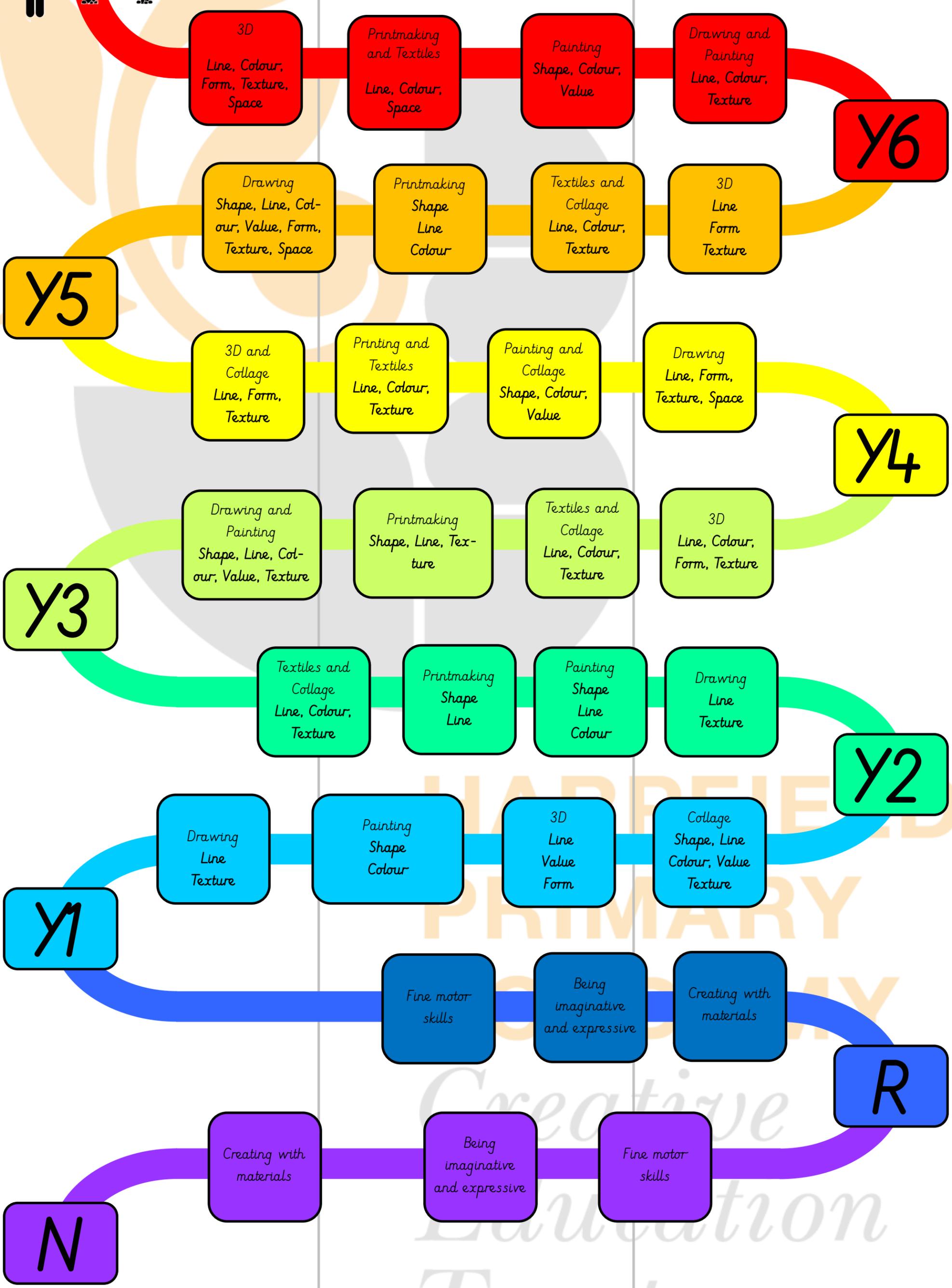


Art



UNAPPROVED
PRIMARY
CREATIVITY
Education
Trust

Subject Rationale: Art and Design

At Harpfield Primary Academy we aim to nurture and encourage children's creativity and interest in Art and Design. Art and Design is taught as part of a broad and balanced curriculum where children have the opportunity to learn about the lives and works of different artists, architects and designers. Artistic disciplines of drawing, painting, sculpture, 3D/textiles, collage and printing are taught progressively from EYFS to Y6 so that pupils can revisit key disciplines throughout their Primary journey. In addition, throughout the units of work, pupils will focus on and build upon different artistic elements (colour, line, shape, texture, form, space, value).

In EYFS children are encouraged to express their ideas freely, experimenting with materials and ideas whilst being independent in their choices. This freedom and independence then continues into KS1 and KS2 enabling pupils to develop their knowledge, art techniques and ideas.

We use CUSP curriculum materials to ensure that there is progression, coverage and sequencing. These teaching resources also enable our teachers to have strong subject knowledge and therefore are able to deliver high-quality lessons.

Sketch books are used from Y1 to Y6 giving children an opportunity to practise skills, experiment with materials and express their creativity. Using Art and Design to allow all children to express their emotions and ideas, whilst learning skills and knowledge is at the heart of Art and Design teaching at Harpfield. The essential skills builder framework is also woven into the existing curriculum.

Year 6	<p>Pupils should be taught: □ 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.</p>
	<p>All pupils should: 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. (Friedensreich Hundertwasser, Georgia O'Keeffe, Dale Chihuly, Patrick Hughes)</p>
Year 5	<p>Pupils should be taught: □ 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.</p>
	<p>All pupils should: 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. (Frida Khalo, Louis Bourgeois, Andy Warhol and John Brunsdon, Lesley Richmond)</p>
Year 4	<p>Pupils should be taught: □ 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.</p>
	<p>All pupils should: 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. (Giorgio Morandi, Patrick Caulfield and Pablo Picasso, Gilbert (Bobbo) Ahiagble, Alberto Giacometti)</p>
Year 3	<p>Pupils should be taught: 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 and to learn about great artists, architects and designers in history.</p>
	<p>All pupils should: 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. (Van Gogh, Neil Bousfield, Faith Ringgold, Clarice Cliff)</p>

Year 2		By the end of KS1, pupils will know the meaning of and apply colour, pattern, texture, line, shape, form and space into their work..
		All pupils should: 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. .(Beth Krommes/Wassily Kandinsky/William Morris/Katie Vernon)
		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
Year 1		All pupils should: 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. (Albrecht Durer/ Piet Mondrian/Kenojuak Ashevak/Paul Klee)
		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.
Reception	Creating with materials	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. (linked to Maths-Kandinsky. Pollock- linked to Space) ELG: 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. (Warhol, Picassos portraits)
	Being imaginative and expressive	Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Ongoing Continuous Provision)
	Fine motor skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ELG: Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Nursery	Physical development	3-4 years: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.
	Expressive arts and design:	3-4 years: Explore different materials and textures (Eric Carle) Explore colour and colour mixing. (Linked to Maths. Kandinsky. Mondrian. Van Gogh- linked to Sunflowers) Draw with increasing complexity and detail, such as representing a face with a circle and including details. (drawing various characters from stories.) Use drawing to represent ideas like movement or loud noises. (Pollock- linked to fireworks)
	Expressive arts and design:	Birth to 3 years: Explore different feelings, ideas and different materials. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (ongoing Continuous Provision)

		Knowledge and Skills (working artistically)	Prior learning	Vocabulary
Year 6	Discipline - 3D	<p>Dale Chihuly To know that a 2D object can change its form and shape to become 3D. Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important. To be able to use different media to create shapes and forms, match visual and tactile elements to their intentions to create visual balance</p>	Apply layers of torn paper evenly to a 3D form to create a smooth surface. Use an armature to create a 3D form that, once dry, holds its shape. Select analogous colours for their harmonious effect. Use complementary colours to create the illusion of movement. Define and explore analogous colours. Apply and adapt previously learned techniques to create 3D forms. Understand and use the terms amorphic and biomorphic.	Translucent, glassblowing, starch, asymmetrical balance, amorphous, biomorphic
	Discipline - printmaking and textiles	<p>Patrick Hughes To know Batik is a method of making marks on cloth using hot wax. To know that perspective is a technique that enables artists to create the illusion of depth to a painting or drawing. To be able to apply wax to the surface of fabric and dye it to create coloured designs and to create a simple one-point perspective sketch.</p>	To use a viewfinder. Explain the meaning of 2D and 3D. Demonstrate an understanding of the term proportion. Transfer an image onto a printing block and be familiar with the three colour reduction printing process. Use wax crayon to resist paint and to understand the process of reduction printing.	Vanishing point, illusion, perspective, Batik, tjanting tool, resist art
	Discipline - painting	<p>Georgia O'Keefe To know similarities and differences between the work of two artists. To know that abstract art is more about the shapes, colours and feelings it expresses than it is about it being a realistic depiction. To be able to make comparisons and form opinions and create an abstract painting of a natural object.</p>	Create a textured surface using a variety of pieces of card and paper. Mix two primary colours to create a secondary colour. Use a viewfinder to select details from an object or image to enlarge. Resize an image. Make secondary and tertiary colours/ Overpaint.	Wash, background, watercolour, overpainting, tertiary colour, wet-on-wet
	Discipline - drawing and painting	<p>Friedensreich Hundertwasser To know what is meant by subtractive drawing and what abstract art is. To know lines can be used to suggest harmony. To be able to: Combine drawing techniques, making informed decisions based on knowledge of what could happen, transfer and enlarge an image and work in the style of an artist.</p>	Experiment with line and mark making using a range of materials and techniques. Understand how to use a viewfinder to select a portion of an image or view. Know how to transfer an image.	Subtractive drawing (working in the negative), organic, harmony, overlay, abstract, chroma
Year 5	Discipline - 3D	<p>Louis Bourgeois To know relief work is a sculptural technique where parts of a sculpture remain attached to a surface. Sculptures can be any size and created with a wide range of materials. When displayed, they are called an installation. To be able to produce relief work, placing objects into gesso . Make an insect installation using wire to create structure and form.</p>	Select and combine materials to create interesting textural and visual effects. Explore and explain the textural, visual and tactile qualities of artwork. Use plaster and natural and man made objects to create relief artwork. Use controlled brushstrokes to apply paint evenly to a flat surface. Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving. Combine materials to create colourful and textural effects.	Pliers, pargeing, guage, gesso (jesso), relief, installation
	Discipline - textiles and collage	<p>Lesley Richmond To know applique is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture. To know textile comes from the Latin word, texere, meaning to braid, weave or construct. To be able to combine fabrics in a range of ways and weave, braid and construct art using natural objects.</p>	Record observation of details. Notice details, patterns and lines in natural objects. Comment on the effects created by collage and make suggestions about alternative choices. Weave with a range of materials. To know the vocabulary 'weft and warp'. Apply weaving techniques. Paint accurately onto fabric. Select and use collage materials effectively to represent textural qualities of natural objects. Be able to thread a needle and use a simple running stitch (D+T).	Texere, tactile, assemble, applique, natural, fibre.
	Discipline - printmaking	<p>Andy Warhol and John Brunson To know that reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last. To be able to create reduction prints and explain and record the process.</p>	Understand how to make block prints using impressed blocks they have made. Know how to use a roller to apply the appropriate amount of ink. Understand how to press print. Discuss the work of a printmaker.	Edition, overlaid, reduction printing, transpose, incision, inverted
	Discipline - drawing	<p>Frida Kahlo To know the different elements of Art and Design. To be able to use previous learning of techniques to draw in detail using some scale and proportion to modify their art work.</p>	Know how to draw enlarged images and scale to create abstract forms. Know how to include detail . Know how to draw features in proportion and include details.	Surreal, portraiture, symbolism, scale, proportion, figurative

		Knowledge and Skills (working artistically)	Prior learning	Vocabulary
Year 4	3D and collage Discipline -	Alberto Giacometti To know an illusion can suggest movement and proportion will make a figure seem realistic. To be able to assemble pieces of paper to create the illusion of movement and to create figures that are in proportion and out of proportion.	Use knowledge of primary colours to create secondary colours. To make accurate observations of anatomical structures and details. To use lines and colours to express feeling. To understand the terms 2D and 3D. To understand the proportions of the human figure.	Elongated, motion, figure, form, proportion, decoupage, motionless, disproportioned, dimensional
	Discipline - printmaking and textiles	Gilbert (Bobbo) Ahiagble To know that Kente cloth is a woven fabric from West Africa and that tie dye is a method used to create designs and colour. To know that textile artists use a range of materials to create textured designs and images. To learn the techniques of weaving. To be able to create printing to represent Kente designs. To be able to use tie dye to create colour designs and to combine media to create texture.	To use collage materials to create texture and colour. To paint areas using controlled brushstrokes. To create repeated patterns by printing and to make a collagraph block. To create repeat geometric patterns using printing techniques.	Kente cloth, geometric designs, symbolise, tie dye, weft, warp, slack, tight, unfastened, firm, loose, taut
	Discipline - painting and collage	Patrick Caulfield and Pablo Picasso To know that observation of still life can be responded to through a combination of different media and styles. To be able to create a still life using a variety of colours, textures and materials, including paint	To be able to draw the contour lines of 3D objects in a still life composition. To understand how to change the tint and tone of a colour by adding white or grey. To be able to layer and overwork paper on paper and select materials according to colour.	Cubism, superimpose, still life, balance, observational drawing, angles, similarities, differences
	Discipline - drawing	Giorgio Morandi To know what is meant by still life. To know how to use a viewfinder to create a focal point or an area of interest and how to identify details. To be able to assemble objects to create an interesting composition and to use a viewfinder. To be able to use fine control to add detail.	To select materials for a specific use and to describe the work and style of artists. To make connections with own work and to understand the terms 2D and 3D. To explain what is meant by contour line and to create a resist with wax crayon and watercolour.	Composition, focal point, form, viewfinder, contour line, negative space, precise, detailed, neat, exact, simple.
Year 3	Discipline - 3D	Clarice Cliff To know that an armature can be used to create a piece of 3D art. Clay can be joined by a score and slip method. To be able to use armatures to produce 3D forms and to join two or more pieces of clay.	Use complementary colours to create the illusion of movement and to identify primary and secondary colours.	Armature, papier-mechbr, slip, analogous colours, contour, score, gouge, nick, coil, slab
	Disciplines: Textiles and Collage	Faith Ringgold To know a mandala means circle in Sanskrit. Mandalas are designs used in Hinduism and Buddhism and quilting is a way of conveying a message.	Identify primary colours and secondary colours. To know how to mix secondary colours. To understand the term concentric. To apply paint using controlled brushstrokes. To use dip, dip, dab method to mix colours and to use controlled, slow movements to fill in blocks of colour in small spaces.	Mandala, dye, quilt, radial, pigment, symbol, blend, join, separate, part, combine, absorb, mix, divide, mingle
	Discipline: Printmaking	Neil Bousfield To know how to use a printing slab and roller and how to create different printing blocks. To be able to make a variety of printed marks including: Mono-printing and block printing.	Printmaking using paint. Print using found objects. Create prints using relief prints. Comment on own work.	Textured, ink slab, thumbnail sketch, repeated, impressed stamp, monoprint, rough, jagged, lumpy, flat, uneven, knobbly
	Discipline - drawing and painting	Vincent Van Gogh To know there are lines and patterns in natural objects and a range of effects can be made with paint. To be able to identify lines and patterns in nature (rocks and fossils).	Use marks to represent mood and movement. Explore thick and thin lines. Combine techniques for drawing and painting. Use knowledge of primary colours to create secondary colours.	Hue, repetition, resist, tonking, sgraffito, umpasto, weak, solid, thick, chunky, thin, watery

		Knowledge and Skills	Prior learning	Vocabulary
Year 2	Discipline - textiles	<p>Katie Vernon</p> <p>To know that reconstructed paintings are made using images (and materials) that were originally part of something else.</p> <p>To be able to select appropriate pre-used images, colours and textures to create a new picture.</p>	<p>Make marks using a range of materials.</p> <p>Apply a range of printing techniques.</p> <p>Use drawing tools such as chalk in different ways and on different surfaces.</p> <p>Combine materials to create colourful and textural effects.</p>	Image, adhesive, non-realistic, reconstruct, montage, manipulate
	Discipline - printmaking	<p>William Morris</p> <p>To know that prints can be made from natural objects.</p> <p>To know how to make a collagraph printing block.</p> <p>To be able to create repeated patterns.</p> <p>To be able to combine printing techniques.</p>	<p>Use controlled brushstrokes.</p> <p>Identify primary colours/ hold a paintbrush correctly.</p>	Collagraph, design, pattern, natural objects, repeated, organic, negative space
	Discipline - painting	<p>Wassily Kandinsky</p> <p>To know that colour and line can be used to show mood, movement and feelings.</p> <p>Select colours and painting tools.</p> <p>Make painted marks to express feelings.</p> <p>To be able to mix two primary colours to create a secondary colour.</p>	<p>Identify shades of primary colours.</p> <p>Make a range of thick and thin marks on different surfaces.</p>	Concentric circles, contrast, motif, secondary colours, abstract
	Discipline - drawing	<p>Beth Krommes</p> <p>To know the surface drawn on will create different effects.</p> <p>To be able to use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed.</p>	<p>Recognise a range of different marks.</p> <p>Apply pressure to change the mark.</p> <p>Select a range of mark making tools and use them to create a variety of marks, including cross-hatching.</p>	Medium, media, mixed media, stipple
Year 1	Discipline - collage	<p>Paul Klee</p> <p>To know that collage can be used as a background.</p> <p>To know that paper can be torn or cut for effect.</p> <p>To be able to build up layers, using collage to create a background.</p> <p>To be able to tear paper and use scissors to cut for precision.</p>	<p>Hold scissors and drawing tools correctly.</p> <p>Identify primary colours.</p> <p>Combine a range of materials such as fabrics to create artwork.</p>	Contrast, line, snip., paste, tear, muted
	Discipline - 3D	<p>Kenjuak Ashevak</p> <p>To know that sculptures can be made out of many different materials.</p> <p>To know that artists take inspiration from the work of others.</p> <p>To be able to select materials based on their properties.</p> <p>To be able to take inspiration from the work of an artist.</p>	<p>Use collage materials and fabric to create 2D artwork.</p> <p>Use scissors and drawing tools.</p> <p>Use line and texture to create effects.</p>	Inuksuk, rough, smooth, pebble, balance, construct, model
	Discipline - painting	<p>Piet Mondrian</p> <p>To know that paint can be used to create a range of marks.</p> <p>To know the names of the primary colours.</p> <p>To be able to make thick and thin marks.</p> <p>To be able identify shades of primary colours.</p>	<p>Hold a paintbrush correctly in the same way that they hold a pencil.</p>	Primary colour, palette, brushstroke, bristles, ferrule, handle, wide, thin, fine, thick, broad,
	Discipline - drawing	<p>Albrecht Durer</p> <p>To know that marks can be made using a variety of drawing tools.</p> <p>To be able to select appropriate tools.</p> <p>To be able to make a range of marks.</p>	<p>Hold drawing tools correctly.</p> <p>Position their paper according to whether they are left or right-handed.</p>	Hard, firm, gentle, light, delicate, monochrome, cross-hatching, tone