

Art

Intent

At Hyde Park Schools, we believe that art is a vital part of children's education. It provides the children with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about, and making links, with a wide spectrum of different types of art in our society. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. This is to ensure we create a broad and balanced approach to art teaching across the schools – from EYFS through to Year 6.

The art curriculum is sequenced to develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists and designers throughout history.

Children will develop their understanding of the visual language of art through effective teaching and coherently sequenced lessons and experiences which have been aligned to the National Curriculum. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D forms) will be developed by providing an accessible, engaging, and challenging curriculum which will enable children to reach their full potential.

Implementation

At Hyde Park Schools, we teach a non- procedural knowledge-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles, and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work. The art curriculum is taught in sequences throughout the year where meaningful links are made to other areas of the curriculum.

Learning is celebrated through The National Gallery's 'Take One Picture', this allows children to immerse themselves in different forms of art on a yearly basis and have the flexibility to interpret the painting in their own way, then allows them to submit their work to The National Gallery.





The evidence of their work is collected within a sketch book which follows the children through the school. The children can refer to previous evidence of their work and vocabulary, both in their books and through discussion, to ensure children learn more and remember more.


Impact

Teachers ensure that planning is carefully constructed to ensure that children build on their knowledge and understanding through the school – from EYFS to Year 6. This is aligned with the progression of National Curriculum objectives. These objectives are also underpinned by a progression of non- procedural knowledge indicators which enable teachers and children to plan and track the children's progress throughout the art teaching and learning.

At Hyde Park Schools, all children have access to a broad and balanced art curriculum. The children are given opportunities to express themselves creatively and start to develop an awareness of the emotional impact that art can have of themselves and others as well as key art skills using a range of media. The development of their physical skills will be evaluated against the National Curriculum indicators in drawing, painting, sculpture and other art, craft, and design techniques. Children take part in a school exhibition at the end of the art focused term, where their work is presented and displayed for others to see.

Progression




	Year 3 Autumn One	Year 3 Spring One	Year 3 Summer One	Year 4 Autumn Two	Year 4 Spring Two	Year 4 Summer 2
Unit of Work	Drawing and Painting	Pattern and Printing	Painting Printing	Pattern and Printing	Sculpture	Drawing and Painting Take One Picture – link to media and photography
 Focus	Using a viewfinder to focus on an aspect of a landscape being sketched	Papyrus Paintings linked to Egypt	Be able to paint in the style of the focus artist Take One Picture	Mosaics	Creating a sculpture of a Dragons Eye	Creating a seascape Children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture, and pattern to develop and communicate their ideas in a painting.
 Link to other subjects	Geography unit on Dartmoor	History Unit on Ancient Egypt	Geography unit on Rainforest Take One Picture linked to National Gallery incentive	Link to History unit on the Romans	Link to history and the work of the Vikings, looking at carved wooded dragons on Viking long boats	Linked to Geography Unit Oceans to plastics
 Artist studied	David Young Local artist focus on Dartmoor	Alaa Awad – Modern Egyptian Artist who paints on Papyrus	Henri Rousseau	Irina Charny Mosaic Artist Sonia King Mosaic Artist	Christine Mitzuk	KATSUSHIKA HOKUSAI “The Wave” (“The Great Wave off Kanagawa”), c.1830 JOSEPH MALLORD WILLIAM TURNER
 Key Skills	<ul style="list-style-type: none"> Develop and extend qualities of line, textures, patterns, and shading – 	<ul style="list-style-type: none"> Explore pattern and shape to creating designs for printing. 	<ul style="list-style-type: none"> Continue to develop and extend qualities of line; thin, thick, shading, tone, 	<ul style="list-style-type: none"> Explore pattern and shape to creating designs for printing. 	<ul style="list-style-type: none"> Mix colours to create secondary and tertiary colours. 	<ul style="list-style-type: none"> Use a viewfinder to limit areas of focus to sketch.

	<p>especially to show position of objects and direction of light.</p> <ul style="list-style-type: none"> • Draw using the viewfinder to limit area of focus of a building. • Develop skills in showing detail in sketches to show improving control of shape, form, and proportion. • Experiment with different grades of different grades of pencil and other implements to achieve variation in tone. • Plan, alter and refine drawings as necessary. 	<ul style="list-style-type: none"> • Create repeated patterns using limited number of colours and blending them where needed for effect. • Practise and develop roller printing skills using simple block shapes 	<p>pattern, and textures in sketching.</p> <ul style="list-style-type: none"> • Can mix and vary tone of colours. • Mix colours to match colours of leaves/flowers. • Experiment with composition and use foreground and background techniques to create a painting from a sketch. 	<ul style="list-style-type: none"> • Create repeated patterns using limited number of colours and blending them where needed for effect. • Practise and develop roller printing skills using simple block shapes. 	<ul style="list-style-type: none"> • Know some pairs of complementary colours and use them to create patterns. 	<ul style="list-style-type: none"> • Use marks and lines in sketches to produce texture. • Identify and draw the effect of light on objects/images. • Begin to use the concepts of scale perspective and proportion in sketches and paintings. • Use different brush strokes to create different effects. • Mix and match colours to those in artwork studied and in photos of seascape taken. • Use colour shades and tones effectively to depict the mood/feeling of a painting.
 <p>Knowledge</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss and comment on the landscapes of David Young • Take a range photograph of places on Dartmoor from different angles using digital cameras and iPads. • Know how to use a viewfinder to frame an aspect of a landscape and then sketch it. • Take quick sketches using a viewfinder of 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss and comment on the use of papyrus during Ancient Egyptians times and now in modern day art. • To be able to make their own papyrus paper. • To be able to discuss how the papyrus paper add texture to their own artwork and how it can be incorporated into final piece of the art. • To be able to look at the art of Alaa Awad and produce a piece in a similar style to that of this artist. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and explain the distinctive features used by Rousseau in his paintings. (See PowerPoint) • Know the meaning of foreground, middle ground and background in relation to Rousseau's paintings. • Annotate a Rousseau painting to show his distinctive features and to say what they 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of a painting. • Know the significance of mosaics in Roman art and explore different border patterns used in mosaics. • Understand how modern mosaic artists 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To be able to draw detailed sketches of a dragon's eye using the pencils to create texture and tone within the final piece. • To be able to create light and dark points of reflection on the eye of the dragon, looking at where light sources are used and in what direction they hit 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Collect visual information from their visit to the coast using a viewfinder to inform their sketches and photographs taken. • Be able to apply sketching skills taught and modelled by their teacher. • Be able to compare and contrast the paintings of sea scape artists. • Understand what is meant by perspective and how artists use

	<p>various Dartmoor scenes/landscapes.</p> <ul style="list-style-type: none"> • Undertake detailed sketch of a small part of a Dartmoor bridge/landscape having used their viewfinder. • Use photographs taken to help them create more detailed sketch of one of the Dartmoor features. Apply sketching techniques taught and practised. • Compare their sketch to the photograph and be able to make further drafts to improve their initial sketch. • Annotate work in their sketch books. Use artistic vocabulary to discuss and evaluate their work. 	<p>Make improvements to a chosen sketch after evaluating the initial sketch. Children will produce several drafts of the initial sketch.</p> <ul style="list-style-type: none"> • Explore colour mixing with different medium particularly looking at shades of greens and blues which they will use in their painting and be able to make colour swatches which match colours used in Rousseau's paintings. Use their sketches and colour swatches to create small painted studies. • Apply skills learnt in unit to sketch compose and paint a picture in the style of Henri Rousseau 	<p>like in the painting and why.</p> <ul style="list-style-type: none"> • Make quick sketches of different plants/leaves/flowers 	<p>have been influenced by Roman art.</p> <ul style="list-style-type: none"> • Be able to generate a repeating mosaic style pattern of coloured squares on a grid. • Develop and practise the technique of printing individual small squares using a printing stick. Print a neat repeating border design with good technique. • Perfect the technique of printing individual small squares and review progress, analysing style and technique. • Select and record some facts about a chosen mosaic, relating these to its content, location and function • Design their central motif in 	<p>the surface of the eye.</p> <ul style="list-style-type: none"> • To be able to transfer knowledge from sketches to produce a range of textures in clay to mimic the texture of the dragon's skin within clay. • To produce a dragon's eye in clay. • To be able to paint and glaze a dragon's eye. 	<p>perspective to manipulate a flat surface to bring the viewer into the space and apply to their sketches and paintings,</p> <ul style="list-style-type: none"> • Use a grid sheet to help them to recreate a landscape painting of a landscape artist. • Be able to design their landscape to paint using the photographs and sketches taken on their filed trip to Ickenham. • Apply techniques taught when painting their landscape. • Be able to evaluate the work of artists and their own work and be able to identify which skills they have used effectively and why.
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				sketch books and then draw and		
<ul style="list-style-type: none">• print it applying skills and techniques taught.						


- print it applying
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taught.

	Year 5 Autumn Two	Year 5 Spring Term 1	Year 5 Summer Term 2	Year 6 Autumn 1	Year 6 Spring Term 1	Year 6 Summer 1
Unit of Work	Drawing, Painting, use of Pastels	Watercolours	Collage	Pop Art	Drawing and Painting techniques	Drawing and Painting Take One Picture
 Focus	Tudor Portraits Exploring the style and features of portraits painted during the Tudor period and look at detail given to painting the clothing.	Creating paintings in the style of Monet	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Commercial Art linked to focus artist Andy Warhol	Emotive art linked to portraying of figures in the London Air raid shelters	Creating a piece that links to climate change and global warming in the style of Jave Yoshimoto
 Link to other subjects	Tudor History Unit	Linked to geography unit on The Mayflower	Linked to geography unit as part of focus in this art unit is using recycled materials to create artwork	Link to geography and international trade	Linked to history and PSHE	Linked to science – climate change and global warming
Artists studied 	Hans Holbein accomplished portrait artist of the 16 th Century.	Claude Monet	Amanda Pearce Kurt Schwitters Matisse	Andy Warhol	Henry Moore	Jave Yoshimoto



Key Skills

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| <ul style="list-style-type: none">• Mix colours to create secondary and tertiary colours.• Match colours to those in a painting.• Explore colour mixing and blending techniques with coloured pencils• Use skills of scumbling, edge and hatching when using pastels. | <ul style="list-style-type: none">• Explore watercolour techniques.• Further develop colour mixing techniques.• Develop brush stroke techniques used in water colours.• Use toothbrushes and small sponges to create different effects used by Monet in his paintings.• Consolidate understanding of foreground, middle ground, and background when painting landscapes.• Use colour shades and tones effectively to depict the mood/feeling of a painting | <ul style="list-style-type: none">• Experiment with a range of collage techniques such as tearing, overlapping layering, and cut outs to create images and represent textures.• Use a range of media to create collages,• Use colour and texture in collages. Use collage as a means of collecting ideas and information and building a visual vocabulary | <ul style="list-style-type: none">• Learn to use and apply the blotting technique in their artwork.• Make decisions about colours to use in their artwork.• Colour in carefully and accurately.• Use colour effectively when creating their own painting.• Use Andy Warhol style and colour in self- portraits.• Can apply the features of pop art in their work.• Study the portrait of a famous person. | <ul style="list-style-type: none">• Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows, and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionist).• Use lines to represent movement.• Use a range of visual elements to reflect the purpose of the work.• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Show how the work of those studied was influenced in both society and to other artists.• Create original pieces that show a range of influences and styles. | <ul style="list-style-type: none">• Sketch (lightly) before painting to combine line and colour.• Create a colour palette based upon colours observed in the natural disaster pictures by focus artist• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.• Combine colours, tones, and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists.• Give details (including own sketches) about the style of some notable artists, artisans, and designers.• Show how the work of those studied was influenced in both society and to other artists. |
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						<ul style="list-style-type: none"> • Create original pieces that show a range of influences and style.
 <p>Knowledge</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Examine the work of Holbein the court painter during Henry 8th's reign and annotate one of his paintings to show the messages conveyed in his portrait of Henry 8th. • Learn how to proportion a face by quartering it and be able to structure the facial features from a given portrait using pencil and colouring pencils. • Apply their skills or proportioning 	<p>Children will:</p> <ul style="list-style-type: none"> • Understand what impressionism is and where it came from. • Be able to discuss the style of Monet's painting and comment on individual painting expressing the mood and feelings of his paintings. • Be able to mix colours to match those used in Monet's Water Lily Pond painting. • Be able to create a watercolour wash. • Use fine brush strokes to create impressions rather than exact shapes. • Use a template of one of Monet's paintings to 	<p>Children will:</p> <ul style="list-style-type: none"> • Explore the different techniques used by artists to create their collage compositions. • Collect papers from magazines and newspapers and experiment with creating textured papers by sponging over them with paint or using a watercolour wash. • Experiment with • cutting and tearing paper and overlapping paper to create specific shapes. • Create a collage composition out of papers in the style of the artist 	<p>Children will:</p> <ul style="list-style-type: none"> • Learn about the life, work and techniques used by Warhol and how they evolved over time. • Know about the popular culture in the 1950's and 60's. • Recreate a work by Andy Warhol using the blotting techniques and then produce their own work of art using this technique. • Understand the significance of the Campbell Soup artwork of Warhol and be able to create their own artwork in the 	<p>Children will:</p> <ul style="list-style-type: none"> • show good knowledge of composition, perspective and proportion in how you place the figures. • Use a range of material • Be able to reflect on a variety of themes or styles seen in the artist's work. • To be able to experiment with a range of different types of media. • To produce a piece that reflects their thoughts and feeling of how they felt about lockdown. To 	<p>Children will:</p> <ul style="list-style-type: none"> • Produce a piece that reflects the style of the focused artist depicting natural disasters and climate change events. • To be able to complete a series of sketches that show progression towards a finished piece. • To experiment with a range of paint and media to be able to reach a conclusion to what they wish to complete their final piece in. • To be able to comment critically

	<p>to carry out a 10-minute sketch of a friend.</p> <ul style="list-style-type: none"> • Improve on initial sketch after discussion and feedback. • Examine a portrait and be able to colour mix to match colours in the painting. • Experiment with creating skin tone. Use their final sketch of their friend to create the portrait (face only) in paint. • Explore the use of colour and pattern in clothing worn Henry 8th and Elizabeth 1 and create a swatch of colour used in one of the portraits. • Examine and recreate pattern in Tudor clothing worn by royalty using pastels. • Create their own self portrait in the style of a Tudor Painting 	<p>reproduce one of his art works applying techniques taught re colour mixing, water colour washes and fine brush strokes.</p> <ul style="list-style-type: none"> • Explore how Monet uses colour differently to portray the different seasons for the same view (Haystacks) • Be able to complete a section of Monet's painting Sunset in Venice, matching the colour/techniques accurately to complete a class replica of the whole painting. • Be able to reproduce one of the paintings created by Monet using powder paint and pastels (The River) • Evaluate the work of Claude Monet and be able to explain why he was such a talented and famous artist. 	<p>Amanda or Kurt Schwitters.</p> <ul style="list-style-type: none"> • Explore the different shapes which can be made with circles by folding them to create smaller segments. • Experiment with creating recognisable pictures by cutting and folding various sized circles and sticking them onto a background. • Use other media, including buttons and sequins to enhance their composition. • Experiment with folding strips of coloured paper and cutting and repeating patterns to create a composition. • Understand what is meant by abstract art and explore the cut-out techniques used by Matisse and his use of colour to create his arts of work. • Recreate one of Matisse's collages to apply cut out 	<p>similar style of Warhol.</p> <ul style="list-style-type: none"> • Use their knowledge and understanding of the pop art movement to create their own pop art picture based on fairtrade food, using a range of techniques taught in this unit. 	<p>portray this as an image.</p>	<p>on the work of other artist, including the focus artist around climate change and natural disasters.</p>
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	applying skills learnt.		techniques explored.			
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