

## 6.3 Art & Design

### Strategic intent

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.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work inspired by their own ideas, experiences and observations.

Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

### Implementation

#### Content and Sequence

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we suggest link closely to the topics being studied and aim 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the Art and Design Progression Map. They are by no means to be used exclusively, but can be used to support planning

## Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills. End points of our curriculum are deemed to be at the end of Key Stage 2. Data for the last three years is presented below.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Art and Design.

	17-18		18-19		19-20	
	EXS	GDS	EXS	GDS	EXS	GDS
End of KS1	90%	10%	90%	7%	94%	0%
End of KS2	100%	0%	100%	0%	100%	0%

## Art & Design Progression Map

### Hanging Heaton Art Skills Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>- Explore and create repeating patterns</li> <li>- Explore simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>- Explore ideas from observation and imagination</li> <li>- Ask and answer questions about the starting points for their work</li> <li>- Describe what they can see and like in the work of another artist</li> <li>- Ask questions about a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>- Record and explore ideas from firsthand observation, experience and imagination</li> <li>- Ask and answer questions about the starting points for their work and the processes they have used</li> <li>- Say how other artists have used colour, pattern and shape in their paintings and how they have been influenced</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>- Explore the roles and purposes of artists</li> <li>- Identify the techniques used by different artists</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Explore the roles and purposes of artists, crafts people and designers working in different times and cultures</li> <li>- Experiment with the styles used by other artists.</li> <li>- Compare the work of different artists</li> </ul>	<ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Question and make thoughtful observations about starting points and select ideas and processors to use in their work</li> <li>- Research the work of an artist and use their work to replicate a style</li> </ul>	<ul style="list-style-type: none"> <li>- Explore ideas for different purposes</li> <li>- Describe, interpret and explain the work, ideas and working practices of some significant artists, crafts people, designers and architects taking account of the influence of the different historical culture</li> </ul>
<b>Evaluating and developing work</b>	<ul style="list-style-type: none"> <li>- Review what they and others have done and say what they think and feel about it</li> </ul>	<ul style="list-style-type: none"> <li>- Review what they and others have done and say what they think and feel about it</li> <li>- Identify what they might change in their current work or develop in their future work</li> </ul>	<ul style="list-style-type: none"> <li>- Review what they and others have done and say what they think and feel about it</li> <li>- Identify what they might change in their current work or develop in their future work</li> <li>- Annotate a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work</li> <li>- Make notes on sketches to show techniques and improvements they may make next time.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>- Adapt their work according to their views and describe how they might develop further</li> </ul>	<ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>- Adapt their work according to their views and describe how they might develop further</li> </ul>	<ul style="list-style-type: none"> <li>- Use feedback to make amendments and improvements to paintings and other art pieces</li> <li>- Explain why they have combined different tools to create their drawings.</li> <li>- Explain personal choices of specific art techniques used.</li> </ul>

<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>- Explore drawing materials and different pencil types, colour, pencil, crayon and chalk</li> <li>- Explore large scale drawing on the playground</li> <li>- Develop and practice different line types, curved, straight, wavy, thick and thin</li> <li>- Make simple representations of objects familiar to them e.g. their house or family</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of media e.g. crayons, felt tips and biros</li> <li>- Learn pencil types and grades of pencil</li> <li>- Draw lines of different shapes and thickness, using 2 different grades of pencil</li> <li>- Develop control of pencil for detail in pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the use and variety of media e.g. charcoal, pastels and wax</li> <li>- Continue to add detail to picture and begin to use side of pencil to add shading to detail</li> <li>- Use three different grades of pencil in their drawing</li> <li>- Communicate something about themselves in their drawings and paintings</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of source material for their work</li> <li>- Build on skills of tonal shading in their drawing.</li> <li>- Show facial expressions in their drawings.</li> <li>- Use different grades of pencil shade to show tones and textures.</li> <li>- Use sketching and drawing purposefully to produce a final piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>- Show facial expressions and body language in drawings and paintings.</li> <li>- Use line, tone, shape and colour to represent figures and forms in movement.</li> <li>- Manipulate and experiment with the elements of art: line, tone, pattern, texture, space, colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to include measuring skills to help with proportion in their drawings.</li> <li>- Use shading to create mood, feeling and texture.</li> <li>- Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>- Express their emotion through drawings and paintings.</li> <li>- Learn and use technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Sketches to communicate emotions and a sense of self with accuracy and imagination.</li> <li>- Draw with precision using different gradient pencils or other mediums for effect.</li> <li>- Show shape, proportion and perspective in drawings and artwork</li> </ul>
<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>- Learn housekeeping- brush care, brush strokes, aprons and drying rack</li> <li>- Name and recognise primary colours</li> <li>- Explore mixing (not formal)</li> <li>- Have an understanding of warm/cold colours.</li> <li>- Experience adding white to colour to create tonal shades.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the ability to control paint and brush</li> <li>- Name and the primary and secondary colours</li> <li>- Create moods in their drawings and painting by using colours and techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>- Name and mix the primary and secondary colours, shades and tones</li> <li>- Create a piece of work in response to an artist</li> <li>- Use ICT to create and image</li> </ul>	<ul style="list-style-type: none"> <li>- Further, explore tint and tone in paintings.</li> <li>- Make and match colours with increasing accuracy and know which primary colours make secondary colours</li> <li>- Plan and create different effects and textures with paint according to what they need for the task</li> <li>- Use a range of brushes to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to apply the technical skills they are learning to improve the quality of their work e.g. select and use different brushes for different purposes.</li> <li>- Use more specific colour language e.g, tint, tone, shade and hue</li> <li>- Work confidently on a range of scales e.e thin brush on small picture etc</li> <li>- Show increasing independence and creativity with the painting process</li> </ul>	<ul style="list-style-type: none"> <li>- Independently develop a range of ideas, which show curiosity, imagination and originality.</li> <li>- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>- Create imaginative work from a variety of sources including ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Make individual choices regarding choice of tools and techniques</li> <li>- Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>- Create imaginative work from a variety of sources including ICT</li> </ul>

<p><b>Textiles</b></p> <p><b>Printing</b></p> <p><b>3D form</b></p>	<ul style="list-style-type: none"> <li>- Simple collages</li> <li>- Developing and engaging with sensory experiences</li> <li>- Experience mark making using paint and other substances</li> <li>- Print using fingers, sponges, fruit and vegetables</li> <li>- Manipulate and use play dough/plasticine in play</li> </ul>	<ul style="list-style-type: none"> <li>- How to thread a needle, cut, glue and trim material</li> <li>- Create textures collages from a variety of media</li> <li>- Print to create a repeating pattern</li> <li>- Recreate a repeating pattern making changes</li> <li>- Complete one clay project</li> <li>- Explore sculpture with clay</li> </ul>	<ul style="list-style-type: none"> <li>- Stitch, knot and use other manipulative skills</li> <li>- Create textures collages from a variety of media such as fabric, plastic, magazines etc</li> <li>- Create a print using pressing, rolling, rubbing and stamping</li> <li>- Make a clay pot</li> <li>- Continue to develop skills within cutting, rolling and coiling of materials</li> <li>- Join two pieces of clay together</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques such as: printing, dyeing, weaving and embroidery</li> <li>- Create textures collages from a variety of media such as fabric, plastic, magazines etc</li> <li>- Develop skills in stitching, Cutting and joining</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of techniques such as: printing, dyeing, weaving and embroidery</li> <li>- Match the tool to the material, naming them accurately</li> <li>- Experiment with a range of media e.g. overlapping, layering etc</li> </ul>	<ul style="list-style-type: none"> <li>- Join fabrics in different ways, including stitching</li> <li>- Use different threads, techniques, colours and textures when designing and masking pieces of work</li> <li>- Use a range of materials and media to create a collage</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Join fabrics in different ways, including stitching</li> <li>- Use different threads, techniques, colours and textures when designing and masking pieces of work</li> <li>- Use a range of materials and media to create a collage</li> </ul>
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### Art and Design overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	Painting and sketching	Exploring patterns	Use of materials and media	DT	Responding to the work of an artist	DT
<b>Class 2</b>	Painting and sketching	Creating patterns	Use of materials and media	DT	Responding to the work of an artist	DT
<b>Class 3</b>	DT	Illustrations and calligraphy	Responding to the work of an artist Landscapes	DT	Sketching movement	Painting and sketching
<b>Class 4</b>	DT	Typography	DT	Painting and sketching	DT	Local history of Art
<b>Class 5</b>	DT	Mixed media Collages	Painting and sketching Landscapes	DT	DT	Sketching Still life

## Class 1 - Art

Key Objective/Topic	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
	Painting and sketching	Patterns	DT Use of media and materials	DT	Responding to the work of an artist	DT

### Reception

Explore ideas from observation and imagination						
Review what they and others have done and say what they think and feel about it						
Explore drawing and materials and different pencil types, colour, pencil, crayon and chalk						
Explore large scale drawing on the playground						
Develop and practise different lines types, curved, straight, wavy, thick and thin						
Make simple representations of objects familiar to them						
Learn housekeeping- brush care, aprons and drying rack						
Name and recognise primary colours						
Explore mixing (not formal)						
Have an understanding of warm/cold colours						
Experience adding white to colour to create tonal shades						
Explore simple symmetry						
Explore and create repeating patterns						
Print using fingers, sponges, fruit and vegetables						
Create simple collages						
Develop and engage with sensory experiences						
Experience mark making using paint and other substances						
Manipulate and use play dough/plasticine in play						

### Year 1

Explore ideas from observation and imagination						
Ask and answer questions about the starting points for their work						
Describe what they can see and like in the work of another artist.						
Ask questions about a piece of art.						
Review what they and others have done and say what they think and feel about it						
Identify what they might change in their current work or develop in their future work						
Use a variety of media e.g. crayons, felt tips and biro						
Learn pencil types and grades of pencil						
Draw lines of different shapes and thickness, using 2 different grades of pencil						
Develop control of pencil for detail in pictures						
Develop the ability to control paint and brush						
Name and the primary and secondary colours						

Create moods in their drawings and painting by using colours and techniques						
Create textures collages from a variety of media						
Print to create a repeating pattern						
Recreate a repeating pattern making changes						
Complete one clay project						
Explore sculpture with clay						

## Class 2 - Art

Key Objective/Topic	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
	Painting and sketching	Patterns	DT Use of media and materials	DT	Responding to the work of an artist	DT

### Year 1

Explore ideas from observation and imagination						
Ask and answer questions about the starting points for their work						
Describe what they can see and like in the work of another artist.						
Ask questions about a piece of art.						
Review what they and others have done and say what they think and feel about it						
Identify what they might change in their current work or develop in their future work						
Use a variety of media e.g. crayons, felt tips and biros						
Learn pencil types and grades of pencil						
Draw lines of different shapes and thickness, using 2 different grades of pencil						
Develop control of pencil for detail in pictures						
Develop the ability to control paint and brush						
Name and the primary and secondary colours						
Create moods in their drawings and painting by using colours and techniques						
Create textures collages from a variety of media						
Print to create a repeating pattern						
Recreate a repeating pattern making changes						
Complete one clay project						
Explore sculpture with clay						

Key Objective/Topic	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
	Painting and sketching	Patterns	DT Use of media and materials	DT	Responding to the work of an artist	DT

### Year 2

Record and explore ideas from first hand observation, experience and imagination						
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Ask and answer questions about the starting points for their work and the processes they have use						
Say how other artists have used colour, pattern and shape in their paintings and how they have been influenced						
Review what they and others have done and say what they think and feel about it						
Identify what they might change in their current work or develop in their future work						
Annotate a piece of work						
Extend the use and variety of media e.g. charcoal, pastels and wax						
Continue to add detail to picture and begin to use side of pencil to add shading to detail						
Use three different grades of pencil in their drawing						
Communicate something about themselves in their drawings and paintings						
Use a variety of tools and techniques including the use of different brush sizes and types						
Name and mix the primary and secondary colours, shades and tones						
Create a piece of work in response to an artist						
Use ICT to create an image						
Create textures collages from a variety of media such as fabric, plastic, magazines etc						
Create a print using pressing, rolling, rubbing and stamping						
Make a clay pot						
Continue to develop skills within cutting, rolling and coiling of materials						
Join two pieces of clay together						

### Class 3 - Art

Key Objective/Topic	Ancient Egypt	It's news to me	Our wonderful world	Food	Our locality
<b>Year 3</b>					
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes					
Question and make thoughtful observations about starting points and select ideas to use in their work					
Explore the roles and purposes of artists					
Identify the techniques used by different artists					
Compare ideas, methods and approaches in their own and others' work					
Make notes on sketches to show techniques and improvements they may make next time.					
Use a variety of source material for their work					
Build on skills of tonal shading in their drawing.					
Show facial expressions in their drawings.					
Use different grades of pencil shade to show tones and textures.					

Use sketching and drawing purposefully to produce a final piece of art.					
Further, explore tint and tone in paintings.					
Make and match colours with increasing accuracy and know which primary colours make secondary colours					
Plan and create different effects and textures with paint according to what they need for the task					
Use a range of brushes to create different effects					
Use a variety of techniques such as: printing, dyeing, weaving and embroidery					
Create textures collages from a variety of media such as fabric, plastic, magazines etc					
Develop skills in stitching. Cutting and joining					
<b>Year 4</b>					
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes					
Explore the roles and purposes of artists, crafts people and designers working in different times and cultures					
Experiment with the styles used by other artists.					
Compare the work of different artists					
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them					
Adapt their work according to their views and describe how they might develop further					
Show facial expressions and body language in drawings and paintings.					
Use line, tone, shape and colour to represent figures and forms in movement.					
Manipulate and experiment with the elements of art: line, tone, pattern, texture, space, colour and shape					
Be able to apply the technical skills they are learning to improve the quality of their work e.g. select and use different brushes for different purposes.					
Use more specific colour language e.g. tint, tone, shade and hue					
Work confidently on a range of scales e.e thin brush on small picture etc					
Show increasing independence and creativity with the painting process					
Use a variety of techniques such as: printing, dyeing, weaving and embroidery					
Match the tool to the material, naming them accurately					
Experiment with a range of media e.g. overlapping, layering etc					

## Class 4 - Art

Key Objective/Topic	Ancient Egypt	It's news to me	Our wonderful world	Food	Our locality
<b>Year 4</b>					
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes					
Explore the roles and purposes of artists, crafts people and designers working in different times and cultures					
Experiment with the styles used by other artists.					
Compare the work of different artists					
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them					
Adapt their work according to their views and describe how they might develop further					
Show facial expressions and body language in drawings and paintings.					
Use line, tone, shape and colour to represent figures and forms in movement.					
Manipulate and experiment with the elements of art: line, tone, pattern, texture, space, colour and shape					
Be able to apply the technical skills they are learning to improve the quality of their work e.g. select and use different brushes for different purposes.					
Use more specific colour language e.g. tint, tone, shade and hue					
Work confidently on a range of scales e.e thin brush on small picture etc					
Show increasing independence and creativity with the painting process					
Use a variety of techniques such as: printing, dyeing, weaving and embroidery					
Match the tool to the material, naming them accurately					
Experiment with a range of media e.g. overlapping, layering etc					
<b>Year 5</b>					
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes					

Question and make thoughtful observations about starting points and select ideas and processors to use in their work					
Research the work of an artist and use their work to replicate a style					
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them					
Adapt their work according to their views and describe how they might develop further					
<b>Key Objective/Topic</b>	<b>Ancient Egypt</b>	<b>It's news to me</b>	<b>Our wonderful world</b>	<b>Food</b>	<b>Our locality</b>
<b>Year 5 continued</b>					
Begin to include measuring skills to help with proportion in their drawings.					
Use shading to create mood, feeling and texture.					
Organise line, tone, shape and colour to represent figures and forms in movement.					
Express their emotion through drawings and paintings.					
Learn and use technical vocabulary.					
Independently develop a range of ideas, which show curiosity, imagination and originality.					
Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours					
Create imaginative work from a variety of sources including ICT					
Join fabrics in different ways, including stitching					
Use different threads, techniques, colours and textures when designing and masking pieces of work					
Use a range of materials and media to create a collage					

### Class 5 - Art

<b>Key Objective/Topic</b>	<b>Ancient Egypt</b>	<b>It's news to me</b>	<b>Our wonderful world</b>	<b>Food</b>	<b>Our locality</b>
<b>Year 6</b>					
Explore ideas for different purposes					
Describe, interpret and explain the work, ideas and working practices of some significant artists, crafts people, designers and architects taking account of the influence of the different historical culture					
Use feedback to make amendments and improvements to paintings and other art pieces					
Explain why they have combined different tools to create their drawings.					

Explain personal choices of specific art techniques used.					
Sketches to communicate emotions and a sense of self with accuracy and imagination.					
Draw with precision using different gradient pencils or other mediums for effect.					
Show shape, proportion and perspective in drawings and artwork					
Make individual choices regarding choice of tools and techniques					
Choose appropriate paint, paper and implements to adapt and extend their work					
Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours					
Create imaginative work from a variety of sources including ICT					
Join fabrics in different ways, including stitching					
Use different threads, techniques, colours and textures when designing and masking pieces of work					
Use a range of materials and media to create a collage					