

Art

Intent

At Hyde Park Schools, we believe that art is a vital part of children's education. It provides the children with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about, and making links, with a wide spectrum of different types of art in our society. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. This is to ensure we create a broad and balanced approach to art teaching across the schools – from EYFS through to Year 6.

The art curriculum is sequenced to develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists and designers throughout history.

Children will develop their understanding of the visual language of art through effective teaching and coherently sequenced lessons and experiences which have been aligned to the National Curriculum. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D forms) will be developed by providing an accessible, engaging, and challenging curriculum which will enable children to reach their full potential.

Implementation

At Hyde Park Schools, we teach a non- procedural knowledge-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work. The art curriculum is taught in sequences throughout the year where meaningful links are made to other areas of the curriculum.

Learning is celebrated through The National Gallery's 'Take One Picture', this allows children to immerse themselves in different forms of art on a yearly basis and have the flexibility to interpret the painting in their own way, then allows them to submit their work to The National Gallery.

The evidence of their work is collected within a sketch book which follows the children through the school. The children can refer to previous evidence of their work and vocabulary, both in their books and through discussion, to ensure children learn more and remember more.

Impact

Teachers ensure that planning is carefully constructed to ensure that children build on their knowledge and understanding through the school – from EYFS to Year 6. This is aligned with the progression of National Curriculum objectives. These objectives are also underpinned by a progression of non- procedural knowledge indicators which enable teachers and children to plan and track the children's progress throughout the art teaching and learning.

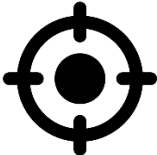



At Hyde Park Schools, all children have access to a broad and balanced art curriculum. The children are given opportunities to express themselves creatively and start to develop an awareness of the emotional impact that art can have of themselves and others as well as key art skills using a range of media. The development of their physical skills will be evaluated against the National Curriculum indicators in drawing, painting, sculpture and other art, craft, and design techniques. Children take part in a school exhibition at the end of the art focused term, where their work is presented and displayed for others to see.


Progression

Expressive Arts & Design Art & Design	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p>Reception:</p> <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 	<p>Creating with materials</p> <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. <p>UTW:</p> <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask 	<p>Autumn</p> <p>All about me</p> <ul style="list-style-type: none"> Exploring colour mixing – creating colour wheels Teach the children how to use the brushes correctly and how to wash them. Printing with autumnal objects Creating self-portraits using colour mixing and looking in mirrors for accuracy. Create representations of family members (draw, crayon, paint, IT program) Use mirrors to look at features. – explore expressions. <p>Celebrations</p> <ul style="list-style-type: none"> Still life observational drawings of Autumnal objects Harvest – explore colour mixing using fruits/vegetables and printing. Fireworks – watch videos, represent using different media/ large and small body movements. Winter Christmas themed art – snow, snowmen, reindeer. Exploring patterns of festivals Diwali/rangoli patterns. <p>Spring</p> <p>Let's make a dinosaur</p> <ul style="list-style-type: none"> Creating symmetrical patterns for eggs. Creating representations of dinosaurs using different media (2D and 3D designs). <p>Growing and changing</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I know how to draw a shape to represent an object. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations. <p>Skills:</p> <ul style="list-style-type: none"> Use/join materials to make a representation (of people, animals, places, and objects).

		<p>questions to clarify their understanding.</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> • Still life observational drawings of spring objects such as daffodils. • Creating group papier mache eggs to discuss, compare and order sizes. <p>Summer</p> <ul style="list-style-type: none"> • Whole school Take One picture, focusing on 60 second draws, paint brush skills, brush techniques and effects, collaging. <p>Traditional tales</p> <ul style="list-style-type: none"> • Baking Gingerbread men. • Making house structures using construction equipment. • Building bridges using construction equipment. • Creating structures for a sweetie house • Creating our own props and performing puppet plays based on traditional tales. <p>Journeys – On the move</p> <ul style="list-style-type: none"> • Learn to draw vehicles and transport – look at a variety of vehicles that help us. • Look at and explore art from around the world. • Draw London landmarks with pencil, paint, pastel. • Create group weaving to represent the colours of the sea. • Create a collaborative under the sea collage. <p>General learning throughout the year</p> <p><i>Child-led activities</i></p> <ul style="list-style-type: none"> • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster 	<ul style="list-style-type: none"> • Express ideas through drawing, painting, and sculpture. • Demonstrate techniques in using colour, pattern, texture, line, and form. • Effectively use tools to draw/create/make. • Show accuracy in drawing a representation of a simple everyday/familiar object. <p>Vocabulary:</p> <p>All about me</p> <ul style="list-style-type: none"> • Portrait, features, line, shade, texture, detail, shape, print, press. <p>Celebrations</p> <ul style="list-style-type: none"> • Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade. <p>Let's make a dinosaur</p> <ul style="list-style-type: none"> • Symmetrical, pattern, fold, half, same, colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade. <p>Growing and changing</p> <ul style="list-style-type: none"> • Observe, look, colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade. • Papier mache, collaborate, strong, glue, wet, sticky, hard, tough. <p>Traditional tales</p> <p>Journeys – On the move</p> <ul style="list-style-type: none"> • Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade.
--	--	---	---	---

		<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • paint, watercolours, marbling, clay, wool, material, and food materials. • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Modelling area enables children to self - select resources that they need / want to test out including masking tape and glue to join. 	<ul style="list-style-type: none"> • Design, create, make, join, fix, together, cut observe. • Artist. • Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material.
--	--	---	---	---

	Year 1 Autumn Term 1	Year 1 Spring Term 1	Year 1 Summer Term 1	Year 2 Autumn Term 1	Year 2 Spring Term 2	Year 2 Summer Term 1
Unit of Work	Drawing and Collage using natural objects	Painting	Drawing with pencils and pastels	Printing	Painting and integrating other media into a painting composition	Drawing and Painting
Focus 	Art in the local environment	Hot /cold colours to convey weather	Flowers and plants	Cityscapes and Buildings	Great Fire of London	Self Portraits Explore ideas about portraits, investigate and use drawing, painting materials and techniques to communicate themselves in a self-portrait. Take One Picture
Link to other subjects 	Geography & science unit on local environment	Geography unit on weather	Link to the National Galleries Take one picture	Link to geography of our local area	Linked to Great Fire Of London	Link to the National Galleries Take one picture
Artist studied 	Andy Goldsworthy	Van Gogh (hot and cold colours) Vase with fifteen sunflowers, Sunflowers, Starry night, Starry night over the Rhone	Georgia O'Keefe Website with lots of examples of flowers drawn with pastels for pupils to copy	Orla Kiely, Beth Munro (local artist)	Artists who painted Great Fire of London Jan Griffier (1652-1718) Lieve Vershuijer	Frieda Kahlo, Picasso, Rembrandt, Da Vinci
Key Skills 	Drawing <ul style="list-style-type: none"> Use a variety of drawing tools to include charcoal, chalks, felt tip pens Be introduced to and develop shading and experiment with HB pencils. Experiment with lines of different 	<ul style="list-style-type: none"> Mix and match primary colours to create new colours and shades of one colour. Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Using different consistencies of paint. 	<ul style="list-style-type: none"> Drawing Continue to develop shading and experiment with HB pencils. Experiment with lines of different shapes, thickness, tone, and pattern, using different grades of pencil. Chalk and Pastels 	<ul style="list-style-type: none"> Print with a range of hard and soft materials, such as sponges, vegetables, foam blocks, bubble wraps Experiment with more repetitive patterns. 	<ul style="list-style-type: none"> Create all the secondary colours from the primary colours Mix a range of secondary colours, shades, and tones. Match colour tones to those identified in a 	<ul style="list-style-type: none"> Use different grades of pencil in their drawings. Develop skills in shading when sketching, such as using lighter and darker lines to show light and shadow Make observational drawings which show clear understanding

	<p>shapes, thickness, tone, and pattern, using different grades of pencil.</p> <ul style="list-style-type: none"> • Make observations to inform sketches of objects and building in the local environment. • Improve on initial sketches made. • Working with natural materials • More controlled rubbing of textures and patterns • Build on skills of using various materials to make collages – using natural items. • Assemble, join and combine materials effectively to produce their sculptures. 	<ul style="list-style-type: none"> • Create different textures with paint e.g., use of sawdust and use of wallpaper paste 	<ul style="list-style-type: none"> • Experiment with varying pressure to make feint and more defined lines in different colours. • Blending and smudging with pastels. • Using chalk to create outlines for pastel drawings. 	<ul style="list-style-type: none"> • Experiment with overprinting motifs and colour 	<ul style="list-style-type: none"> • given painting • Experiment with different brush sizes and techniques e.g., layering, using different textures of paint and other media to create different effects. • Create textured paint by adding sand, salt, and paste. • Does there need to be more explanation about how other media are being used, as it's a focus of the unit of work? 	<p>of proportion and structure of facial features.</p> <ul style="list-style-type: none"> • Mix a range of secondary colours, tints, and tones • Draw from memory and use mirrors • Describe and evaluate their own work using appropriate vocabulary
 <p>Knowledge</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Sketch and make detailed drawings of buildings in local area. • Use photographs of buildings taken on their walk to help them refine their sketches. • Make colour palettes from leaves and other natural objects found in their environment. • Study artwork and sculptures and then 	<p>Children will be able to</p> <ul style="list-style-type: none"> • Make different tones of one colour by adding other colours and create simple colour wheels (use colour paint charts to help pupils to do this). • Make new colours by mixing primary colours and be able to name the primary and secondary colours paintings to depict weather. • Apply skills taught to paint pictures showing different types of weathers. (hot/cold scenes) 	<p>Children will be able to</p> <ul style="list-style-type: none"> • Sketch and make detailed drawings of real flowers. • Revise their initial drawing and produce several drafts to achieve their final sketch. • Experiment using chalks and pastels on black sugar paper by drawing lines of different thickness and holding chalks and pastels on their side and dragging it 	<p>Children will</p> <ul style="list-style-type: none"> • Use, sponge, cork, and small block print to form patterns. • Experiment with amounts of paint applied and overlapping colour • Experiment with repeated patterns. • Design a cityscape cover for their box 	<p>Children will be able to</p> <ul style="list-style-type: none"> • Identify the different ways artists use colour in their paintings of the Great Fire of London and identify other techniques used to illustrate the fire, • Paint different shades of colours and experiment mixing paints and make colour boards using a 	<p>Children will be able to</p> <ul style="list-style-type: none"> • Compare and contrast a range of self-portraits by famous artists including Picasso, Frieda Kahlo, Van Gogh, Hockney • Discuss how the different portraits are made and types of marks they can see in the pictures studied. • Explore making a variety of marks and lines using different HB pencils to achieve a desired effect.

	<p>create their own from natural objects including feathers, seeds, leaves, sticks and sand.</p> <ul style="list-style-type: none"> • Make rubbings to collect textures and patterns • Use ideas from Andy Goldsworthy's work to recreate natural pieces 	<ul style="list-style-type: none"> • Experiment with different brushes and different strokes. • Talk about how artists use colours in their work 	<p>across the paper in different ways including wavy lines.</p> <ul style="list-style-type: none"> • Layering pastels and chalks which involves doing the above and repeating with another colour on top of the original one. • Blend pastels to match the colour of a real flower or to copy a flower created in pastel by an artist using their fingers and a cotton wool bud for smaller detail. (Lots of images on the internet.) Create their own pastel drawings and apply techniques taught. 	<p>and create the design with their chosen form of print</p>	<p>range of paints and</p> <ul style="list-style-type: none"> • applicators to depict fire • and wax crayons to create the different shapes made by fire. Experiment with different drawing materials including pencil, charcoal, and biro to draw Tudor Houses from given pictures focusing on use of thick and thin lines and use of light and dark lines. • Design their own little stretch of Pudding Lane. Use the techniques they have experimented with paint to create shapes and colours of flame to create a flaming backdrop to their street scene and then use other media experimented with (pastels/wax crayons/biro) to add more detail. • Use printing techniques to create the street 	<ul style="list-style-type: none"> • Look at their whole eye in a mirror and make a detailed observational drawing – looking at the size of the iris and using shading effectively. • Sketch the other side of their face from a photograph of themselves folded in half to consolidate positioning and observations of features. • Create an initial self-portrait of themselves in pencil • Use Proportions of the Face Poster to help them. Evaluate their initial draft and identify what improvements they need to make and create a second draft. Improve their second draft to create a final composition. • Mix colours to create skin tones. • Use pencils to lightly layout their facial features on blocked in portraits. Paint in features carefully using colour mixing skills and appropriate sizes of brushes.
--	--	--	---	--	--	---

					<p>scene for their fire picture.</p> <ul style="list-style-type: none">• Use layering, tearing and ripping techniques to complete their fire scene, using layering to experiment with brush strokes and different media including pastels• Build up their images of building.• Evaluate their artwork.	
--	--	--	--	--	--	--