



Curriculum Overview Art



Intent

We teach Art to:

- Build confidence and self-assurance in the appreciation and creation of visual arts by scaffolding onto the previous learning and the practice of art skills and knowledge;
 - Learn new art skills, techniques and knowledge;
 - Practise newly acquired skills, techniques and knowledge;
- Allow opportunity to develop both old and new skills through personal and individual exploration;
- Encourage the skill of positive self-critiquing and positive peer feedback and allowing opportunities to use this feedback to better oneself;
- Through self and peer critiquing, encourage appreciation, acceptance and the value of each individual child's artwork and efforts;
 - Delight in the works of classic and contemporary male and female artists, craftspeople and designers;
- Use existing artworks, craftworks and design pieces as 'inspiration' and not just as a medium to copycat.
 - Value our efforts and be aware of our work in our personal sketchbooks, in our classrooms and around our school, showing a pride in what has been achieved.

Our curriculum aim is for children to:

Explore, learn and develop through:

- The art mediums of pencil, crayon, charcoal, chalk, pen, paint, pastels, scissorcraft, fabrics, papers, clay, dough; photography;
- The techniques and uses of drawing, painting, sculpting, paper-cutting, collage, printing, digital art, shape, form and pattern. We will also continue our Heatherside Infant's love of delving into the fun and valuable skill and use of colour mixing;
- The language of art as a tool and a descriptor, building on and adding to the rich reading and literary experiences at Heatherside Infant School;
 - The composition of and how to present artwork.



How is Art taught at Heatherside Infants?

Here at Heatherside Infant School, whilst we believe art is an excellent medium through which other subject areas can be explored and accessed, we also believe that art should be valued as a stand-alone subject within its own right.

The benefits of the visual arts are immense and can be seen to impact all areas of a child's development: from mental health and well-being to developing intuition and reflection; from resilience and determination to the physical, such as fine-motor skills.

The content of the Heatherside art curriculum is based from the Access Art scheme. Access Art offers the vast experience of professional artists and teachers to support and further develop the skills and knowledge of Heatherside Infant staff at all levels. The content fulfils all needs of the curriculum and more, from Year R to Year 2 and beyond.





Pathway Overview

	Autumn	Spring	Summer
Year 1	Spirals	Simple printmaking	Making birds
Year 2	Explore & Draw	Expressive painting	Block transformation project



Progression map / end points

	Year 1	Year 2
Autumn 1	Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage
Drawing & Sketchbooks	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Molly Haslund.</i></p>	<p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p> <p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</i></p>



Progression map / end points

	Year 1		Year 2
Spring 1	Simple Printmaking Printmaking, Collage, Sketchbooks	Spring 1	Expressive Painting Painting, Sketchbooks
Print, Colour, Collage	<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p>	Paint, Surface, Texture	<p>Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.</p> <p>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.</p> <p>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</i></p>



Progression map / end points

	Year 1	Year 2
Summer 1	<p>Making Birds Sculpture, Drawing, Collage, Sketchbooks</p> <p>Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p>	<p>Stick Transformation Project Sculpture, Drawing, Sketchbooks</p> <p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.</p> <p>Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><i>Chris Kenny</i></p>
Working in 3 Dimensions		



Progression map – Y1 Knowledge & skills

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking</p>	<p>Understand watercolour is a media which uses water and pigment. Spirals</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Spirals Simple Printmaking</p> <p>Explore paint in an intuitive way to build understanding of the properties of the medium. Spirals</p> <p>Use paint to make marks. Spirals Simple Printmaking</p> <p>Paint without a fixed image of what you are painting in mind. Spirals</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Spirals</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of "Design through Making" Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds Birds</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>All Pathways for Year 1 Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p>



Progression map – Y2 Knowledge & skills

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Explore & Draw</p>		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art</p> <p>Understand the concept of still life.</p> <p>Expressive Painting Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>