

Horn's Mill Art Curriculum

" Art is not what you see, but what you make others see."

Edgar Degas

Intent - What do we want for our developing artists?

At Horn's Mill, we aim to provide an Art and Design curriculum that helps build resilience and inspires children to be creative and imaginative. To support the teaching and learning of art in our school, we have spent time as a staff creating a curriculum that follows a process, teaches knowledge and skills, and is progressive and inspiring. Where possible Art teaching is linked to the wider curriculum.

We have broken our art curriculum down into 3 focus areas: painting, clay and drawing. This is to ensure a deep understanding of the skills involved with each medium. Our curriculum is progressive from year group to year group; revisiting and building upon pupils' prior skills, knowledge and key concepts, which then feed into the expectations of our feeder high school.

Throughout the different projects across the curriculum, pupils research artists, makers and designers; they explore learning from other subjects and share what inspires them. In lessons, key skills are practised and pupils are given opportunities to demonstrate their progress in a final piece, which is discussed and evaluated upon completion. At Horn's Mill, we understand the importance of allowing children the opportunities to grapple with skills and tackle tasks independently. Planned tasks are well modelled with possible misconceptions addressed. Children are encouraged to complete tasks as independently as possible: these skills are practised and reviewed, not simply offered up as 'one-off' tasks.

As pupils progress through the curriculum, they will think more critically and develop an appreciation of art, learning about how art and design both reflect and shape our history and contribute to the culture, creativity, and wealth of our nation. We aim for our art learning to enhance their cultural understanding of art in the wider world by providing opportunities to find out about diverse artists, designers and creators. We research the impact and influence that these designers and designs have had throughout history and how this impacts modern day design, processes and products.

National Curriculum: Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims: The national curriculum for art and design aims to ensure that all pupils:

- ♣ 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..

Sketch books:

The process of each project will be reflected in children's sketchbooks::

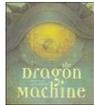
- Inspiration behind the project
- Artist page
- Development and exploration of key skills
- Image of final piece
- Evaluation

Projects:

Each child will complete 3 art projects each year

- Clay sculpture
- Drawing
- Painting

Painting and collage are covered twice in KS1 and twice in KS2

Early Learning Goals	EYFS			
<p>Understanding the World:</p> <p>Expressive Arts & Design: <i>Creating with materials.</i></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>Physical Development: <i>Fine motor skills.</i></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	Context for Art and key vocabulary			
	<p>Painting Skills:</p> <ul style="list-style-type: none"> Experiment with powder paint and block paint. Explore different paintbrushes. <p>Key Artist: Jackson Pollock, Howard Hodgkin</p>			
	<p>3D (clay):</p> <ul style="list-style-type: none"> Explore using plasticine and play dough <p>Key Artist: Alberto Giacometti</p>			
	<p>Drawing Skills:</p> <ul style="list-style-type: none"> Experiment using drawing materials in different ways. Explore colour pencils and crayons <p>Key Artists: Henry Moore, Heather Hansen, Stephen Wiltshire, Ana Enshina</p>			
National Curriculum	KS1			
<p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products 	Drawing KS1			
	Year 1		Year 2	
	 <p>Art: Drawing (Arctic) Chilling Out</p>	<ul style="list-style-type: none"> Guided line drawing using pen, and pencil. Colour in the lines with a block colour (pencils, chalk and oil pastel) 	 <p>Art: Drawing (Dragons) Burning Bright</p>	<ul style="list-style-type: none"> Basic shading. Lines to accurately represent shape
	Artist: Linda Dawn Lang	Key Vocabulary:	Artist: Vladimir Gvosdev	Key Vocabulary:

♣ 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



- Landscape
- Quality of line
- Cold colours
- Expressing emotion



- Landscape
- Quality of line
- Sketch
- Concept of shape
- Proportion
- Observational drawing
- Feint lines
- Guide lines

Clay KS1

Year 1

Year 2



Art: Clay
(seed pods)
Amazing Adventures



Art: Clay
(Owls)
Spread Your Wings

- Create 3D shapes using clay
- Create form/pattern using hands

- Create 2D shapes using clay
- Cutting and joining (to make a tile owl)
- Create texture and pattern using tools

Artist: Alice Ballard

Key Vocabulary:

Artist: David Burnham Smith

Key Vocabulary:



- Cheese wire
- Malleable
- Pinch
- Smoothing
- Concept of form
- Concept of pattern



- Ceramicist
- Kiln
- Tools
- Slab
- smoothing
- score and slip

Painting KS1



Art: Painting
(Picasso)
What a Wonderful World



Art: painting
(Worm's eye view)
Let's Get Growing

- Mix and use powder paint.
- Mix secondary colours using powder paint
- Select an appropriate brush for the project.
- Learn how to wash a paintbrush.

- Use poster paints
- Mix secondary colours
- Use experimental techniques (blobs, dragging)

Key Artist: Picasso

Key Vocabulary:

Key Artist: Sanja Milenkovic,
Slinkachu Nuart, Ron Mueck

Key Vocabulary:



- Portrait
- Primary colours
- Secondary colours
- Powder paint
- Thin brush
- Medium brush
- Brush strokes



- Concept of colour
- Experimentation
- Perspective
- Giant's eye view
- Dragging the paint
- Blobbing the paint

Print and Collage KS1

Print

Collage

- Select and use cold colours
- To select and use warm colours
- To print using my hands and objects
- To work cleanly
- To repeat a pattern

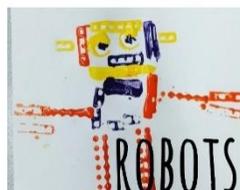
- To tear accurately
- To glue down edges
- To select a variety of papers
- To talk about the choices I have made

Artist : Herbert Bayer

Key Vocabulary:

Artist : Shelli Walters
Rebecca Vincent

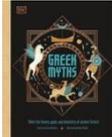
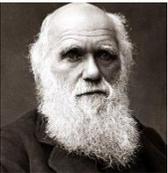
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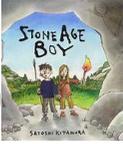
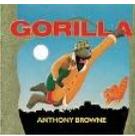
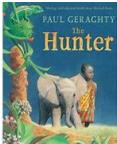
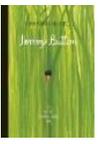


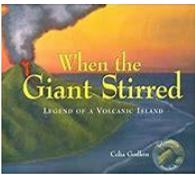
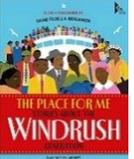
- Printing
- Block printing
- Cold colours
- Warm colours
- Transferring
- Repeating pattern

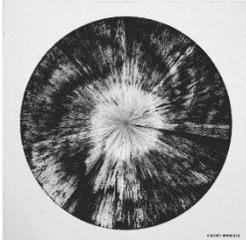


- Materials
- Texture
- Layering
- Landscape

National Curriculum	KS2			
Key stage 2	Drawing KS2			
	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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>Art: Drawing (African Animals) Journeys of discovery</p> 	<p>Art: Drawing (Gods & Goddesses) Greek Myths</p> 	<p>Art: Drawing (Illustration) Walt Disney of North America</p> 	<p>Art: Drawing (insects) Charles Darwin Evolution and Inheritance</p> 
	<ul style="list-style-type: none"> • To use grades of pencils to shade light and dark. • To use different materials such as charcoal and graphite. • To draw an image by breaking it into shapes. 	<ul style="list-style-type: none"> • To use line to represent an image in proportion. • To draw an image by breaking it into shapes. • To use pencil colour to show light and dark. • To draw with more accuracy and control. 	<ul style="list-style-type: none"> • To use guide lines • To use pencil colour to show light and dark. • To create a 3D look using shading • To use pencil colour to show light and dark. 	<ul style="list-style-type: none"> • Use cross hatching to show shade and texture • Use guidelines to draw images • To draw more complex images by breaking an image into shapes. • To use grades of pencils to shade light and dark. • To be creative and innovative with drawing materials
	Key artist: Leon Evans	Key Artist: Anette Pirso	Key Artist: Walt Disney	Key Artist: Charles Darwin
				
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Sketch • Concept of Shape • Proportion • Observational drawing • Shading • Gradient • Soft pencils • Re-drafting 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Proportion • Concept of line • Concept of shape • Concept of space • Draft 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Shading • Soft pencils • Composition • Draft • Aperture • Mistake line • Blending • Illustrator 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Hard pencils • Cross hatching • Observational drawing • Aperture • Texture • Pattern 	

Clay KS2							
Year 3		Year 4		Year 5		Year 6	
Art: Clay (Bowl) What's below the surface? 		Art: clay (Gorilla Faces) Gorillas 		Art: Clay (Animals) Every creature for its self? 		Art: Clay (Coral bleaching) Conservation-Climate Change  	
<ul style="list-style-type: none"> • Creating a pinch pot • Pressing leaves into the surface to create pattern • Smoothing clay • Attach an item cleanly (leaves/ berries etc) 		<ul style="list-style-type: none"> • Attach items cleanly • Sculpt clay • Use clay to create relief 		<ul style="list-style-type: none"> • Create and join 3D forms. • Can reuse found objects as tools • Attach items cleanly • Sculpt clay • Pressing items onto the clay to create texture • Using hands and tools to create texture 		<ul style="list-style-type: none"> • Create and join delicate 3D forms. • Use tools to create texture • Sculpt clay • Attach items cleanly • To be creative and innovative with the clay 	
Key Artist: Kathy Boyland		Key Artist: Tomek Radziewicz		Key Artist: Nick Mackman		Key Artist: Courtney Mattison	
							
Key Vocabulary: <ul style="list-style-type: none"> • impression • Texture • Pattern • Score and slip • Impression • Concept of form • Score and slip 		Key Vocabulary: <ul style="list-style-type: none"> • Relief sculpture • Slab • coiling • Concept of texture • Depth • Blending and smoothing 		Key Vocabulary: <ul style="list-style-type: none"> • Score and slip • Concept of form • Concept of texture • Pin tool • Loop tool • Wooden/plastic knife • Hand building 		Key Vocabulary: <ul style="list-style-type: none"> • Coral • Bleached coral • Score and slip • Smooth • Concept of form • Concept of texture 	

Painting KS2					
Year 3		Year 4		Year 5	Year 6
Art: Painting (Sea Animals) Travels and Traditions 		Art: Painting (Volcanos) Volcano 		Art: Painting (Christina Balit) Vikings/ Norse Were the Vikings villains? 	Art: Painting (Windrush) The Place for me, stories about the wind rush generation 
<ul style="list-style-type: none"> Learn how to use and mix watercolour Learn how to blend colours. Learn how to use the brush tip to paint detail Learn how to create watery explosion effects with ink 		<ul style="list-style-type: none"> Learn how to mix acrylics and watercolours. Blend acrylics and watercolours Accurately replicate different colours 		<ul style="list-style-type: none"> Learn how to use acrylic to show light and shade Learn how to create different tones of colour Learn how paint light and shade. Create own composition 	<ul style="list-style-type: none"> Design your own composition Learn to paint in shades of the same colour. Contrasting colours Learn how to use poster paint to show light and shade Create collage background
Key Artist: Jen Callahan		Key Artist: Anna Dillon/ Georgia O'Keeffe		Key Artist: Christina Balit	Key Artist: Yvadney Davis
					
Key Vocabulary: <ul style="list-style-type: none"> Palette of colours Blending Acrylic paint Expressing emotion Redrafting Fine, thin 		Key Vocabulary: <ul style="list-style-type: none"> Watercolour paint Complimentary colours Concept of texture Expressing emotion 		Key Vocabulary: <ul style="list-style-type: none"> Fine, thin Thick, wide composition detail simple forms tones of colour focal point background 	Key Vocabulary: <ul style="list-style-type: none"> Portrait Pale colour Composition Acrylic paint Pattern Layers texture

Print and Collage KS2			
Print		Collage	
Objectives: <ul style="list-style-type: none"> to use a range of simple printmaking techniques to use a range of different tools, media and materials 		Objectives: <ul style="list-style-type: none"> To consider scale, depth and composition To create a collage with a clear theme To use a different range of tools, media and materials 	
Artist: Rachel Soday	Key Vocabulary	Artist: Teesha Moore	Key Vocabulary
	<ul style="list-style-type: none"> exploring line negative space intaglio printing 		<ul style="list-style-type: none"> Contrasting colours Lettering Doodling Scale Maximalist art

End Points for Art and Design

Reception

By the end of Reception, children will have explored a variety of media through painting, drawing and malleable materials in order to prepare them for learning in Year 1. They will have a knowledge of some artists to bring to their learning when they begin National Curriculum for Art.

Team 1 – 6

Children's individual sketch books and their final pieces will demonstrate the progression of skills identified above and the knowledge of the artist that inspired their work. The key vocabulary taught will be evidenced through pupil voice and within evaluations in children's sketch books.