Art and Design at Hurstbourne Tarrant

Art is mostly taught as part of our topic based approach to learning. In addition to this, we have an annual arts week that is planned around a given theme. For example: in 2018 the theme was 'seas and oceans' and in 2019 the theme was 'trees'. Much of the work completed during Arts Week addresses gaps identified in the skills progression table below and each class will use a particular artist as a stimulus for some of the work. We have also used the 'Take One Picture' approach as a stimulus. All of the children complete collage work during the annual 'Fun Day' which takes place on the lead up to Christmas.

	Drawing and Painting	Sculpture	ICT	General
Spring Class	Hold and control a variety of media. Use a variety of media to make and repeat various marks and line. Name, choose and match primary and secondary colours. Describe people, objects and places using simple art specific vocabulary related to colour and shape. Use lines to create shapes, patterns and textures. Appreciate that different media make different types of marks.	Mould and create simple shapes with malleable materials e.g. dough. Assemble and dis-assemble component parts of a range of construction kits. Combine boxes and other found materials to create junk models. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Develop the language to describe structures achieved. Explore the tactile qualities of materials.	Use the internet to look at art and artists. Use an art package to convey ideas, as one of a range of media available. Use simple tools in art packages.	Talk about their work and the work of other artists.

Summer Class	Experiment with a variety of media and discuss the results they achieve. Develop control of an increasing variety of media, name them and to begin to predict the results that they might achieve. Use lines and marks to create a range of shapes, patterns and textures. Colour in accurately with paint and drawing materials. Mix and match basic colours and make them lighter and darker. Name primary and secondary colours. Name some tertiary colours and qualify their tonal value. Work to the size of the paper or surface. Make drawings and paintings to show increasing detail, context and use of the visual elements. Appreciate that different media are appropriate to different tasks.	Use a range of techniques to create 3D sculpture. Follow instructions to build specific objects. Build sculptures and prepare them for painting and decorating by covering them with layers of paper. Mould malleable materials e.g. dough or clay, to create shapes that can be combined to make objects. Fold, pleat and cut paper and thin card of varying thicknesses. Use a wide range of tools to cut, shape and impress patterns and textures in a range of materials.	Use the internet to research art and artists. Use a range of art packages to convey ideas, as one of a range of media available. Use simple tools in an art package.	Collect and develop information as sketches and drawings prior to a final piece of work. Recognise and name primary, secondary and some tertiary colours. Use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of other artists. Work safely with basic tools, materials and processes. Describe their work and the work of others using language appropriate to the visual elements of shape, texture and colour. Explain how they created their work.
Autumn Class	Use and control more specialist media to explore ways in which they can be applied to achieve particular effects. Identify key visual elements e.g. colour, line,	Mould malleable materials e.g. clay to create objects from a range of component shapes. Use simple techniques for building and joining clay.	Use a range of sources on the internet to research art and artists. Use a range of art packages to convey ideas, as one of a range of media available.	Maintain a sketch book and begin to use it to show their ideas and interests and to support on-going work.

	shape and space in their work and the work of others. Adapt and apply colours to achieve tonal effects, patterns and textures. Match the approach to the scale of the work. Describe what they have achieved and how it was produced using art language. Make drawings and paintings that include detail and context. Begin to recognise and apply proportions. Appreciate that media can be used and applied in a variety of ways involving changes in pressure, speed and a range of different hand/arm movements, proportion and simple perspective in their work. Discover, know and use proportions of the human body.	Use a range of simple tools to cut, shape and impress patterns and textures in a range of materials. Create shapes from paper and card. Make armatures to support the work. Plan the sculpture and create appropriate materials and tools to work with.	Use a range of tools within an art package to create specific effects.	Begin to plan their work, researching the topic and collecting and developing information as experiments, sketches and drawings prior to a final piece of work. Recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape. Work safely and confidently with basic tools, materials and processes. Describe in depth their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour. Talk about their art, how it was created, the ideas being investigated and relate it to the work of other artists. Talk about the work of other artists that represent a variety of cultures and times, begin to identify artistic styles and relate them to their own work.

Winter Class	Work with a wide range of more specialist media and to mix media to achieve desired effects. Use the primary colours and black and white to mix a full range of hues and tomes. Compose the work and plan the use of available space. Describe what they have produced using a wide range of art specific vocabulary that names media, tools, equipment and defines the process of working in the context of the key elements. Develop techniques to create using the key elements of line, tone, etc. including proportion and simple perspective in their work. Discover, know and use the proportions of the human body. Appreciate that the choice of media and the way it is applied can enhance the expression of ideas and feelings.	Design and create planned sculptures from single and combined media. Use a range of techniques for building, joining and decorating clay. 'Use a range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper. Plan the sculpture to include the materials, the tools and the ways of working.	Select the most appropriate sources on the internet to research art and artists. Use a range of art packages to convey ideas, as one of a range of media available. Use the full range of tools within an art package with confidence.	Maintain a sketch book and use it to show their ideas and interests and to support on-going work. Plan their work in depth, researching the topic and collecting and developing information as experiments, sketches and drawings prior to a final piece of work. Recognise, define and use the key elements of colour, tone, line, pattern, texture, form shape and space. Work safely with a range of tools, materials and processes. Talk in depth about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results. Talk in depth about their art, how it was created, the ideas being investigated and relate it to the work of other artists. Discuss the work of other artists that represent a variety of cultures and times, analysing the materials and processes used

				and the effects achieved to demonstrate knowledge of artistic styles.

	Collage	Textiles	Printing
YR	Hold scissors and cut a range of materials. Cut straight lines. Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately. Classify materials into textures and colours. Talk about materials, especially their colours and textures.	Cut fabric into basic shapes. Cut threads into a variety of similar lengths. Classify fabrics and threads by colour and texture. Thread a large eyed needle. Sew individual straight stitches as decoration on suitable open weave fabrics. Dye a range of fabrics and threads for collage purposes. Weave paper and card on a warp made from smooth threads.	Load an object with paint and print it. Make rubbings from textured surfaces. Make a range of other prints e.g. from bubbles. Recognise pattern in natural and man made objects. Choose objects from a limited range to print with. Print objects to make pictures, patterns and/or textures.
Y1 Y2 Y3	**NB Collage is only covered once in the 3 year cycle.** Make collages, choosing and applying various coloured, textured and patterned materials. Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Apply adhesive sparingly to a range of materials and stick them down accurately.	**NB Textiles is only covered once in the 3 year cycle.** Cut fabric into basic shapes. Cut threads into a variety of similar lengths. Classify fabrics and threads by colour and texture. Thread a large eyed needle. Use sewing to apply one fabric to another. Sew individual straight stitches as decoration on suitable open weave fabrics.	**NB Printing is only covered once in the 3 year cycle.** Load a range of different kinds of objects with paint and print them. Make a block from a polystyrene printing tile or similar. Build a printing block by applying card, string, wool, etc. Ink up a block and print a regular and off-set pattern. Make a monoprint using wax crayons.

	Classify materials based on colours and surface textures.	Cut and apply fabrics and threads with some accuracy. Create and apply new fabric textures by crumpling, creasing or pleating. Dye a range of fabrics and threads for collage purposes. Weave with paper and card on a warp made from smooth threads.	Develop monoprints to show use of line, pattern and textures. Investigate a range of other techniques e.g. using cut stencils. Choose objects from which to print to achieve specific results. Print to make pictures, patterns and/or textures including overlaying. Identify and talk about pattern and texture in natural and man made objects.
Y4 Y5 Y6	**NB Collage is only covered once in the 3 year cycle.** Plan and produce their own collage choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern. Accurately cut complex shapes from a range of materials. Tear paper to pre-determined strips and shapes. Change the surface of materials by crumpling, creasing, folding, pleating, scoring, tearing or fraying. Alter and amend a range of surfaces to create new textures appropriate to the work.	**NB Textiles is only covered once in the 3 year cycle.** Cut a simple paper pattern and use it to create a basic 3D shape from fabric. Thread and sew with a fine metal needle. Sew pieces of fabric together accurately. Sew with straight stitches to create patterns and surface decoration. Create patterns in fabric as a result of dying. Create new threads by knotting of plaiting to use as decoration. Weave patterns using threads and other appropriate materials of varying thicknesses.	**NB Printing is only covered once in the 3 year cycle.** Make a more complex print block from polystyrene printing tile or similar and cutting it to apply more than one colour. Build a complex printing block by applying card, string, wool, etc. Ink up a block and print regular and irregular patterns. Develop offset prints that investigate a range of tessellated approaches. Develop the art language to enable them to identify and talk about pattern and texture in natural and man-made objects. Relate their work to the work of other artists and describe how these prints could have been made.

	Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine.		Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists. Choose methods of printing to achieve specific results. Show use of line, pattern, texture, shape and colour in their prints.

Based on ‘Art Skills and Experiences’ by Jayne Stillman from the Visual and Performing Arts HIAS team.