
















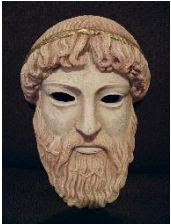


## Art Statement of Intent

As a school, we believe that every child should have the opportunity to visit, experience, create and review extraordinary art work. At Hylton Castle Primary we place a great emphasis on art, craft and design as way of developing pupils' curiosity and creativity. Children are challenged, engaged and inspired by an art curriculum that equips them with the knowledge and skills to experiment and create their own pieces of art, craft and design. Children will develop their understanding of the visual language of art and the visual elements of art and design (line, tone, texture, colour, pattern, shape and 3D form) through a progressive and engaging art curriculum. Pupils are encouraged to think critically about their own and other's artwork and to evaluate and reflect upon the skills they have used. As an artist, all pupils will develop in knowledge and skills and recognise the role played by art and design in shaping our society, both historically and in the modern day. All pupils will be given the opportunity to create artwork that showcases the knowledge and skills that they have developed.

## Implementation

- In EYFS pupils have access to Art through direct teaching of skills and application in the continuous provision both indoors and outdoors– creative area, painting, printing, threading, drawing, collage
- Each lesson will be driven by a learning intention (taken from our skills progression) and have a clear outcome/ end product by the end of a particular topic
- End of topic Art and Design teacher assessments will be made and recorded.
- Art skills will be recorded in class books.
- Any art work will be based on real artist and pupils will learn about them to add to their timeline of cultural capital

	Autumn term	Spring term	Summer term
Year 1	<p><u>Drawing:</u> Pastels <u>Artist:</u> - Van Gough, The Starry Night</p> 	<p><u>Painting:</u> Painting (ready mixed paint) <u>Artist:</u> - Kandinsky, Circles</p> 	<p><u>Sculpture:</u> Natural sculptures (natural materials) <u>Artist:</u> - Andy Goldsworthy</p> 
Year 2	<p><u>Painting:</u> Drip method painting Sea Creatures. <u>Artist:</u> study of Jaxon Pollack</p> 	<p><u>Sculpture:</u> - Clay – Aboriginal art styled boomerang <u>Artist</u> - Gloria Fletcher Thancoupie</p> 	<p><u>Drawing:</u> Artist coloured pencils <u>Artist</u> - Andy Warhol - Sweet wrappers</p> 
Year 3	<p><u>Drawing:</u> Local landscape using Pencil / charcoal Artist study of Thomas Gainsborough</p> 	<p><u>Sculpture:</u> Tiled mosaics (bas relief mosaic) Artist study of Antoni Gaudi</p> 	<p><u>Painting:</u> Egyptian paintings- watercolours Artist study of Sarah Featherstone</p> 

<p>Year 4</p>	<p><u>Sculpture</u> –Angel of the North – free standing sculpture <u>Artist</u> - Antony Gormley</p> 	<p><u>Drawing:</u> Sketching - Self portraits Artists graded pencils <u>Artist</u> - Frida Kahlo</p> 	<p><u>Painting:</u> Watercolours <u>Artist</u>– Georgia O’Keeffe</p> 
<p>Year 5</p>	<p><u>Painting:</u> Landscapes <u>Artist study of Monet</u> (oil painting)</p> 	<p><u>Sculpture:</u> Quilling (paper) <u>Artist study of Yulia Brondska</u></p> 	<p><u>Drawing:</u> Tudor Monarchs ( Pencil / oil pastels) <u>Artist study of Holbein</u></p> 
<p>Year 6</p>	<p><u>Sculpture:</u> Greek theatre masks <u>Artist study of ancient Greek theatre masks</u></p> 	<p><u>Drawing:</u> Blitz air raid shelter drawings <u>Artist study of Henry Moore</u></p> 	<p><u>Painting:</u> local landmark <u>Artist study of Hundertwasser</u> (watercolour/oil)</p> 

Art Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Space drawings Chalk pastels Artist – Van Gogh Starry sky</p>	<p>Sweet wrappers Coloured artist pencils Artist –Andy Warhol</p>	<p>Local landscapes Pencil / charcoal Artist - Thomas Gainsborough</p>	<p>Self portraits Artists Pencil Artist - Frida Kahlo</p>	<p>Tudor Monarchs Oil pastels Artist – Holbein</p>	<p>Shelters Artists Pencil / charcoal Artist - Henry Moore</p>
Drawing	<p>Understand lines can be used to enclose a space and begin to use these shapes to represent objects (30 – 50 months)</p>	<ul style="list-style-type: none"> <li>• Exploring mark making</li> <li>• Experimenting with Line</li> <li>• Creating abstract compositions using various shapes</li> <li>• Learning that tone refers to the lightness or darkness of something</li> <li>• Using and expressing line to represent a landscape</li> <li>• Learning the vocabulary to describe different types of lines: vertical, horizontal, wavy</li> <li>• Choosing and justifying appropriate colours to reflect a theme and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Applying tone to create form by blending different shades of coloured pencils</li> <li>• Developing skill and control with art materials including blending</li> <li>• Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> <li>• Creating 3D Drawings</li> <li>• Drawing lines with increased skill, awareness and control</li> <li>• Creating a pattern of their choosing</li> <li>• Identifying repeating patterns in art work</li> <li>• Composing geometric designs by adapting and synthesising the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and representing subject matter.</li> <li>• Drawing from observation</li> <li>• Drawing with charcoal</li> <li>• Expressing line in different ways to express geometric and organic forms</li> <li>• Applying and blending charcoal to create more sophisticated areas of tone</li> <li>• Learning and applying four simple rules of shading (hatching, crosshatching, contour, stripling)</li> <li>• Developing skill and control when using tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Still life drawing with tone</li> <li>• Drawing from observation using a mirror to check proportion</li> <li>• Drawing using mathematical processes to aid proportions</li> <li>• Analysing and describing the use of tone within artists’ work</li> <li>• Using a variety of tones to achieve different effects</li> <li>• Understanding of tone to create a 3D effect</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing from observation with accuracy and precision</li> <li>• Drawing using the continuous line method</li> <li>• Drawing from different perspectives eg front view and profile.</li> <li>• Creating detailed drawings</li> <li>• Drawing using mathematical processes to represent proportion with greater accuracy.</li> <li>• Developing knowledge and understanding of texture through laying oil pastels.</li> <li>• Analysing and evaluating an artists’ use of tone</li> </ul>	<p>Creating detailed art work with chiaroscuro techniques (light and dark shading)</p> <ul style="list-style-type: none"> <li>• Drawing for expression</li> <li>• Sketching methods</li> <li>• Still life using charcoal</li> <li>• Drawing using a negative medium, identifying areas of light and dark</li> <li>• Developing continuous line drawing, developing control, expression, shape, form and detail</li> <li>• Deliberately manipulating tone to portray emotions - using ‘halo’ and ‘chiaroscuro’ techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul>

		Patterns Artist - Kandinsky	Sea Creatures Artist – Jaxon Pollack	Egyptians Artist - Banksy	Watercolours Artist – Georgia O’Keeffe	Landscapes Oil paints Artist - Monet	Artist study - local landmark Artist- Hundertwasser (watercolour/oil)
	<ul style="list-style-type: none"> <li>To explore colour and how colours can be changed (30 – 50 months)</li> <li>To explore what happens when they mix colours (40 – 60 months)</li> <li>Choose colours to use for a purpose (40-60 months)</li> <li>Experiment with colour (ELG)</li> <li>Continue to explore colour (ELG)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Mixing primary colours to create secondary colours</li> <li>Developing skill and control with painting</li> <li>Developing understanding of use of different tints and shades to create simple tone in their work</li> <li>Designing and creating own patterns</li> <li>Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>Creating and describing different shades of one colour using paint</li> </ul>	<ul style="list-style-type: none"> <li>Mixing, refining and applying more sophisticated colours</li> <li>Improving painting skills, developing skill and control when painting</li> <li>Developing ability to create simple tones and shades</li> <li>Describing their use of mixing colour to achieve a specified intention</li> </ul>	<ul style="list-style-type: none"> <li>Creating tints and shades</li> <li>Developing ability to control the tonal quality of paint.</li> <li>Increasing awareness of manipulating paint to achieve more accurate colours and shades using various brush sizes</li> </ul>	<ul style="list-style-type: none"> <li>Developing technical mastery of painting skills using watercolours.</li> <li>Use a range of different strokes and shades</li> <li>Analysing and describing the use of colour within artists’ work</li> <li>Describing how great artists mixed and applied paint</li> <li>Analysing and describing the use of form within artists’ work</li> <li>Analysing and describing the use of natural pattern within artists’ work</li> <li>Analysing and describing the use of tone within artists’ work</li> <li>Using a variety of tones to achieve different effects</li> <li>Understanding of tone to create a 3D effect</li> </ul>	<ul style="list-style-type: none"> <li>Developing technical mastery of painting skills using oil paints.</li> <li>Defining and using more complex colours</li> <li>selecting and mixing colours to depict own thoughts, feelings and intentions</li> <li>Analysing and evaluating an artists’ use of tone</li> </ul>	<ul style="list-style-type: none"> <li>Creating tonal paintings with control and confidence</li> <li>Selecting colours to accurately reflect objects in a still life composition</li> <li>Expressing feelings, emotions and events through colour mixing</li> <li>Recreating colours used by painters</li> <li>Creating photomontages, focussing on composition</li> <li>Creating digital art using photography to create an abstract piece.</li> <li>Adapting the techniques of other artists to create abstract painting</li> <li>Sketching the key shapes objects from different angles when drawing still life</li> <li>Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings</li> </ul>

Sculpture (materials / Craft)		<p>Natural sculpture</p> <p>Artist - Andy Goldsworthy</p>	<p>Clay sculpture</p> <p>Artist - Gloria Fletcher Thancoupie</p>	<p>Romans</p> <p>Bas relief tile mosaics</p> <p>Artist - Antoni Gaudi</p>	<p>Free standing sculpture</p> <p>Angel of the North</p> <p>Artist - Anthony Gormley</p>	<p>Sculpture - Quilling (paper)</p> <p>Artist -Yulia Brondska</p>	<p>Greek Masks</p> <p>Clay</p> <p>Artist - Claris Cliff</p>
	<p>Manipulate materials to achieve a planned effect (40 – 60 months)</p> <ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources (40 – 60 months)</li> <li>Consider tools and techniques needed to shape, assemble and join (40 – 60 months)</li> <li>Continue to explore form (ELG)</li> <li>Begin to show interest in and describe the texture of things (30 – 50 months)</li> <li>Experiment to create different textures (40 – 60 months)</li> </ul> <p>Continue to explore texture (ELG)</p>	<ul style="list-style-type: none"> <li>Creating textured Pieces</li> <li>Selecting, describing and using appropriate materials to create different textures</li> <li>Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>Understanding patterns in nature from observation</li> <li>Making patterns in a range of materials to develop their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Using 3D clay to create 2D printed patterns and sculptural forms</li> <li>Identifying and describing different textures</li> <li>Selecting and using appropriate tools and techniques to create textures</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of methods and materials to create a bas relief sculpture</li> <li>Constructing a more complex patterns</li> <li>Creating and forming shapes from 3D materials</li> <li>Analysing and describing the use of texture within artists' work</li> </ul> <p>Select materials to create texture within own artwork</p>	<ul style="list-style-type: none"> <li>Making a free standing sculpture</li> <li>Showing creativity in their manipulation of materials and composition</li> <li>Further extending their ability to describe and model form and space in 3D using malleable materials.</li> <li>Analysing and describing the use of shape within artists' work</li> </ul>	<ul style="list-style-type: none"> <li>Using different grades of paper to show a 3d form.</li> <li>Selecting suitable paper for a given purpose</li> <li>Make progress in their ability to use precision and control to model, form and space using quilling techniques.</li> <li>Composing original designs by adapting and synthesising the work of others</li> <li>Analysing and evaluating an artists' use of shape</li> </ul>	<ul style="list-style-type: none"> <li>Expressing an idea or emotion through 3D clay sculpture</li> <li>Creating 3D sculptural forms from a purpose</li> <li>Analysing and evaluating an artists' use of form</li> <li>Understand how artists manipulate clay to create texture for a 3d composition</li> </ul>

Sketch Books to be used for all units - drawing, paint and sculpture		<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks to generate ideas and observations</li> <li>• Expressing thoughts and observations in sketchbooks</li> <li>• Making records of experiments with various materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using sketchbooks for planning and refining ideas</li> <li>• Recording ideas for materials and composition</li> <li>• Developing skill and technique using various media in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively to explore ideas for meeting a design brief</li> <li>• Developing and discuss ideas through sketches</li> <li>• Enhancing knowledge of skill and technique using various media in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and discuss ideas through sketches</li> <li>• Make personal investigations of interests and record observations in sketchbooks</li> <li>• Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> </ul>
Evaluation		<ul style="list-style-type: none"> <li>• Recognising and describing key features of their own and the work of others</li> <li>• Describing what they think about the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on preferences about their work in order to improve it</li> <li>• Discussing art using an increasingly sophisticated use of language (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Using their own and other's opinions of their work to identify how to improve</li> <li>• Building a more complex vocabulary when discussing art (formal elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly analysing and reflecting on their progress taking account of intentions and opinions</li> <li>• Developing a greater understanding of vocabulary when discussing their own and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul>

<b>Art key vocabulary progression</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>		<i>Space drawings Chalk pastels Artist – Van Gogh Starry sky</i>	<i>Sweet wrappers Coloured artist pencils Artist –Andy Warhol</i>	<i>Local landscapes Pencil / charcoal Artist - Thomas Gainsborough</i>	<i>Self portraits Artists Pencil Artist - Frida Kahlo</i>	<i>Tudor Monarchs Oil pastels Artist – Holbein</i>	<i>Shelters Artists Pencil / charcoal Artist - Henry Moore</i>
	line, mark, mark making,	thick, thin, line, shape, detail, pastel, landscape, bold, size, space, vertical, horizontal, wavy, shade, mark, background, similarities, differences	As previous year as well as: - soft, hard, broad, narrow, fine, pattern, detail, Charcoal, coloured pencil drawing pencil, line drawing, detail, bold, size, space, layering, foreground, background, develop, annotate	As previous years as well as: - landscape, grades of pencil, scale, perspective, refine, realistic, light, dark, tone, shadow, texture, form, shape, tone, outline, sketch	As previous years as well as: - Self – portrait smudge, blend, perspective,	As previous years as well as: - portrait, continuous line, accurate, observation	As previous years as well as: - landscape, smudge, blend, heavy,
<b>Painting</b>		<i>Patterns Artist - Kandinsky</i>	<i>Sea Creatures Artist – Jaxon Pollack</i>	<i>Egyptians Artist - Banksy</i>	<i>Watercolours Artist – Georgia O’Keeffe</i>	<i>Landscapes Oil paints Artist - Monet</i>	<i>Artist study - local landmark Artist- Hundertwasser (watercolour/oil)</i>
	colour, mix, names of colours,	Primary (colour), colour, light, dark, tone, tints, shades, sweep, dab, brushstroke, similarities, differences	As previous years as well as: - thick, thin, detail, bold, bright, background, warm colours, cool colours, drip, splatter, layering, annotate,	As previous years as well as: - Monochrome, foreground, middle ground, abstract, emotion, blend, mix, line, tone, shade, colour washing, thickened paint,	As previous years as well as: - warm, blend, shade, tint, still life, focus, magnified	As previous years as well as: - emotion, shape, absorb, impressionism, impressionists, oil paint,	As previous years as well as: - abstract, modern art



<i>Sculpture</i>		<i>Natural sculpture</i>  <i>Artist - Andy Goldsworthy</i>	<i>Clay sculpture</i> <i>Artist - Gloria Fletcher Thancoupie</i>	<i>Romans</i> <i>Bas relief tile mosaics</i> <i>Artist - Antoni Gaudi</i>	<i>Free standing sculpture</i> <i>Angel of the North</i> <i>Artist - Anthony Gormley</i>	<i>Sculpture - Quilling (paper)</i> <i>Artist -Yulia Brondska</i>	<i>Greek Masks</i> <i>Clay</i> <i>Artist - Greek theatre masks</i>
	make, build, join,	model, assemble, sculpture, 3D, sculptor, materials, pyramid, abstract, geometric,	As previous years as well as: - pattern, shape, detail, slip, clay, water, round, curved, straight, roll, knead, squash, model, bend, attach assemble, sculptor, carving, sculpture, abstract, aboriginal, develop, annotate, pinch	As previous years as well as: - rectangular, concrete, edging, trimmings, form, rigid, symmetrical, base, grout, mosaic, adhesives, textured, creative process, design,	As previous years as well as: - 3D, resistant, malleable, tactile, figure, proportion, realistic, scale, free standing, stable,	As previous years as well as: - Fluted, ruffles, coiling, narrow, shaping, quilling, form, structure, texture, tear drop coil, join,	As previous years as well as: - score, plastic stage, slab building, coil building, pinch, appliqué