

Subject Information:

How we teach art in our Heritage Coast Federation





Heritage Coast Federation Art Progression

Creative, Expressive, Inspiring, Mixed Media

Intent

In our Heritage Coast Federation, Art provides a significant opportunity to enrich pupils' learning experiences, whilst contributing to the development of personal well-being. Our Art curriculum aims to inspire and challenge children by allowing them the opportunity to develop their critical abilities, express themselves creatively and develop a secure appreciation and understanding of their own and others' cultural heritages, through the study of a diverse range of artists. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular piece of work.

Implementation

Children are given many opportunities to explore a variety of media and techniques, developing their skills and thinking as artists, using the 'Kapow Primary' scheme to form the basis of their learning. Our Art curriculum is progressive and allows children to build on skills, knowledge and techniques as they move through school year on year. Throughout each unit, the children build on previous understanding through four areas of content: making skills, generating ideas, knowledge of artists and evaluating their work. A multitude of media types are explored within each unit to give the widest possible range of experiences for all children. Crucially, these materials and media are revisited throughout units and year groups to ensure progression of skills previously developed. In Art, children are expected to be reflective and evaluate their work within each unit of learning, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection in sketchbooks.

Impact

Through following a comprehensive scheme of work in line with the National Curriculum, it is expected that children will achieve age related expectations or above in Art at the end of their cohort year and Key Stage. Our aim is to ensure that children retain the knowledge and skills taught within each unit of work, developing and applying these to their own creations, whilst understanding what it means to be an 'artist'. The impact that art has had for all children can be measured through teacher assessment against lesson objectives and the extent to which these have been met, both weekly and overall at the end of each unit. Summative assessment may include pupil discussions about their learning and Federation moderation opportunities. This is inclusive of book scrutiny amongst teaching staff, providing the opportunity to measure learning and progression across all years using a holistic approach. Upon leaving the Heritage Coast Federation, we want children to withhold a passion for art and creativity, working both independently and collaboratively. Children should have confidence when using a range of media, tools and techniques, and view themselves as artists who can apply the skills and knowledge that they have developed and respond critically to their own and other's work.

Key Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To name colours and basic equipment used.	Colour, line, pattern, tone, shape, form, abstract wavy, vertical, horizontal, crosshatch, primary and secondary colours, horizon, up, down, straight, left, right, texture, tints, shades, light, dark.	Shading, three-dimensional, rubbings, frottage, repeat pattern, free-flowing, precise, straight and curved, edge, silhouette, weaving, horizontal, vertical, template, modelling, facial features, outline, contours, decorate, proportion, pose, pastel, blend, shadow, paint wash, background, scale, expression.	Shading grip, wire technique, bending, shaping, geometry, 3D, sketch, shadow puppet, detail, observation, negative, positive, tints and shades, natural form. charcoal, scaling, fixative, running stitch, fabric, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.	Symmetrical, mark making, stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial, curator, montage, carving, modelling and casting, constructing, pierced form, upright form, pop-art.	Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist, visual language, communication, design brief, collaborate, advertising, unique Selling Point, packaging, product, media, purpose, criteria, annotate, visualise, scale.	Graffiti, contrasting, commissioned, Guernica, desaturate, truism, photomontage, abstract, self-expression, crop, contrast, impressionism, zentangle, prototype, appreciation.

Making Skills (Procedural Knowledge)								
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Drawing and Line	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters and narratives.	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Express and describe organic and geometric forms through different types of line.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Extend and develop a greater understanding of applying expression when using line	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
	Painting and Colour		Develop skill and control when painting. Paint with expression. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and	Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase skill and control when painting. Apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as	Develop skill and control when painting. Paint with expression. Analyse painting by artists. Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Select and mix more complex colours to depict thoughts and feelings.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used

			choose and justify colours for purpose.		tints and shades, for different purposes.			by Impressionist painters.
	Form, Craft, Materials and Techniques		Learn a range of materials and techniques such as clay etching, printing and collage. Learn about form and space through making sculptures and developing language	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Further develop their ability to describe 3D form in a range of materials, including drawing.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

	Pattern and Shape		Understand patterns in nature, design and make patterns in a range of materials. Identify, describe and use shape for purpose.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. Compose geometric designs by adapting the work of other artists to suit their own ideas.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
	Texture		Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
	Tone		Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.



Generating Ideas (Conceptual Knowledge)	Explore ideas and record feelings and experiences.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share creations, verbally explaining processed used.	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Factual Knowledge	Learn about great artists, craft and design and how artists use the formal elements of art. The study of this may include:						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Where appropriate, provide opportunities to explore artists and illustrators relating to topics/books pertaining to children's interest.	Beatrice Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal and Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla and Kroyer (Landscape) Louise Bourgeois (Sculpture)	Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman (Human Form)	Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Giuseppe Archimboldo Sokari Douglas El Anatsui Barbara Hepworth	Hundertwasser Banksy Andy Warhol John Singer Sargent Magdalene Odundo	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger Hannah Hoch, Peter Kennard and Jerry Uelsmann Jenny Holzer Edward Weston Edvard Munch Paul Cezanne, Jaromir Funke and Ben Nicholson



Evaluation (Metacognitive Knowledge)	Evaluate and analyse own and others work.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about own creations to others and celebrate the work of others.	Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.	Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements	Build a more complex vocabulary when discussing your own and others' art. Use their own and other's opinion of work to identify areas of improvement.	Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analysing and reflecting on their intentions and choices.	Use the language of art with greater sophistication when discussing own and others' art. Give reasoned evaluations of their own and others work which takes account of context and intention.