours to mix to make secondary colours and shades. ❖ Mix and match colours to artefacts and objects. ❖ Use a variety of tools and techniques including the use of different brush sizes and types. ❖ Using different types of paint. 	<ul style="list-style-type: none"> ❖ Know the different types of paint and their properties. ❖ Know how to mix a range of secondary colours. ❖ Experiment with tools and techniques, including, layering, missing media, scraping through. ❖ Work on a range of scales, e.g. large brush on large paper.
Printing	<ul style="list-style-type: none"> ❖ Know what a repeating pattern is and create them with more complexity and recognise pattern in the environment. ❖ Make marks in paint to print with a variety of objects, including natural and man-made objects. ❖ Carry out different printing techniques, block, relief and resist printing. ❖ Make rubbings. 	<ul style="list-style-type: none"> ❖ Know what a repeating pattern is and create them with more complexity and recognise pattern in the environment. ❖ Make marks in paint to print with a variety of objects, including natural and man-made objects. ❖ Carry out different printing techniques, block, relief and resist printing. ❖ Make rubbings.

Leaf rubbing & Printing



LKS2: Historical Hambleton



National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Drawing - Line: charcoal, pencil, crayon, chalk, pastels, pens.

Form and shape: grades, forms, shapes, third dimension

Tone: variations, tone

Texture: pattern texture, proportion, emotion, expression

Painting - Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster

Textiles – Hessian, Running stitch
Thin ribbon, Wool, Sequins
Joining, Cutting, Pattern
Tone, Shades



Progression of knowledge & Skills		
	Year 3	Year 4
Drawing	<ul style="list-style-type: none"> ❖ Know what type of paper and medium is most suited to the task to make informed choices in drawing. ❖ Use key vocabulary to demonstrate knowledge and understanding: portrait, light, dark, tone, shadow, line, pattern, texture, form shape tone, outline. ❖ Experiment with different grades of pencil and other drawing resources – charcoal, pastel, chalk. ❖ Plan, refine and alter their drawings as necessary. ❖ Use their sketchbook to collect and record visual information from different sources. ❖ Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> ❖ Know what type of paper and medium is most suited to the task to make informed choices in drawing. ❖ Use key vocabulary to demonstrate knowledge and understanding: portrait, light, dark, tone, shadow, line, pattern, texture, form shape tone, outline. ❖ Layer different media, e.g.: crayons, ❖ Collect images and information independently in a sketchbook. ❖ Use research to inspire drawings from memory and imagination.
Painting	<ul style="list-style-type: none"> ❖ Know which primary colours make secondary colours and create shades and tones. ❖ Know some of the vocabulary to use when talking about colour. ❖ Experiment with different effects and textures including. blocking in colour, washes, thickened paint etc. 	<ul style="list-style-type: none"> ❖ Know more specific colour language – tint, tone, shade, hue. ❖ Make and match colours with increasing accuracy. ❖ Plan and create different effects and textures with paint according to what they need for the task. ❖ Show increasing independence and creativity with the painting process
Textiles	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Use a variety of techniques, inc: printing, quilting, weaving, embroidery, paper and applique. ❖ Develop skills in stitching, cutting, and joining. ❖ Experiment with a range of media, e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> ❖ Know how to refine and alter ideas and explain choices using an art vocabulary. ❖ Choose collage or textiles as a means of extending work already achieved.

LKS2: Textiles



UKS2: Vikings

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Drawing: observation, photographs, visual images, Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, atonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, Background

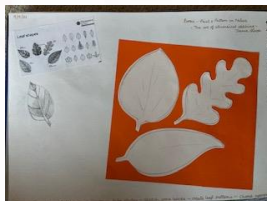
Painting: Sketchbooks, record, observation, review, revisit, improve, design techniques, materials

Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

Textiles – Cotton, Hessian, Running stitch, Cross stitch
Cotton thread, Embroidery thread, Joining, Cutting, Pattern
Tone, Shades

Artist Study

Karen Lane - current



Progression of knowledge & Skills		
	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> ❖ Know about the artists who have worked in a similar way to their own work. ❖ Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, hard, soft, light, heavy, mural, fresco, portrait, graffiti. ❖ Use a variety of source material for their work. ❖ Work in a sustained and independent way from observation and experience and imagination. ❖ Use a sketchbook to develop ideas. 	<ul style="list-style-type: none"> ❖ Know about the artists who have worked in a similar way to their own work. ❖ Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, hard, soft, light, heavy, mural, fresco, portrait, graffiti. ❖ Demonstrate a wide variety of ways to make different marks with dry and wet media. ❖ Develop ideas using different or mixed media using a sketchbook. ❖ Manipulate and experiment with the elements of art – line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> ❖ Demonstrate a secure knowledge about primary and secondary, warm and cold, contrasting colours. ❖ Know how to create shade and atmosphere in their paintings. ❖ Work on preliminary studies to test media and materials. ❖ Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> ❖ Show an awareness of how paintings are created – composition ❖ Know how to create shades and tints using black and white. ❖ Know what Tonal contrast is. ❖ Choose appropriate paint, paper and implements to adapt and extend their work.
Textiles	<ul style="list-style-type: none"> ❖ Know the potential uses of different fabrics. ❖ Know why they have worked in their chosen way. ❖ Know how to use CAD to enhance a piece of textile work ❖ Join fabrics by sewing, using different taught stitches, grades of threads and various sized needles. ❖ Use a range of media to create collage. ❖ Use different techniques, colours and textures when designing and making pieces of work. ❖ To be expressive and analytical to adapt and justify their work. 	

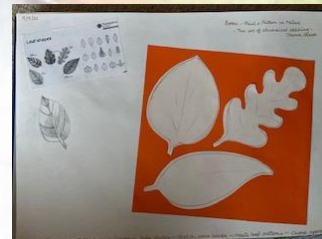
KS1: Toys

National Curriculum Objectives:

- ❖ 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.

Vocabulary

Textiles – Felt, Ribbon, Wool, Sequins
 Joining, Cutting, Pattern, Tone, Shades
 Y2 – running stitch



Progression of knowledge & Skills		
	Year 1	Year 2
Textiles	<ul style="list-style-type: none"> ❖ Know how to thread a needle. ❖ Know how and when to use techniques: weaving, wax resist, sewing and fabric crayons/paints. ❖ Create images from imagination, first-hand experience or observation. ❖ Use a wide variety of media to create textured collages including, photocopied material, fabric, plastic, tissue, magazines, crepe paper. ❖ Develop skills in cutting, and joining. 	<ul style="list-style-type: none"> ❖ Know how to thread a needle. ❖ Know how and when to use techniques: weaving, wax resist, applique, embroidery, sewing and fabric crayons/paints. ❖ Create images from imagination, first-hand experience or observation. ❖ Use a wide variety of media to create textured collages including, photocopied material, fabric, plastic, tissue, magazines, crepe paper. ❖ Develop skills in cutting, and joining.
	Drawing	Painting

LKS2: British Study Beyond 1066

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Artist Study

Lorien Stern - current



HIAS Art Titles:

Crazy for Clay

Vocabulary

Sculpture: Clay
Moulding
Shaping
Patterns
Impressions
Mark making
Collage



Progression of knowledge & Skills

	Year 3	Year 4
Sculpture	<ul style="list-style-type: none">❖ Know how to join clay adequately and work reasonably independently.❖ Name the tools and materials they have used.❖ Make a simple papier-mâché object.❖ Plan, design and make models.	<ul style="list-style-type: none">❖ Make informed choices about the 3D techniques chosen.❖ Show an understanding of shape, space and form.❖ Talk about their work understanding that it has been sculpted, modelled or constructed❖ Plan, design, make and adapt models.
Drawing	Painting	

UKS2: Non Euro Contrast with Britain

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Sculpture - Clay
Moulding
Joining
Shaping
Patterns
Impressions
Mark making
Collage

HIAS Art Titles:

Crazy for Clay

Artist Study

Pablo Picasso – 1881-1973



Progression of knowledge & Skills

	Year 5	Year 6
Sculpture / 3D Form	<ul style="list-style-type: none">❖ Know and describe the different qualities involved in modelling, sculpture and construction.❖ Use recycled, natural and man-made materials to create sculpture.❖ Plan a sculpture through drawing and other preparatory work.	<ul style="list-style-type: none">❖ Know about artists that have worked in 3D❖ Develop skills in using clay including: slabs, coils and slips,
Drawing		Painting

KS1: Queens



National Curriculum Objectives:

- ❖ 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.

Vocabulary

Sculpture - Sculpture
 'Maquette'
 Recycling
 'Jolly mash-up'
 Environment
 Mixed-media – found objects
 Composition
 Visual elements - colour, pattern, texture, line, shape, form and space
 Experimenting
 Joining
 Cutting
 Shaping

Artist Study

Eddie Martinez – 1977 - current



HIAS Art Titles:

Recycling Sculpture

Progression of knowledge & Skills		
	Year 1	Year 2
Sculpture / 3D Form	<ul style="list-style-type: none"> ❖ Understand the safety and basic care of materials and tools. ❖ Explore sculpture with a range of malleable media, especially clay, rolling, kneading and shaping. ❖ Manipulate clay for a variety of purposes, including: thumb pots, simple coil pots, and models. ❖ Build a textured clay relief tile. ❖ Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> ❖ Understand the safety and basic care of materials and tools. ❖ Explore sculpture with a range of malleable media, especially clay, rolling, kneading and shaping. ❖ Manipulate clay for a variety of purposes, including: thumb pots, simple coil pots, and models. ❖ Build a textured clay relief tile. ❖ Experiment with, construct and join recycled, natural and man-made materials more confidently.
	Drawing	Painting



LKS2: Overview of Ancient Civilisations

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.



Artist Study
Jacqueline Mair - current

Vocabulary

- Collage:** tearing, overlapping and layering
Printing: Repeated patterns
 Shading
 Mono block
 Layering
 Collage
 Etching
 Impression
 Henry Rousseau

HIAS document
 Painted Papers
 HIAS document
 'Monsters' for extra ideas.



Progression of knowledge & Skills		
	Year 3	Year 4
Collage	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Use a variety of techniques, - printing, quilling, weaving, embroidery, paper and applique. ❖ Develop skills in stitching, cutting, and joining. ❖ Experiment with a range of media, overlapping, layering. 	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Know how to refine and alter ideas and explain choices using an art vocabulary. ❖ Know how CAD can be used to enhance textile pieces. ❖ Know what a mosaic was used for and create their own using paper/card shapes and tile pieces. ❖ Use a variety of techniques: printing, quilling, weaving, sewing, embroidery, paper and applique wax relief.
Printing	<ul style="list-style-type: none"> ❖ Know and talk about the processes used to produce a simple print. ❖ Print using a variety of materials, objects and techniques including layering. ❖ Explore pattern and shape creating designs for printing. 	<ul style="list-style-type: none"> ❖ Know and talk about the processes used to produce a simple print. ❖ Explore pattern and shape creating designs for printing. ❖ Research, create and refine a print using a variety of techniques including layering, objects and materials. ❖ Select broadly the kinds of material to print with in order to get the effect they want. ❖ Use resist printing including Batik (wax/glue)
	Drawing	Painting

UKS2: Beyond 1066 - Warfare

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.



Vocabulary

Printing: printing blocks, relief or impressed method. overlays. range of media - pens, coloured pens and paints.


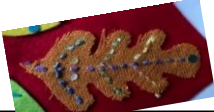
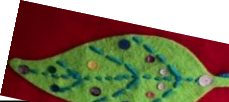
Artist Study: John Muafanjego -1943 - 1987









HIAS Document: African Life KS2
SOW

Progression of knowledge & Skills		
	Year 5	Year 6
Printing	<ul style="list-style-type: none">❖ Know about a few techniques - the use of poly-blocks, relief, mono and resist printing.❖ Build up layers, colours and textures.	<ul style="list-style-type: none">❖ Know how to be confident with layering prints.❖ Be confident with printing on paper and fabric and altering and modifying work.
Drawing		Painting








Threads in Art & Design Cycle A

	Early Years	KS1	LKS2	UKS2
Textiles	<p>Exploratory play joining fabric using various joining techniques</p> 	<p>Felt – sticking on ribbon / wool / sequins to create veins and patterns -Leaf shapes created from felt embellished with ribbon, wool, sequins or beads attached using glue to create the patterns in leaves.</p>	<p>Developing stitches – running stitch. -Leaves created from Binca embellished and sewn into using ribbon in a running stitch.</p> 	<p>sewing on buttons to leaf -Leaves created from Cotton, felt or Hessian and sewn into using a running stitch and cross stitch – wool and embroidery threads.</p> 

	Early Years	KS1	LKS2	UKS2
Printing	<p>Exploratory play wax rubbing and mark making in paper and card.</p> 	<p>Wax rubbings of leaves – layering colour to translate the colours of the leaves observed. Sketch book learning journey of printing to show leaf colours, shapes and patterns</p>	<p>Artist Study – Jacqueline Mair A mono block print of a bird/ animal – Layering paper.</p> 	<p>Artist Study - John Muafangejo A layered lino print that has been worked into using different medium to create an animal image.</p> 

	Early Years	KS1	LKS2	UKS2
Sculpture/ 3D	<p>Junk Modelling – Joining materials using different joining techniques Playdough – making own and using different cutters and mark making tools.</p>	<p>Create a 3D sculpture using recycled materials. Artist Study: Eddie Martinez</p> 	<p>Clay – Creating simple creatures by moulding clay and mark making into it.</p> 	<p>A test tile of different marks and moulding and mark making as a starting point to create a plate with food and then finishing with paint/collage Influenced by the work of Picasso – 'Fish on Plate'</p> 

Artist Studies Cycle A

Year Group	Artist	Area of Study
<p>Y1/2</p>	<p>Max Ernst – 1891 – 1976 German painter/sculpture</p> 	<p>Printing</p>
	<p>Eddie Martinez 1977 - current American painter/sculpture</p> 	<p>Sculpture</p>
<p>Y3/4</p>	<p>Lorien Stern – American designer / illustrator</p> 	<p>Sculpture</p>
	<p>Jacqueline Mair - Current British printmaker</p> 	<p>Printing/Collage</p>
<p>Y5/6</p>	<p>Karen Lane Lincolnshire Artist – Mixed media textile artist. – Current</p> 	<p>Drawing/painting</p>
	<p>Pablo Picasso – 1881-1973 Spanish painter, sculptor, printmaker, ceramicist, and theatre designer</p> 	<p>Sculpture</p>
	<p>John Muafangejo 1943 – 1987 Nambian – woodcut prints</p> 	<p>Printing</p>

KS1: Great Fire of London



National Curriculum Objectives:

- ❖ 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.

Artist Study: Andy Goldsworthy
1956 - current



Vocabulary

Sculpture:

Primary colours
Secondary colours
Colour mixing
Autumn
Natural
Materials
Sculpting
Photographs



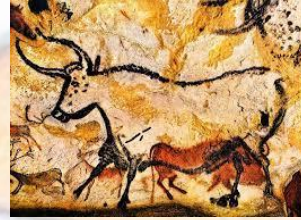
Progression of knowledge & Skills

	Year 1	Year 2
Sculpture / 3D Form	<ul style="list-style-type: none"> ❖ Understand the safety and basic care of materials and tools. ❖ Explore sculpture with a range of malleable media, especially clay, rolling, kneading and shaping. ❖ Manipulate clay for a variety of purposes, including: thumb pots, simple coil pots, and models. ❖ Build a textured clay relief tile. ❖ Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> ❖ Understand the safety and basic care of materials and tools. ❖ Explore sculpture with a range of malleable media, especially clay, rolling, kneading and shaping. ❖ Manipulate clay for a variety of purposes, including: thumb pots, simple coil pots, and models. ❖ Build a textured clay relief tile. ❖ Experiment with, construct and join recycled, natural and man-made materials more confidently.
	Drawing	Painting

KS1-Collage/Sculpture: Andy Goldsworthy



LKS2: Stone Age



National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Artist Study

J.Vincent Scarpace
1971-



Vocabulary

Sculpture: Clay
Moulding
Shaping
Patterns
Impressions
Mark making
Collage



Artist to look at: Pablo Picasso

Progression of knowledge & Skills

	Year 3	Year 4
Sculpture	<ul style="list-style-type: none">❖ Know how to join clay adequately and work reasonably independently.❖ Name the tools and materials they have used.❖ Make a simple papier-mâché object.❖ Plan, design and make models.	<ul style="list-style-type: none">❖ Make informed choices about the 3D techniques chosen.❖ Show an understanding of shape, space and form.❖ Talk about their work understanding that it has been sculpted, modelled or constructed❖ Plan, design, make and adapt models.
	Drawing	Painting

LKS2: Clay - Sculpture



UKS2: Egyptians

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Collage – 3D
 Sculpture
 Collage
 Layering
 Mixed media
 Sheen
 Finishing
 Visual elements – colour, pattern, texture, line, shape, space
 Creativity and experimentation



Artist Study

Andrea Morgan - current



HIAS Document: Support network doc for step by step tasks.
 Word doc for photos of Art co-ordinator example



Progression of knowledge & Skills		
	Year 5	Year 6
Collage	<ul style="list-style-type: none"> ❖ Know the potential uses of different fabrics. ❖ Know why they have worked in their chosen way. ❖ Know how to use CAD to enhance a piece of textile work ❖ Join fabrics by sewing, using different taught stitches, grades of threads and various sized needles. ❖ Use a range of media to create collage. ❖ Use different techniques, colours and textures when designing and making pieces of work. 	<ul style="list-style-type: none"> ❖ Know the potential uses of different fabrics. ❖ Know why they have worked in their chosen way. ❖ Know how to use CAD to enhance a piece of textile work ❖ Join fabrics by sewing, using different taught stitches, grades of threads and various sized needles. ❖ Use a range of media to create collage. ❖ Use different techniques, colours and textures when designing and making pieces of work.
	Drawing	Painting

KS1: Transport

National Curriculum Objectives:

- ❖ 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.

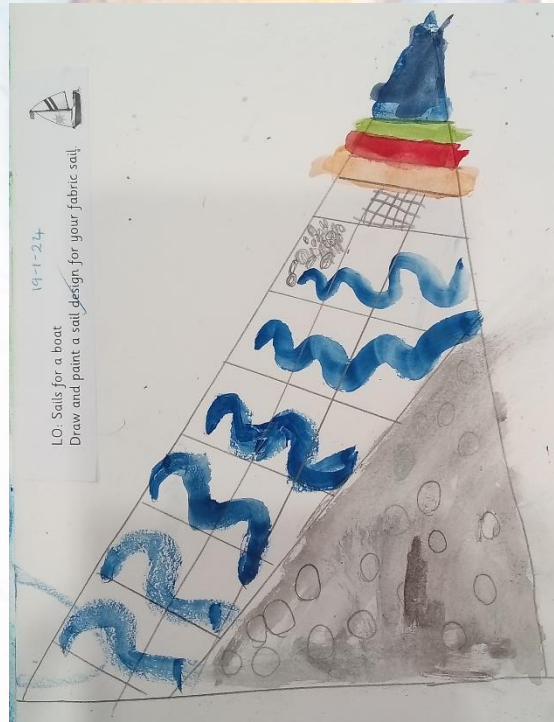
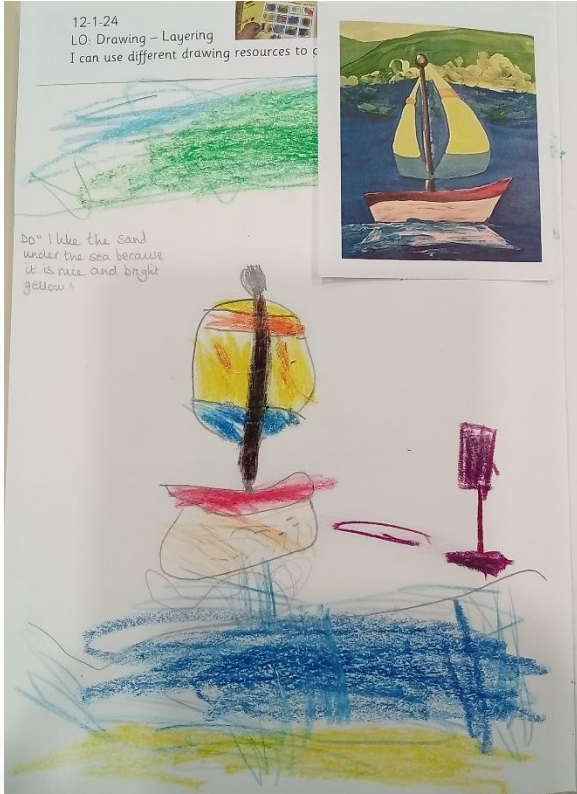
Vocabulary

- Felt / Binca
- Ribbon
- Wool
- Sequins
- Joining / fixing
- Cutting
- Colour / Pattern
- Y2 – running stitch



Progression of knowledge & Skills		
	Year 1	Year 2
Textiles	<ul style="list-style-type: none"> ❖ Know how to thread a needle. ❖ Know how and when to use techniques: weaving, wax resist, sewing and fabric crayons/paints. ❖ Create images from imagination, first-hand experience or observation. ❖ Use a wide variety of media to create textured collages including, photocopied material, fabric, plastic, tissue, magazines, crepe paper. ❖ Develop skills in cutting, and joining. 	<ul style="list-style-type: none"> ❖ Know how to thread a needle. ❖ Know how and when to use techniques: weaving, wax resist, applique, embroidery, sewing and fabric crayons/paints. ❖ Create images from imagination, first-hand experience or observation. ❖ Use a wide variety of media to create textured collages including, photocopied material, fabric, plastic, tissue, magazines, crepe paper. ❖ Develop skills in cutting, and joining
	Drawing	Painting

KS1 Textiles: Sails for a boat



LKS2: Romans

National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Collage: Mosaics
Repeated patterns
Collage

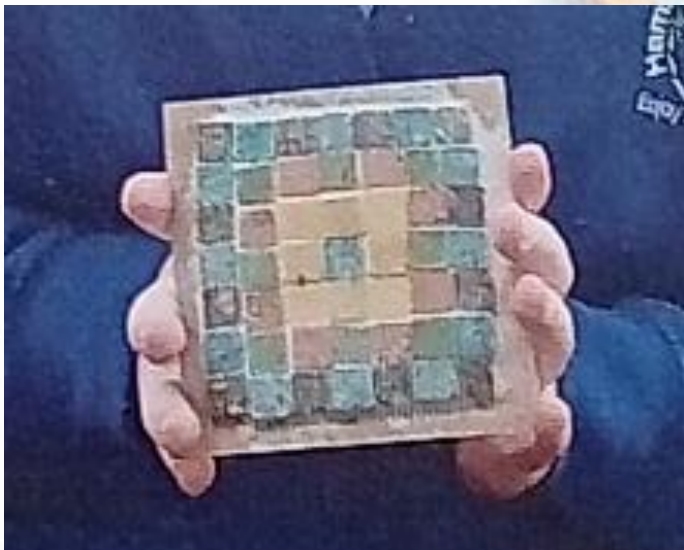
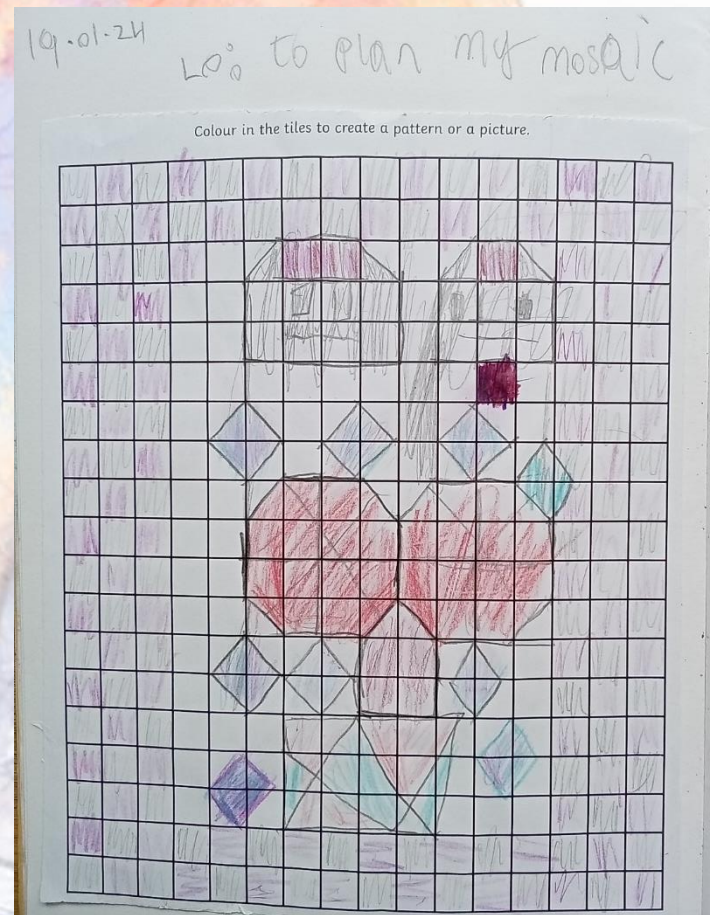
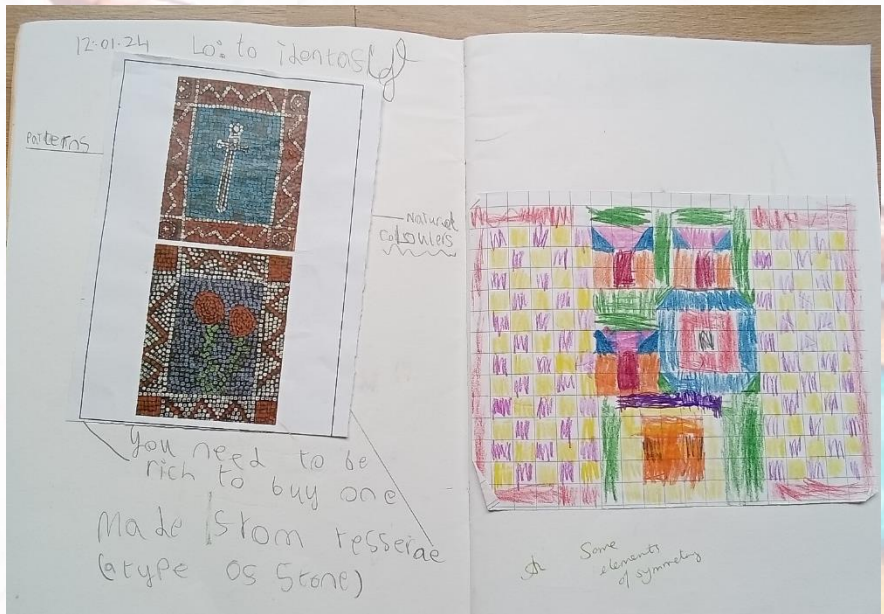


Artist Study

Anne Schwegmann-Fielding – 1967 - current



Progression of knowledge & Skills		
	Year 3	Year 4
Collage	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Use a variety of techniques, - printing, quilling, weaving, embroidery, paper and applique. ❖ Develop skills in stitching, cutting, and joining. ❖ Experiment with a range of media, overlapping, layering. 	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Know how to refine and alter ideas and explain choices using an art vocabulary. ❖ Know how CAD can be used to enhance textile pieces. ❖ Know what a mosaic was used for and create their own using paper/card shapes and tile pieces. ❖ Use a variety of techniques: printing, quilling, weaving, sewing, embroidery, paper and applique wax relief.
Printing	<ul style="list-style-type: none"> ❖ Know and talk about the processes used to produce a simple print. ❖ Print using a variety of materials, objects and techniques including layering. ❖ Explore pattern and shape creating designs for printing. 	<ul style="list-style-type: none"> ❖ Know and talk about the processes used to produce a simple print. ❖ Explore pattern and shape creating designs for printing. ❖ Research, create and refine a print using a variety of techniques including layering, objects and materials. ❖ Select broadly the kinds of material to print with in order to get the effect they want. ❖ Use resist printing including Batik (wax/glue)
	Drawing	Painting



UKS2: Ancient Greece



National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

3D Form: Sandwich Sketchbook (triangular in shape)
Visual elements – colour, pattern, texture, line, shape, space
Art Deco
Moulding
Joining
Shaping
Nature and environment
Collage



Artist Study: Clarice Cliff – 1899 - 1972
HIAS document 'Learning Journeys in sketch books'

Progression of knowledge & Skills		
	Year 5	Year 6
3D Form Sculpture	<ul style="list-style-type: none">❖ Know and describe the different qualities involved in modelling, sculpture and construction.❖ Use recycled, natural and man-made materials to create sculpture.❖ Plan a sculpture through drawing and other preparatory work.	<ul style="list-style-type: none">❖ Know about artists that have worked in 3D❖ Develop skills in using clay including: slabs, coils and slips,
	Drawing	Painting



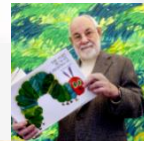
KS1: Titanic



National Curriculum Objectives:

- ❖ 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.

Artist Study – Eric Carle – 1929-2021



HIAS document: Painted Papers
HIAS document: 'Creatures' for extra ideas.

Vocabulary


Repeated patterns
Shading
Gelli Plate
Layering
Collage
Etching
Impression
Eric Carle



Progression of knowledge & Skills


	Year 1	Year 2
Printing	<ul style="list-style-type: none"> ❖ Know what a repeating pattern is and create them with more complexity and recognise pattern in the environment. ❖ Make marks in paint to print with a variety of objects, including natural and man-made objects. ❖ Carry out different printing techniques, block, relief and resist printing. ❖ Make rubbings. 	<ul style="list-style-type: none"> ❖ Know what a repeating pattern is and create them with more complexity and recognise pattern in the environment. ❖ Make marks in paint to print with a variety of objects, including natural and man-made objects. ❖ Carry out different printing techniques, block, relief and resist printing. ❖ Make rubbings.
	Drawing	Painting

LO: Create a fact page about Eric Carle - 19-4-24



Brown Bear, Brown Bear, What Do You See?

- ❖ Eric Carle was born on June 25 1929 in Syracuse, New York.
- ❖ Extra fun fact – Eric Carle liked to sneak parts of his friend's names into his collages.
- ❖ He wrote and illustrated many of his own books including *The Very Hungry Caterpillar* in 1969.



LO: Patterns
I can recreate animal patterns.
I can use pencils and pastels to create my patterns.

25-4-24

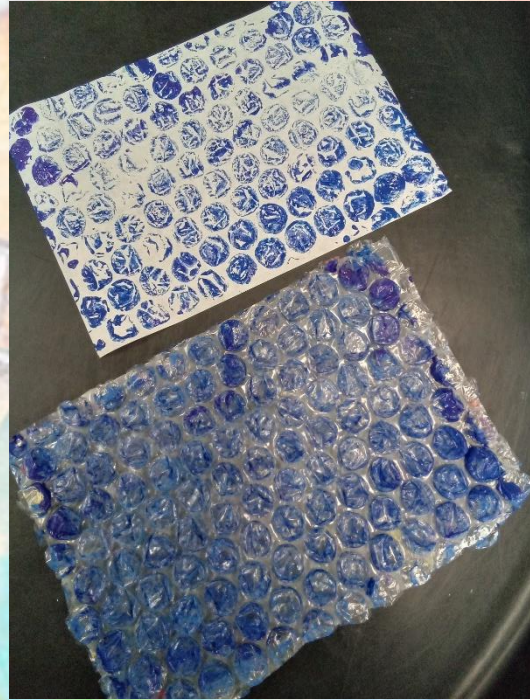


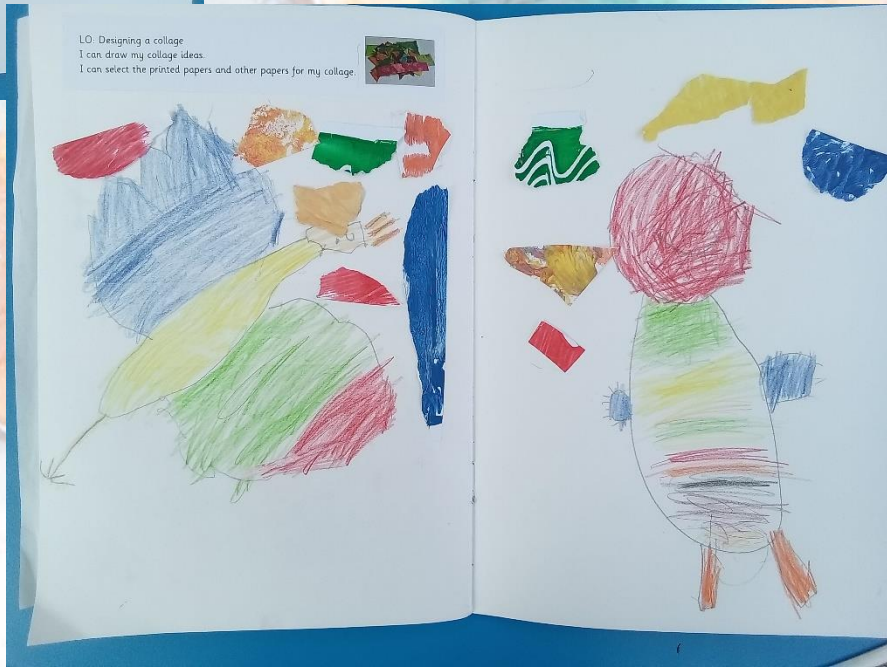
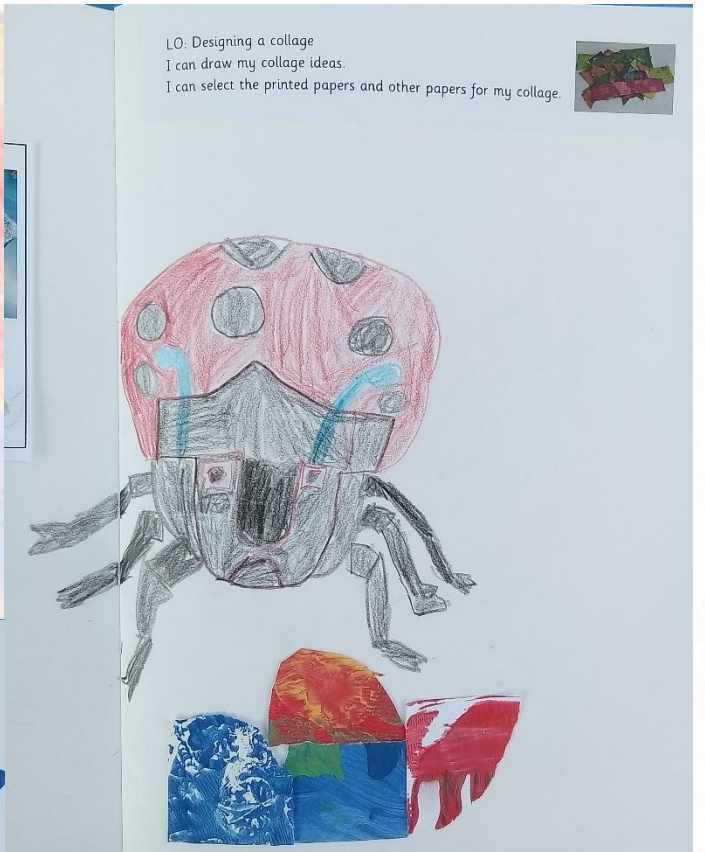
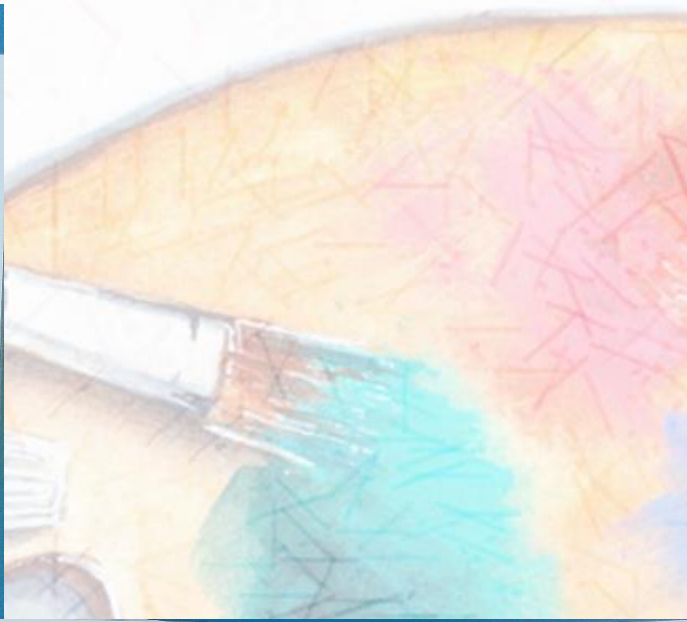


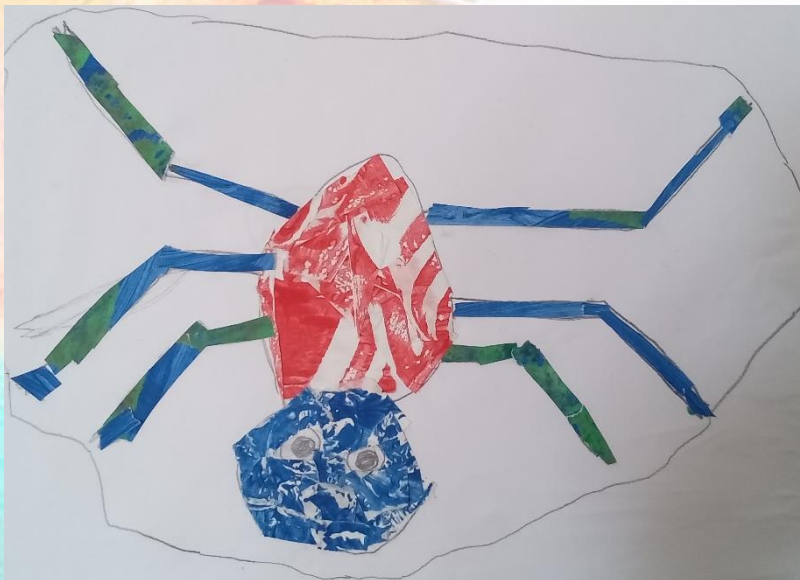
LO: Patterns
I can recreate animal patterns.
I can use pencils and pastels to create my patterns.

25-4-24







LKS2: Anglo Saxons



National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Vocabulary

Textiles: Binca
 Hessian
 Running stitch
 Wool
 Joining
 Cutting
 Pattern
 Creativity and experimentation
 Bauhaus
 Texture
 Craft
 Mixed media

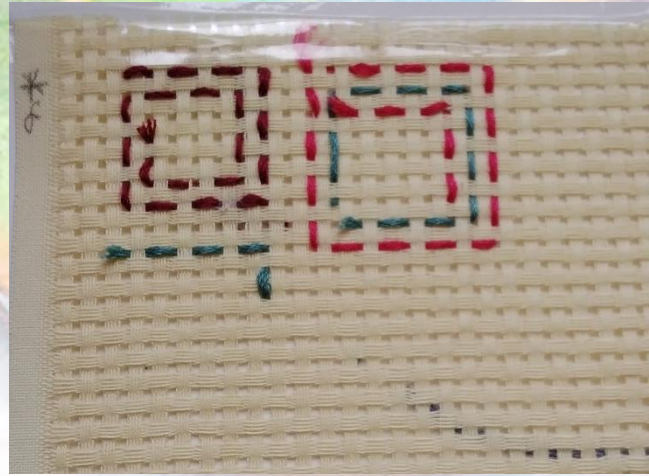
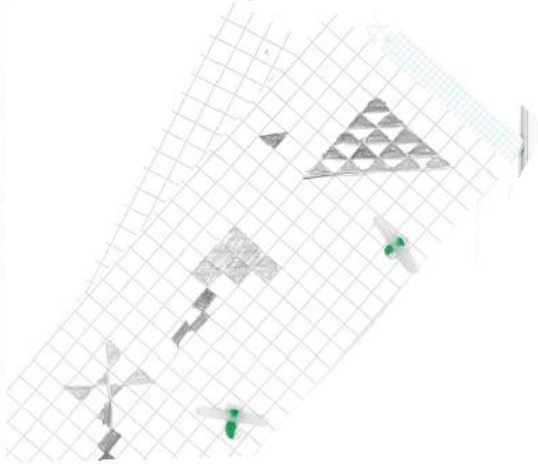
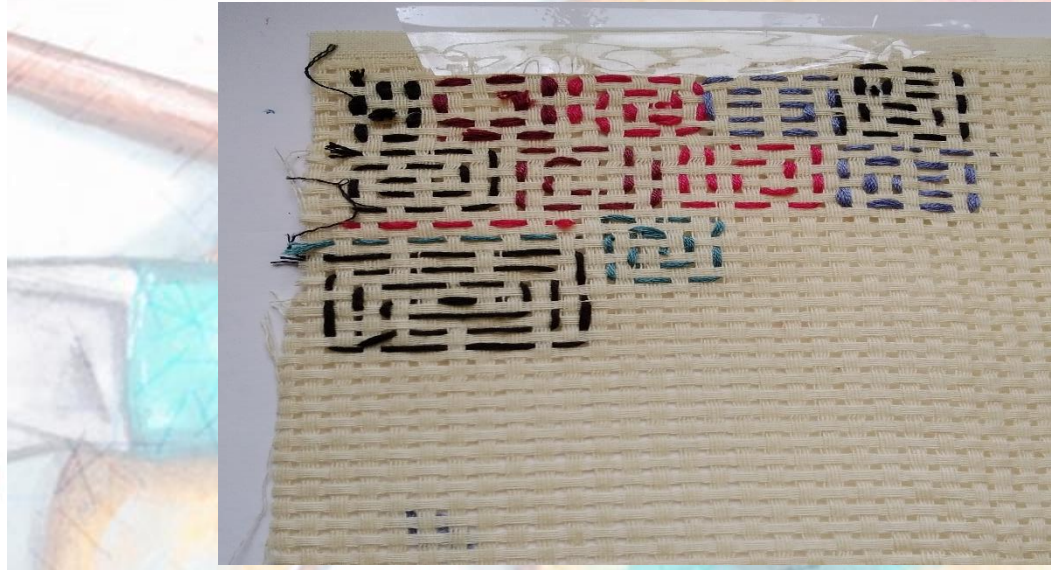
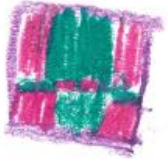
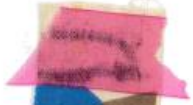
Artist Study – Anni Albers – 1899 - 1984



HIAS document:

Craft makers drawing and textiles
 Anni Albers the work of a Craft person,
 And Anni Albers PPT

Progression of knowledge & Skills		
	Year 3	Year 4
Textiles	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Use a variety of techniques, - printing, quilling, weaving, embroidery, paper and applique. ❖ Develop skills in stitching, cutting, and joining. ❖ Experiment with a range of media, overlapping, layering. 	<ul style="list-style-type: none"> ❖ Know the names of the tools and materials they have used. ❖ Know how to refine and alter ideas and explain choices using an art vocabulary. ❖ Know how CAD can be used to enhance textile pieces. ❖ Know what a mosaic was used for and create their own using paper/card shapes and tile pieces. ❖ Use a variety of techniques: printing, quilling, weaving, sewing, embroidery, paper and applique wax relief. ❖ Choose collage or textiles as a means of extending work already achieved.
	Drawing	Painting



UKS2: Shang Dynasty



National Curriculum Objectives:

- ❖ 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]
- ❖ Learn about great artists, architects and designers in history.

Artist Study – Anna Wright – 1982 - 2019



HIAS document: Drawing with Inks



Vocabulary

Visual elements – colour, pattern, texture, line, shape, space
 Ceramic paints
 Brush techniques
 Ink
 Dab
 Twist
 Pressure
 Experiment
 Repeated patterns
 Annotate

Progression of knowledge & Skills

Year 5

Year 6

Drawing

- ❖ Know about the artists who have worked in a similar way to their own work.
- ❖ Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
- ❖ Use a variety of source material for their work.
- ❖ Work in a sustained and independent way from observation and experience and imagination.
- ❖ Use a sketchbook to develop ideas.
- ❖ Explore the potential properties of the visual elements, line, tone, colour and shape.

- ❖ Know about the artists who have worked in a similar way to their own work.
- ❖ Use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
- ❖ Demonstrate a wide variety of ways to make different marks with dry and wet media.
- ❖ Develop ideas using different or mixed media using a sketchbook.

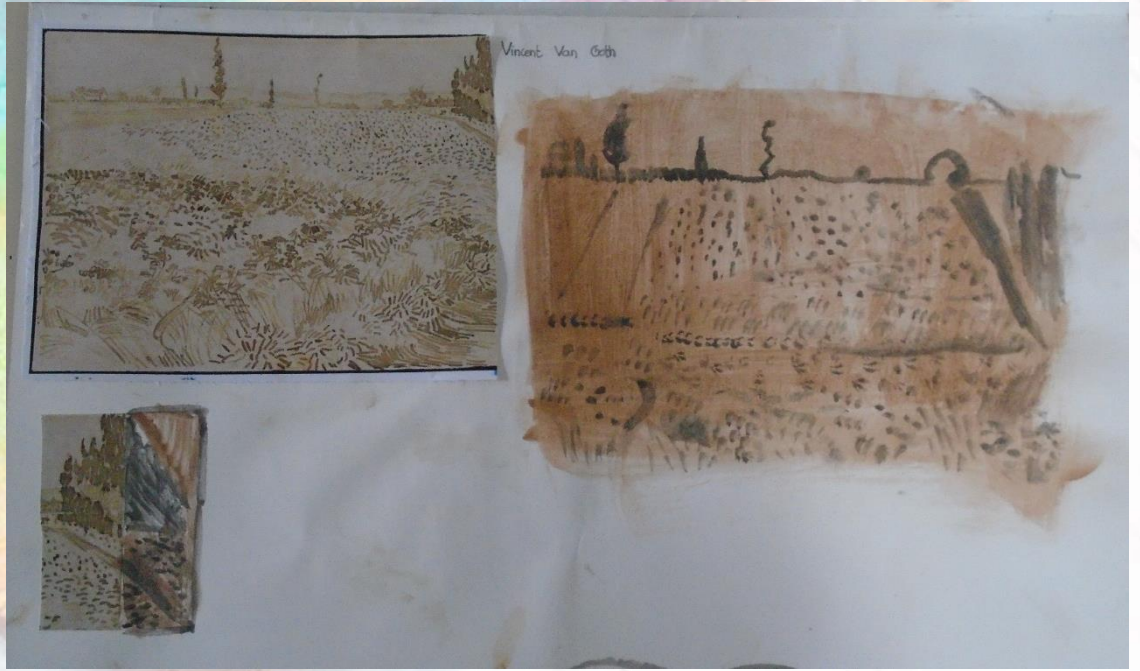
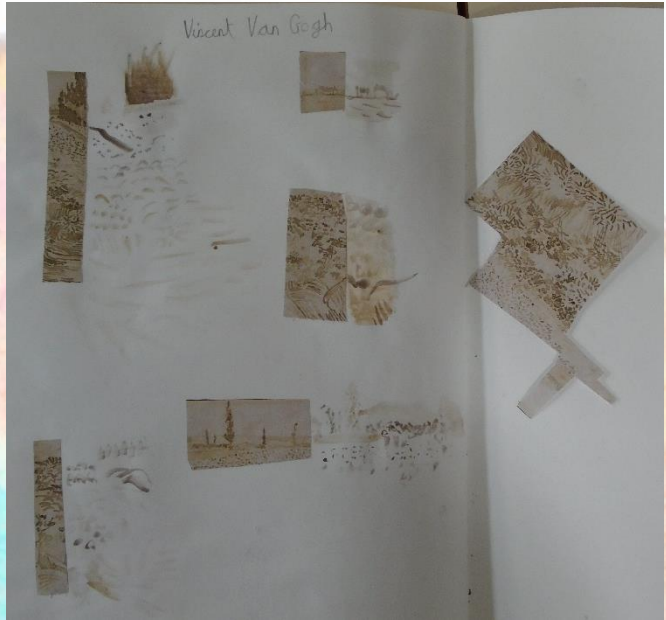
Painting

- ❖ Demonstrate a secure knowledge about primary and secondary, warm and cold, contrasting colours.
- ❖ Know how to create shade and atmosphere in their paintings.
- ❖ Work on preliminary studies to test media and materials.
- ❖ Create imaginative work from a variety of sources.

- ❖ Show an awareness of how paintings are created – composition
- ❖ Know how to create shades and tints using black and white.
- ❖ Know what Tonal contrast is.
- ❖ Choose appropriate paint, paper and implements to adapt and extend their work.

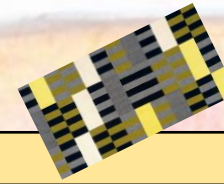






Threads in Art & Design Cycle B

	Early Years	KS1	LKS2	
Textiles	Exploratory play joining fabric using various joining techniques	Joining fabric using glue and running stitch (Y2) to create a sail for a boat. Use binca to introduce simple running stitch.	Weaving: designing and making their own textile pattern. Artist study: Anni Albers	











	Early Years	KS1	LKS2	UKS2
Collage	Exploratory play wax rubbing and mark making in paper and card. Creating pictures by layering different papers/fabrics	Create painted/printed papers using 'Geli plates' A collage made up of torn and cut printed/painted papers in the style of Eric Carle (Artist Study)	A mosaic tile created using printed and painted papers.	3D Scarab Beetle made and collaged using different papers.



	Early Years	KS1	LKS2	UKS2
Sculpture/ 3D	Junk Modelling – Joining materials using different joining techniques Playdough – making own and using different cutters and mark making tools. Mixed YR/1 class create nature sculptures.	Clay – create a clay tile and embellish using different mark making tools to create patterns that could be found in nature. Artist Study – Andy Goldsworthy.	Clay – Joining two thumb pots to then mould and shape into a fish. Artist Study: Pablo Picasso	A test tile made from clay using different tools to create marks. Clay: shaping and joining to create a clay pot or vase. Artist study: Clarice Cliff.



Artist Studies Cycle B

Year Group	Artist	Area of Study
<p>Y1/2</p>	<p>Andy Goldsworthy – 1956 – current English sculptor, photographer and Environmentalist.</p>  <p>Eric Carle - 1929 - 2021 American – author, designer, illustrator</p> 	<p>Sculpture</p> <p>Collage</p>
	<p>Y3/4</p>	<p>J. Vincent Scarpace – 1971-current – American artist</p>  <p>Anne Schwegmann-Fielding, - 1967 - current British sculptor and mosaic artist.</p>  <p>Anni Albers - 1899 - 1984 German – Textile & printmaker, Crafts maker</p> 
<p>Y5/6</p>		<p>Andrea Morgan –current – Painter / Papier Mache</p>  <p>Clarice Cliff - 1899 - 1972 English – Ceramic Artist</p>  <p>Anna Wright – 1982 - 2019– British artist and Illustrator.</p> 

An artistic illustration of a painter's palette. The palette is oval-shaped and features a variety of colors including red, orange, yellow, green, blue, and purple. A wooden-handled brush with a white ferrule and bristles is positioned diagonally across the top of the palette. To the left, there is a small white bowl containing a white substance, possibly paint or a cleaning agent. On the right side, there are two tubes of paint, one of which is partially squeezed. The background is a light, textured surface with a subtle pattern of small, repeating geometric shapes.

Extra Art Work

KS1 & KS2 Clay Club

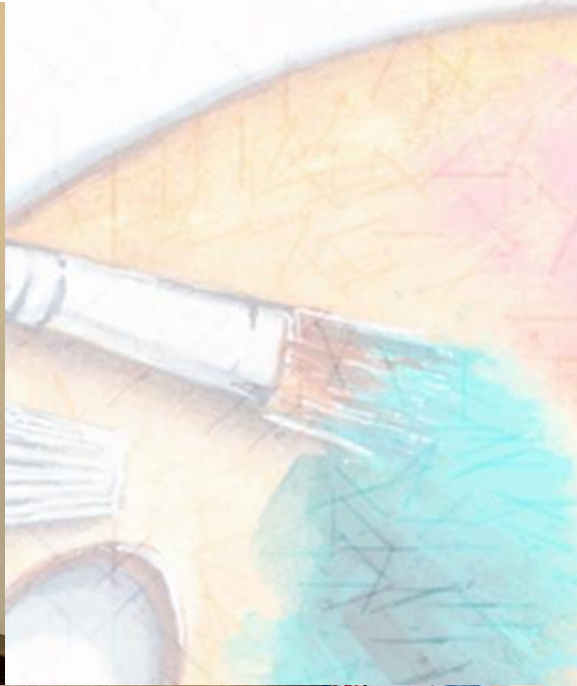


KS1 & KS2 Art Club



Whole School Art Day: Jubilee Art





Whole School Bird Project



Whole School Coronation Plastic Art - Nature



Whole School Light of Hope project



Art is beautiful
Art is for everyone

