



### **Art Statement of Intent, Implementation and Impact**

Art and Design can engender an appreciation of human creativity and ignite innovation. At Humshaugh C of E (Aided) First School, our Art curriculum is guided by the words of Matisse, '*creativity takes courage*'. As teachers, we want to enable all pupils to feel able to think and act creatively, by providing a wealth of opportunities for pupils to explore and develop their own artistic knowledge and skills through the exploration of a variety of polarities:

- Traditional skills are balanced with experimental work
- Small scale work is balanced with large scale work.
- Quiet reflective study is balanced with active, dynamic work.
- Individual work is balanced with group work.
- Two dimensional is balanced with three-dimensional work.
- Study of historical "great" artists is balanced with contemporary artists.

In addition, pupils are be given the opportunity to experience how it feels to take creative risks as opposed to playing it safe; and the importance of their own artistic journey, as opposed to preconceived outcomes. In doing so, we hope to nurture creative individuals, who can grow to appreciate and value the importance of art as a highly subjective and individual experience, but one which is capable of bringing people together.

Our Art curriculum is enriched through our Summer Forest School program, whereby children are given opportunities to create work in the outdoors, for example; environmental Art inspired by Andy Goldsworthy, clay creatures linking to stories and minibeasts, cynotype prints and 'painting' with plant pigments. The children also have an individual drawing pack with a field sketchbook and specialist drawing materials, for recording and responding to the natural environment through words and imagery.

## Art Long Term Overview

### EYFS

<p><b>YEAR A</b></p> <p><b>ALL ABOUT ME – NOW &amp; IN THE PAST</b>            PORTRAITS, COLLAGE, PAINTING, PRINTING,            DRAWING &amp; MARKMAKING</p> <p><b>TRADITIONAL TALES 1</b>            COLLAGE, TRANSIENT ART, EXPLORING PAINT,            CHALK PASTELS</p>	<p><b>YEAR A</b></p> <p><b>WHAT IS IT LIKE IN A WOOD AND IN THE JUNGLE</b>            OIL PASTEL RESIST, MASK MAKING, CLAY</p> <p><b>WEATHER &amp; GROWING THINGS</b>            PAINTING, PRINTING, COLLAGE, EXPLORING MARK            MAKING</p>	<p><b>YEAR A</b></p> <p><b>PIRATES AND THE SEA</b>            FELTING, PAINTING TECHNIQUES, EXPRESSIVE ART</p>
<p><b>YEAR B</b></p> <p><b>MAGICAL ME &amp; HOW I AM CHANGING</b>            CHARCOAL, DRAWING, COLOUR MIXING (COOL            COLOURS), SCULPTURE</p> <p><b>TRADITIONAL TALES 2</b>            IMAGINATIVE DRAWINGS, CLAY, PAINTING            TECHNIQUES</p>	<p><b>YEAR B</b></p> <p><b>WHAT IS IT LIKE IN THE WINTER IN THE UK AND IN            THE ARCTIC</b>            SCULPTURE, PAINTING TECHNIQUES</p> <p><b>PEOPLE WHO HELP US</b>            PAINTING, PRINTING, COLOUR MIXING (WARM            COLOURS), COLLAGE, MARBLING</p>	<p><b>YEAR B</b></p> <p><b>ALL AROUND THE WORLD</b>            WEAVING, TIE DYE, 3D ART, PAINTING TECHNIQUES</p>

## Year 1 & 2

<p><b>YEAR A</b></p> <p><b>FIRE</b> SKETCHBOOK &amp; DRAWING SKILLS</p> <p><b>CHRISTMAS/ANIMALS</b> CRAFT</p>	<p><b>YEAR A</b></p> <p><b>THIS IS OUR UK</b> 3D &amp; COLLAGE</p> <p><b>CHOCOLATE</b> PAINTING</p>	<p><b>YEAR A</b></p> <p><b>TRADITIONAL TALES</b> FORMAL ELEMENTS &amp; FIELD SKETCHING</p> <p><b>AFRICA/ANIMALS</b> ARTS WEEK – CARNIVAL MASK MAKING!</p>
<p><b>YEAR B</b></p> <p><b>DOWN UNDER</b> SKETCHBOOK &amp; DRAWING SKILLS</p> <p><b>WINTER WONDERLAND</b> PRINTMAKING</p>	<p><b>YEAR B</b></p> <p><b>SPACE</b> SCULPTURE USING FOUND MATERIALS</p> <p><b>TOYS</b> PAINTING &amp; CLAY</p>	<p><b>YEAR B</b></p> <p><b>GOING GREEN</b> FORMAL ELEMENTS &amp; FIELD SKETCHING</p> <p><b>OCEAN AND SEAS</b> ARTS WEEK – FASHION SHOW!- Creative Circus</p>

## Year 3 & 4

<p><b>YEAR A</b></p> <p><b>LONG AGO</b> SKETCHBOOK &amp; DRAWING SKILLS</p> <p><b>CHRISTMAS AROUND THE WORLD</b> CRAFT</p>	<p><b>YEAR A</b></p> <p><b>VIKINGS</b> PAINTING</p> <p><b>RAINFOREST</b> PRINT MAKING AND 3D SCULPTURE</p>	<p><b>YEAR A</b></p> <p><b>ROTTEN ROMANS</b> SKETCHBOOK &amp; DRAWING SKILLS</p> <p><b>ANIMALS</b> ARTS WEEK – CARNIVAL MASK MAKING!</p>
<p><b>YEAR B</b></p> <p><b>WHO LET THE GODS OUT?</b> SKETCHBOOK &amp; DRAWING SKILLS</p> <p><b>WAR AND PEACE</b> PRINTMAKING</p>	<p><b>YEAR B</b></p> <p><b>EXTRATERRESRIAL</b> COLLAGE AND SCULPTURE USING FOUND MATERIALS</p> <p><b>OCEANS ANDISLANDS</b> PAINTING, CLAY</p>	<p><b>YEAR B</b></p> <p><b>THE STONE AGE</b> SKETCHBOOK/DRAWING SKILLS</p> <p><b>TRADITIONAL TALES</b> ARTS WEEK – FASHION SHOW!</p>

## What will a Humshaugh First School Artist look like?

<b>By the end of EYFS</b>	<ul style="list-style-type: none"> <li>• Comfortable to explore artistic effects to express ideas and feelings</li> <li>• Happy to explore materials in a playful way</li> <li>• Builds on their previous learning, refining ideas and has increasing ability to represent them</li> <li>• Can create collaboratively, sharing ideas, resources and skills</li> <li>• Take pleasure in creating and exploring, feeling increasingly confident to come 'out of their comfort zone'</li> <li>• Talk about their work</li> </ul>
<b>By the end of Year 1...</b>	<ul style="list-style-type: none"> <li>• Recognise that ideas can be expressed through art and experiment with an open mind</li> <li>• Explore materials &amp; processes in a playful and open-ended manner and recognise they have different qualities</li> <li>• Use materials purposefully to achieve particular characteristics or qualities</li> <li>• Be excited by the potential to create</li> <li>• Understand that art and design is different to many subjects at school: through art, they can invent and discover</li> <li>• Show interest in and describe what they think about the work of fellow pupils, artists and designers</li> <li>• Take pleasure in the work they have created and see that it gives other people pleasure</li> <li>• Begin to take photographs and use digital media</li> </ul>
<b>By the end of Year 2...</b>	<ul style="list-style-type: none"> <li>• Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</li> <li>• Deliberately choose to use particular techniques for a given purpose</li> <li>• Develop and exercise some care and control over the range of materials they use</li> <li>• Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process</li> <li>• Take photographs and use digital media as a way to re-see work</li> <li>• When looking at creative work express clear preferences and give some reasons</li> <li>• Begin to discover that art is subjective</li> </ul>

<b>By the end of Year 3...</b>	<ul style="list-style-type: none"> <li>• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</li> <li>• Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</li> <li>• Select and use appropriately a variety of materials and techniques in order to create their own work.</li> <li>• Be excited by the potential to create and feel empowered to begin to undertake their own exploration</li> <li>• Take the time to reflect upon what they like and dislike about their work in order to improve it</li> <li>• Take photographs and videos and use digital media as a way to re-see work</li> <li>• Learn 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.</li> </ul>
<b>By the end of Year 4...</b>	<ul style="list-style-type: none"> <li>• Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions and demonstrate inquisitive exploration</li> <li>• Use sketchbooks, together with other resources, to understand how inspiration can come from many rich sources to feed into creative projects</li> <li>• Investigate the nature and qualities of different materials and processes</li> <li>• Apply technical skills to improve quality of work, combined with beginning to listen and trust “instinct” to help make choices</li> <li>• Be excited by the potential to create and feel empowered to undertake their own exploration</li> <li>• Reflect regularly upon their work, throughout the creative process</li> <li>• Look to the work of others (pupils and artists) to identify how to feed their own work</li> <li>• Take photographs and videos and use digital media as a way to re-see work</li> </ul>

## Progression of Key Skills – Making

Year Group	Sketchbooks	Drawing	Painting & Collage	Pattern & Printmaking	3D, Photography & Craft
<b>EYFS linked to ELGs</b>	<i>Pupils do not need sketchbooks at this stage.</i>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p>Begin to use a variety of drawing tools and materials.</p> <p>Investigate different lines and patterns.</p>	<p>Explore colour and colour-mixing.</p> <p>Try out effects with different paint mediums e.g. poster paint, watercolour, Brusho etc.</p> <p>Collage with different materials to explore different textures.</p>	<p>To make rubbings and to print with a variety of both natural and man-made objects, for example fruit/veg, wood blocks, press print, lino, string.</p> <p>Create simple weaving.</p>	<p>Use construction materials to build, destroy and remake as well as creating final models.</p> <p>Handle, manipulate and enjoy the sensory experience of using a variety of modelling materials.</p> <p>Join different materials and explore different textures.</p>
<b>Year 1</b>	<p>Make simple sketchbooks as a way to create ownership from offset.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials</p>	<p>Explore mark making, experiment with drawing materials.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Understand what tone is and how to apply this to their own work.</p>	<p>Develop skill and control when painting. Use a range of tools to paint with expression.</p> <p>Remember the primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p>	<p>Explore simple printmaking techniques for example mono-prints, block prints, rubbings, relief and resist printing.</p> <p>Discover patterns in the environment, design and make patterns in a range of materials</p>	<p>Explore shape and form using a range of modelling materials, both natural and man-made, such as; Modroc, clay, willow and plasticine.</p> <p>Try a range of craft techniques e.g. weaving, dying and fabric painting.</p> <p>Begin to take photographs and use digital media.</p> <p>Create digital art.</p>

Year Group	Sketchbooks	Drawing	Painting & Collage	Pattern & Printmaking	3D, Photography & Craft
<b>Year 2</b>	Explore how to create space within the sketchbook to help develop a sketchbook approach. Including collecting, making drawings on different surfaces, and on different shapes of paper.	<p>Develop mark-making skills and explore simple drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p> <p>Draw lines with increased skill and confidence.</p> <p>Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p>Further improve skill and control when painting, using a range of tools and techniques to manipulate paint.</p> <p>Mix, apply and refine colour mixing for purpose (using wet and dry media). Describe their colour selections.</p>	<p>Explore simple printing techniques, designing patterns of increasing complexity.</p> <p>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p>	<p>Extend pupils practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Use a range of craft techniques to design and make products.</p> <p>Take carefully composed photographs.</p> <p>Create digital artwork with increasing confidence and skill.</p>
<b>Year 3</b>	Strating to have a 'sense of ownership' of sketchbooks' and beginning to develop a "sketchbook habit"; using a sketchbook as a place to record individual response to the world.	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Develop skill and control when using tone. Learn and use simple shading techniques.</p>	<p>Increase skill and control when painting. Apply greater expression and creativity to own paintings. Discover paintings by artists.</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p>	<p>Print using a variety of materials, objects and techniques. Explore colour mixing, layering and overlapping colour prints.</p> <p>Further develop knowledge and understanding of pattern. Explore environmental and man-made patterns and tessellations and notice how artists and designers use pattern in their work.</p>	<p>Further develop their ability to describe 3D form in a range of materials. Discover sculptures by well-known artists and create work informed by architecture and design.</p> <p>Use a range of crafts materials and techniques to design and make appealing products. Develop skills in stitching, cutting and joining. Design and draw using software, such as Procreate, and explore the role of digital art.</p> <p>Discover the role of photography and video in art and take photographs inspired by the work of famous artists and photographers.</p>

Year Group	Sketchbooks	Drawing	Painting & Collage	Pattern & Printmaking	3D, Photography & Craft
<b>Year 4</b>	Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential. Pupils understand that sketchbooks can help creative thinking by exploring ideas and allowing their own creative journey from a shared starting point.	<p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response, to explore more experimental drawing, as well as discovering how to apply more technical drawing skills in terms of geometry and proportion.</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects.</p>	<p>Develop skill and control when painting. Show increasing independence and creativity with the painting process. Analyse painting by artists.</p> <p>Make and match colours with increasing confidence and accuracy. Analyse and describe colour and painting techniques in artist's work.</p>	<p>Create and refine print-making skills using a variety of techniques, including layering, overlapping and colour-mixing, with increasing confidence.</p> <p>Take inspiration from environmental and man-made patterns and tessellations, to create original designs and analyse how artists and designers use pattern in their work.</p>	<p>Develop their ability to plan, design, make and adapt models and sculptures. Analyse and describe how artists use and apply form in their work and further explore the work of sculptors, architects and designers to inform and inspire their work.</p> <p>Use a range of crafts materials to design and make products. Children stitch, cut and join with increasing skill and confidence.</p> <p>Further explore the world of digital art, and understand its importance in modern art, illustration, advertising and design. Create digital art.</p> <p>Explore and discuss the work of photographers and create photographs inspired by their work.</p>



## Progression of Key Skills - Knowledge & Understanding

Key Stage	Artists	Questions to ask when looking at artworks or stimulus...	Vocabulary
<b>EYFS linked to ELGs</b>	Introduce children to a variety of artists and allow their work to inform and inspire what the children create. Examples of artists include; <b>Paul Klee, Monet, Herve Tullet, Emma Larson, Chris Offilli, Rene Magritte, Abel Rodriguez, Andy Goldsworthy, Van Gogh and Jessica Warboys.</b>	<ul style="list-style-type: none"> <li>• <i>What you can see?</i></li> <li>• <i>What do you like? What don't you like? Why?</i></li> <li>• <i>What colours can you see?</i></li> <li>• <i>If this painting had sound effects, what would they sound like?</i></li> </ul>	<i>draw, colour, line, printing, pattern, explore, notice, experiment, make, build, shape, decorate, imagination, light, dark, shade, collage, materials, primary</i>
<b>End of KS1</b>	Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Examples of artists include; <b>Louise Borgeois, Max Ernst, Nancy McCroskey, Maurice Sendak, Edwina Bridgeman</b>	<ul style="list-style-type: none"> <li>• <i>Describe what you can see.</i></li> <li>• <i>Describe what you like? Why?</i></li> <li>• <i>How does it make you feel?</i></li> <li>• <i>What would you like to ask the artist?</i></li> </ul>	<i>texture, form, observe, record, sketch, apply, create, describe, construct, arrange, develop, tone, manipulate, weave, malleable, rigid, sculpt, fold, repeat, secondary, natural, man-made, repeating, mark-making, cross-hatching</i>
<b>End of KS2</b>	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from different cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. Examples include; <b>Anthony Gormley, Hokusai, Cezanne, Shaun Tan, Hundertwasser, John Galliano, Fiona Rae</b>	<ul style="list-style-type: none"> <li>• <i>What is the artist saying to us in this artwork?</i></li> <li>• <i>How might it inspire you to make your own artwork?</i></li> <li>• <i>If you could take this art work home, where would you put it and why?</i></li> <li>• <i>How would you describe this artwork to someone who has never seen it?</i></li> <li>• <i>What title would you give this artwork?</i></li> </ul>	<i>alter, refine, scale, plan, design, make, express, reflect, technique, collaborative, discuss and evaluate, connections, modify, adapt, purpose. tint, hue, accuracy, proportion, environmental, relief, impress, abstract, tessellation, composition, foreground, mid-ground, background, contrast, perspective</i>

## Assessment & Evaluation

**“Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported” Access Art**

At Humshaugh, we use conversation-based assessment in art which takes place on an ongoing basis. The conversations might take place as a class, as a group, or one to one and will feed into processes of reflection and evaluation. We believe this type of assessment leads to better outcomes, especially in such a sensitive area as nurturing a child’s creativity. Here are some examples of the kind of questions used for deepening understanding and reflection:

- *Tell me about that you are making and what inspired you*
- *What might you do next?*
- *Tell me about the materials and techniques you are using*
- *What have you discovered?*
- *How do you feel about the end result?*
- *What kinds of problems did you encounter and how did you get around them?*
- *Tell me about things you really liked or enjoyed*
- *What would you like to explore more of?*
- *Give me an example of where you have been brave...*

We would expect that by the end of Key Stage 2 pupils are becoming increasingly articulate in the language of art and are able to use technical vocabulary where appropriate to share their thoughts.