Hadley Wood Primary School
Art and Design Curriculum Overview

Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Introduction:

At Hadley Wood we encourage all children to be as creative as possible in order to develop 'confident and capable' artists.

The teaching of art and design in school is based on a set of art skills outlined in the progression of skills table below. These were devised by the Art and Design Subject Lead - in collaboration with the teaching team - and are based on the revised National Curriculum objectives and also using the age specific skills for each age range.

Half-termly Arts Trophies celebrate many forms of the arts, including: solo performances, poetry compositions and performance; creative art opportunities with a specific focus such as: painting, conceptual art, fine art and abstract art pieces. As a 'Values' school one of our core aims is to provide pupils with opportunities to experience success, accept that they will not be brilliant at everything and to celebrate the success of others. We recognise that the arts can provide an excellent platform for this. In our experience, pupils can then transfer their new artistic skills to other areas of the curriculum, making them more likely to re-engage, take calculated risks and build resilience.

We are proud to be a Gold Arts Mark school (September 2019). Our children explore and develop their skills and creativity using a wide range of media. We value the use of sketch books and encourage the importance of experimentation, exploration and pushing ideas in imaginative ways. We believe our broader creative curriculum helps to develop resilient learners and our teachers work hard to plan and deliver a broad and varied art curriculum that links (where possible) to their current topic. This ensures that the children are practicing their art skills in as meaningful a way as possible.

Art and Design Curriculum Overview: EYFS – Year 6

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
EYFS	Being Imaginative - creating self-portraits by mixing paint and joining and combining materials.	Being Imaginative - using thick blobs of paint and cotton buds to create spirals, zigzags etc to build night skies - exploring what happens when adding additional textures e.g. sand, sawdust and glitter.	Being Imaginative - creating original pancakes by exploring the effect of different tools and techniques to make 2D/3D artwork.	Being Imaginative - using knowledge of materials, tools and techniques to create dinosaur artwork.	Being Imaginative -creating a new home for the witch from Hansel and Gretel - are there sweets on her home or something different? - Which materials could you use?	D&T unit of work

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 1	Basics -name the primary colours - mixing colours Self portraits -look at drawing different parts of the face - look at Picasso and his portraits	Settings - look at a range of images for a setting from a traditional tale - use a range of materials/colours/tones to design own setting for a traditional tale	D&T unit of work	D&T unit of work	D&T unit of work	Endangered Animals - look at the work of Andy Warhol – Endangered Species - create a piece of artwork of a chosen endangered animal

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 2	Creating Silhouettes - use charcoal and chalk to create silhouette images of London during The Great Fire - draw lines of different sizes and thickness - colour (own work) neatly following the lines - show pattern and texture by adding dots and lines - sketch lightly (no need to use a rubber to correct mistakes)	D&T unit of work	Aurora Borealis formations Understanding what the Aurora Borealis is and where it occurs. Identifying colours and shapes in the Auroara Borealis events. Creating the Aurora Borealis with different art materials. Develop a wide range of art and design techniques in using colour, pattern,	D&T unit of work	Frida Kahlo We will look at the life and works of Frida Kahlo. The children will focus on a variety of her different painting and share their different responses to the paintings. We will look at how to draw realistic faces using this knowledge to create our own Frida Kahlo inspired portraits.	Space Landscapes The children will have the opportunity to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will use these skills to create a variety of pieces based on space landscapes.

			texture, line, shape, form and space			
	- use shading to show light and shadow - use different hardness of pencils to show line, tone and texture - use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)					
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer term 2**
Year 3	Sketching – experimenting with various pencils - close observation, drawing of both positive and negative shapes - create initial sketches as a preparation for painting - accurate drawings of people, particularly faces	D&T unit of work	Improve mastery of techniques and materials - Lascaux caves. - learn about the type of drawings found in the caves - look at techniques used - use these techniques to produce their own piece of work - develop their understanding of sketching, then apply understanding to use of charcoal and then paintin. - consider different textures - construct pots using malleable and rigid materials	Learn about the great artists: Paul Klee – Artist study - study a range of Klee's artwork and stimulus - look at techniques Klee used to create his artwork - use ideas to influence their own artwork - mix colours, make colour wheels, introduce different types of brushes, learn various techniques of colour application	D&T unit of work	D&T unit of work
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer term 2**
Year 4	D&T unit of work	Sculpture - plan and develop - experience surface patterns / textures - discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction	**Artist Study-** Andy Warhol -create initial sketches as a preparation for painting - observe colours -select colour to reflect mood - create tessellations	D&T unit of work	**Artist study**- William Morris - work on a variety of scale - create computer generated drawings - confidently mix colours and match tones, tints and shades - use sketch books for recording textures/	D&T unit of work

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
						patterns - modify and adapt print	
Year 5		Ancient Greek Pots -plan and develop ideas, by designing an ancient Greek pot or plate - selecting colour to fit purpose - look at pattern, colour and texture of Greek pots - understand shape, form, model and join - replicate styles by considering all the properties and processes involved in making a Greek pot - discuss and evaluate their own work and that of other sculptors	Cities – Escher - replicate the work of MC Escher - develop observation skills and experiment with hue, tint, tone and shades - select and use a range of everyday materials to create a range of textures, shapes and patterns - explore the use of texture in colour to develop depth and create a Cityscape collage	D&T unit of work	D&T unit of work	D&T unit of work	Australian Aboriginal Art (Geometric/Dot Paintings) Look at a range of geometrical dot paintings. Apply knowledge of different techniques to express feelings. Analyse the symbolism in aboriginal art and use of colour to fit purpose. Discuss and evaluate their work and that of others.
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 6		WW1 Art – Model Soldiers - create a 3D model soldier using modelling wire and art roc - use frameworks (such as wire or moulds) to provide stability and form - use a choice of techniques to depict movement, perspective, shadows and refection. - use overlapping and layering to create images and represent textures - use mouldable materials to create a 3D model	WW2 Art – Images of the Blitz - create striking images of the Blitz using silhouettes and pastels/chalk - use water colours to create image of 'No Man's Land' - use a range of visual elements to reflect the purpose of the work - build up layers of colours - combine colours, tones and tints to enhance the mood of a piece	Silk Paintings – Kensuke's Kingdom - create a scene from the book on silk to hang as a stained glass window - sketch (lightly) before painting to combine line and colour - create a colour palette based upon colours observed in the natural or built world - show precision in techniques - show awareness of scale and proportion - represent foreground and	Learn about the great artists – Picasso -create Picasso inspired abstract piece of work based on 'The Woman with Two Faces' -use sketch books to collect, record, review and evaluate ideas -improve mastery of techniques such as drawing, sketching and using pastels as a form of media	D&T unit of work	D&T unit of work

	WW1 Art – Lord Kitchener - develop and imaginatively extend ideas from starting points throughout the curriculum - use a variety of techniques to add interesting effects - use lines to represent movements - use the qualities of pastels paint to create visually interesting pieces - combine colours, tones and tints to enhance the mood of a piece		background			

Art and Design Progression of skills : EYFS – Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	- 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	- Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs)	- Experiment with tools and surfaces -Draw a way of recording experiences and feelings -Discuss use of shadows, use of light and dark - Sketch to make quick records	- Experiment with the potential of various pencils - Close observation - Draw both the positive and negative shapes - Create initial sketches as a preparation for painting - Accurate drawings of people – particularly faces	- Identify and draw the effect of light - Scale and proportion - Accurate drawings of whole people including proportion and placement - Work on a variety of scales - Create computer generated drawings	- Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Show awareness of the concept of perspective	- Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Show awareness of concept of perspective	Leonardo Da Vinci Vincent Van Gogh Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	- Experimenting with and - Use primary colours - Naming colours - Mixing colours (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	- Name all the colours - Mix a range of colours - Find collections of colour - Apply colour with a range of tools	- Begin to describe colours by objects - Make a range of tones of one colour (using white) - Darken colours without using black - Use colour on a large scale	- Confidently mix colours - Make colour wheels - Introduce different types of brushes - Techniques: apply colour using dotting, scratching, splashing	- Confidently mix colours and match tint, tone, shade - Observe colours - Select suitable equipment for the task - Select colour to reflect mood	- Experiment with hue, tint, tone, shades and mood - Explore the use of texture in colour - Select colour to fit purpose	- Experiment with hue, tint, tone, shades and mood - Explore the use of texture in colour - Select colour for a range of purposes - Select colour to express feeling	Pollock Monet Chagall Ben Moseley Van Gogh
Texture (textiles, clay, sand, plaster, stone)	Pupils will experience: - Handling, manipulating and enjoying using materials –-Developing sensory skills - Creating simple collages - Creating simple weaving	Pupils will experience: - Weaving - Collage making - Sorting materials according to specific qualities - Discussions on how textiles create things	Pupils will be given opportunities to : - Overlap and Overlay materials to create effects - Use large eyed needles – running stitches - Explore simple appliqué work - Start to explore other simple	Pupils will be given opportunities to: - Use smaller eyed needles and finer threads - Attempt weaving - Attempt Tie dying, batik	Pupils will be given opportunities to: - Use a wider variety of stitches - Observe and design textural art pieces - Experiment with creating mood, feeling, and movement	Pupils will be given opportunities to: - Use stories, music, poems as stimuli 0 Select and use materials - Embellish work - Attempt fabric making - Replicate artists styles using textiles	Pupils will be given opportunities to: - Develop experience in embellishing -Apply knowledge of different techniques to express feelings - Work collaboratively on	Linda Caverley Molly Williams, William Morris, Gustav Klimt

			stitches - Create collages		- Compare different fabrics		a larger scale	
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Pupils will experience: Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	Pupils will experience: - Construction - Using materials to make known objects for a purpose - Carving - Pinch and roll coils and slabs using a modelling media. - Making simple joins	Pupils will develop: - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Ability to shape and form from Direct observation (malleable and rigid materials) - Decorative techniques - Ability to replicate patterns and textures in a 3-D form - Understanding of a range of sculptor's styles	Pupils will develop: - Ability to shape, form, model and construct (malleable and rigid materials) - Ability to plan and develop - Understanding of different adhesives and methods of construction - Awareness of aesthetics	Pupils will develop: - Ability to plan and develop - Experience surface patterns / textures -Ability to discuss own work and work of other sculptors - Ability to analyse and interpret natural and manmade forms of construction	Pupils will develop: - Ability to plan and develop ideas - Ability to shape, form, model and join - Observation or Imagination skills - Understanding of properties of media - Ability to discuss and evaluate own work and that of other sculptors	Pupils will develop: - Ability to plan and develop ideas - Understanding of shape, form, model and join - Observation or Imagination skills - Understanding of properties of media - Ability to discuss and evaluate own work and that of other sculptors	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pupils will explore: - Rubbings - Opportunities to print with variety of objects - Opportunities to print with block colours	Pupils will explore opportunities to: - Create patterns - Develop impressed images - Create relief printing	Pupils will explore opportunities to: - Print with a growing range of objects - Identify the different forms printing takes	Pupils will explore opportunities to: - Create relief and impressed printing - Record textures/patterns - Create mono printing - Explore colour mixing through overlapping colour prints	Pupils will explore opportunities to: - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - Modify and adapt print	Pupils will explore opportunities to: - Combine prints - Design prints - Make connections - Discuss and evaluate own work and that of others	Pupils will explore opportunities to: - Builds up drawings and images of whole or parts of items using various techniques - Create screen printing - Explore printing techniques used by various artists	Picasso Dan Mather Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	Pupils will explore opportunities to: - Create repeating patterns - Create irregular painting patterns	Pupils will explore opportunities to: - Show awareness and discussion of patterns	Pupils will explore opportunities to: - Experiment by arranging, folding, repeating, overlapping,	Pupils will explore opportunities to: - Find patterns in the environment – Design - Use ICT to	Pupils will explore opportunities to: - Explore environmental and manmade patterns	Pupils will explore opportunities to: - Create own abstract pattern to reflect personal experiences	Pupils will explore opportunities to: - Create own abstract pattern to reflect personal	Joan Miro, Bridget Riley, Escher, Paul Klee,

	- Explore simple symmetry	- Create repeating patterns - Explore symmetry	regular and irregular patterning - Create natural and manmade patterns - Discuss regular and irregular patterns	make patterns - Make patterns on a range of surfaces - Create symmetrical patterns	- Create tessellations	and expression - Create pattern for a range of purposes	experiences and expression - Create pattern for a range of purposes	