



## Art

### Overview

The Art curriculum at William Hulme's Grammar school provides children with the opportunity to develop the key knowledge and skills they require to flourish in their creative abilities. The key areas are below:

There are six key principles that shape our curriculum in Art, these are:

**Entitlement** - Every pupil has the right to produce creative work, to explore ideas and develop the confidence to excel in a broad range of artistic techniques.

**Coherence** - Learning is sequenced from Early Years to Key Stage 3 and beyond so that pupils gradually develop and build their practical knowledge, including the formal elements.

**Mastery** - All pupils will be explicitly taught about the formal elements – colour, form, line, pattern, shape, texture, and tone – and other aspects of art knowledge in small steps with increasing technical proficiency.

**Adaptability** - our curriculum is adapted where necessary to suit the needs or interests of our pupils by supplementing it with artists from their local area.

**Representation** - The Art curriculum provides children with the opportunity to explore historical and contemporary artists and artworks, who represent their own and others' cultures, values and beliefs.

**Education with Character** - The curriculum will develop aspects of character such as resilience, confidence and risk taking. Through the curriculum, pupils are given opportunities to share, reflect and learn about each other's experiences whilst recognising the things we have in common.

Running through our coherent curriculum are six vertical concepts that enable children to make connections between topics, developing their ability to work like an artist. These concepts are: **Drawing, Painting, Printmaking, 3D/sculpture, Textiles and Photography/Digital**. Each topic also includes both **practical, theoretical and disciplinary knowledge** that will be built upon in subsequent year groups. The strands are below:

**Practical knowledge** includes all the things that pupils need to know in order to produce art. It includes:

- **Formal elements** (colour, form, line, pattern, shape, texture, tone).
- **Techniques** (drawing, painting, printmaking, 3D sculpture, textiles and photography/digital art)
- **Use of materials** (including clay, paint, pencils, charcoal, fabric).

#### **Theoretical Knowledge (Substantive)**

Theoretical knowledge includes the history of art. In the Primary Art & Design Curriculum, a range of artists have been selected to not only illustrate quality examples of the practical knowledge outline above, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). They will also examine how artists have inspired each other, and how artists are connected within the paradigms of Traditional, Modern and Contemporary art.

#### **Disciplinary Knowledge**

Disciplinary knowledge asks the questions that are at the heart of the subject:

- **What is art?** Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history.
- **What do artists do?** Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, choose to express themselves and/or challenge others' worldviews through their art
- **What inspires artists?** Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired.

## Vertical Concept Overview

Vertical Concept	Key Questions/Definition	Units
<b>Drawing</b>	Drawing is a form of visual art in which a person uses various drawing instruments to mark paper or another two-dimensional medium.	<b>Year 1:</b> Mark making and Linear drawing lines. <b>Year 2:</b> Tonal shading and linear shading <b>Year 3:</b> Drawing from secondary observation. <b>Year 4:</b> Drawing from primary observation. <b>Year 5:</b> Illustration and drawing decorative patterns. <b>Year 6:</b> Drawing to convey mood.
<b>Painting</b>	Painting is the practise of applying paint, pigment, colour or other medium to a solid surface.	<b>Year 1:</b> Primary colours <b>Year 2:</b> Secondary colours and tints, tones, shades <b>Year 3:</b> Tertiary colours and painting using watercolours <b>Year 4:</b> Painting using watercolours <b>Year 5:</b> Colour to convey mood/meaning and application of paint <b>Year 6:</b> Acrylic painting
<b>Printmaking</b>	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.	<b>Year 1:</b> Press printing <b>Year 2:</b> Bark/texture rubbing <b>Year 3:</b> Monoprinting <b>Year 4:</b> Repeating shapes/creating pattern <b>Year 5:</b> Collagraph printmaking <b>Year 6:</b> Polystyrene press printing and reduction printmaking
<b>3D/Sculpture</b>	3D artwork is the representation of a natural or imagined object in three dimensions: height, width, and depth. It can refer to sculptures.	<b>Year 1:</b> Paper folding <b>Year 2:</b> Layering/suspending <b>Year 3:</b> Clay- relief <b>Year 4:</b> Clay- modelling <b>Year 5:</b> Origami <b>Year 6:</b> Creating sculptural pieces using non-recyclable materials and sewing
<b>Textiles</b>	Working with fabric, wax and needles to create patterns on fabric.	<b>Year 1:</b> Fabric printing <b>Year 2:</b> Batik and revisiting: Batik <b>Year 3:</b> Adire/tie dye and sewing
<b>Photography/Digital</b>	Using cameras/tablets to photograph light and shadow cast by sculptural forms. Developing concept of <b>tone</b> as well as building on control of materials.	<b>Year 1:</b> Photographing paper sculptures <b>Year 2:</b> Photographing school site and texture and pattern. <b>Year 3:</b> Exploration of light as a drawing tool <b>Year 4:</b> Photoshop (or equivalent) <b>Year 5:</b> Animation

## Early Years

	Nursery	Reception	Assessment
Autumn Term	<p>Using the UL EYFS Framework</p> <p><b>Unit:</b> Marvellous Me/It's Getting Cold Outside</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Paint self-portrait from a photograph of themselves. Look carefully at the photograph and select colours carefully.</li> <li>• Begin to explore mixing colours as appropriate.</li> <li>• Use the correct vocabulary to name parts of the body.</li> <li>• Create collages/pictures using natural materials.</li> <li>• Firework printing</li> </ul>	<p>Using the UL EYFS Framework</p> <p><b>Unit:</b> Me and my World/ My Heroes</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Using a choice of paint, pencils, or crayons, create a self-portrait. Use a mirror to observe their features.</li> <li>• Provide opportunities for observational drawings.</li> <li>• Print with different materials to create different characters.</li> <li>• Use shapes to create collages and abstract paintings (Kadinsky)</li> </ul>	<p>Formative assessments through observations or planned activities during every lesson include:</p> <p>Have a go hedgehog, verbal interaction and VIP.</p>

	Nursery	Reception	Assessment
Spring Term	<p><b>Unit:</b> On the Move /On the Farm</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Draw their own pictures of different types of transport by creating enclosed shapes.</li> <li>• Create images of different animals using different materials.</li> </ul>	<p><b>Unit:</b> Castles, Knights and Dragons/Spring in our Step</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• In small groups, make dragon pictures, creating texture using different techniques including wax rubbing over textured surfaces and making textured paint.</li> <li>• Use some accurate vocabulary to describe the textures created.</li> <li>• Create observational drawings of flowers and fruits</li> <li>• Introduce wax resist</li> </ul>	<p>Formative assessments through observations or planned activities during every lesson include:</p> <p>Have a go hedgehog, verbal interaction, and VIP. VIP includes focusing on particular children for the week to assess their current learning and their targets.</p>

	Nursery	Reception	Assessment
Summer Term	<p><b>Unit:</b> Once Upon a Time/All Creatures Great and Small</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Draw their own pictures of the different characters. Use different materials to create textured surfaces for brick work, straw and sticks.</li> <li>• Use drawing to represent blowing or running.</li> <li>• falling and splashing.</li> <li>• Add brightly coloured paint to drawings</li> </ul>	<p><b>Unit:</b> Where We Live/Science Detectives</p> <p><b>Area of Learning:</b> Expressive Arts and Design</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Introduce blowing technique to create trees and branches.</li> <li>• Cut up straws to create a skeleton picture.</li> </ul>	<p>Formative assessments through observations or planned activities during every lesson include:</p> <p>Have a go hedgehog, verbal interaction and VIP. VIP includes focusing on particular children for the week to assess their current learning and their targets.</p>

## Key Stage One

	Year 1	Year 2	Assessment
Autumn Term	<p><b>Unit:</b> I Am An Artist</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Introducing sketchbooks, experimenting with mark-making.</li> <li>Learning about primary colours.</li> </ul> <p><b>Artist:</b> Paul Klee &amp; Piet Mondrian</p>	<p><b>Unit:</b> Our School</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Looking at architecture and urban landscapes through photography and recording surface textures.</li> <li>Producing a collaborative outcome with printmaking.</li> </ul> <p><b>Artists:</b> Zaha Hadid &amp; The Boyle Family [History, Geography]</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 1	Year 2	Assessment
Spring Term	<p><b>Unit:</b> Paper Sculpture</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Further exploration of mark making.</li> <li>Creating a sculpture by folding and twisting paper and gluing onto a base.</li> <li>Photography of shadow and light.</li> </ul> <p><b>Artist:</b> Charles McGee</p>	<p><b>Unit:</b> Colour and Tone</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</li> </ul> <p><b>Artists:</b> Emily Haworth-Booth &amp; Pablo Picasso</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 1	Year 2	Assessment
Summer Term	<p><b>Unit:</b> The Natural World</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Drawing from observation, printmaking using leaves and introducing secondary colours.</li> </ul> <p><b>Artist:</b> Frances Hatch Leonardo Da Vinci</p>	<p><b>Unit:</b> Water</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Using wax resist and watercolour to create water textures.</li> <li>Exploring collage to create an outcome using suspended fish paintings.</li> </ul> <p><b>Artist:</b> Katsushika Hokusai David Hockney Claude Monet [Geography]</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

## Lower Key Stage Two

	Year 3	Year 4	Assessment
Autumn Term	<p><b>Unit:</b> Why do we make art?</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</li> </ul> <p><b>Artist:</b> Pablo Picasso [History]</p>	<p><b>Unit:</b> Pattern and Pumpkins</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</li> </ul> <p><b>Artist:</b> Yayoi Kusama</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 3	Year 4	Assessment
Spring Term	<p><b>Unit:</b> Fairy Tale Crimes</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Using clay to produce a collaborative visual representation of a fairy tale crime.</li> </ul> <p><b>Artist:</b> Anthony Browne Quentin Blake</p>	<p><b>Unit:</b> Tropical Rainforest</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Exploring use of watercolours to create a collaged response to the work of artists studied.</li> </ul> <p><b>Artist:</b> Abel Rodriguez Henri Rousseau [Geography]</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 3	Year 4	Assessment
Summer Term	<p><b>Unit:</b> Mythology</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</li> </ul> <p><b>Artist:</b> Paulo Uccello Edward Burne-Jones The Singh Twins [History]</p>	<p><b>Unit:</b> My Favourite Things</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Looking at objects from the British Museum using</li> <li><i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions.</li> </ul> <p><b>Artist:</b> Pippa Goodhart Joseph Cornell</p>	<p><b>Formative assessments during every lesson include:</b></p> <p>Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

## Upper Key Stage Two

	Year 5	Year 6	Assessment
<b>Autumn Term</b>	<p><b>Unit: Illustration</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.</li> </ul> <p><b>Artist:</b> Marjane Satrapi Mel Tregonning Paula Rego</p>	<p><b>Unit: Recycled Materials</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Using plastic waste to create an installation about the natural world.</li> </ul> <p><b>Artist:</b> Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey [Geography, Science]</p>	<p><b>Formative assessments during every lesson include:</b> Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 5	Year 6	Assessment
<b>Spring Term</b>	<p><b>Unit: Journeys</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</li> </ul> <p><b>Artist:</b> William Grill Mona Hatoum</p>	<p><b>Unit: Displacement</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Looking the work of artists who have been refugees.</li> <li>'Challenges' is an alternate theme if 'Displacement' is not appropriate.</li> </ul> <p><b>Artist:</b> Judith Kerr Frank Auerbach Kurt Schwitters [Geography]</p>	<p><b>Formative assessments during every lesson include:</b> Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

	Year 5	Year 6	Assessment
<b>Summer Term</b>	<p><b>Unit: Sculpture</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</li> </ul> <p><b>Artist:</b> Mark Hearld Jackie Morris</p>	<p><b>Unit: Global Connections</b> <b>Overview:</b></p> <ul style="list-style-type: none"> <li>Considering the impact of the British Empire on art.</li> <li>Global influence on art.</li> <li>Collaborative outcome celebrating diversity.</li> </ul> <p><b>Artist:</b> Yinka Shonibare Lubaina Himid Sonia Boyce [History]</p>	<p><b>Formative assessments during every lesson include:</b> Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</p>

Useful Resources for Supporting Your Child at Home:	Homework ideas:
<p><a href="http://accessart.org.uk">Art Resources to Use at Home (accessart.org.uk)</a> <a href="#">Tate Kids</a> <a href="#">Download your artist activity pack   Stay inspired at home   Firstsite</a></p>	<ul style="list-style-type: none"> <li>Research about the artists being taught in class.</li> <li>Create a collage, painting or sculpture based on the research about the artist.</li> </ul>