

Art and Design

INTENT - what do we aspire for our children?

'Art, Craft and Design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art, Craft and Design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

Source: National Curriculum (updated Jan 2021)

At HPPS art develops the school's 4 key drivers in the following ways:

Excellence

- Ambition and aspiration; greater understanding of what the Arts contribute to the world and in our country
- Understanding the relevance of art; not just a hobby
- Passionate young artists who aspire to or can see the potential of a career in the Art sector
- The curriculum is designed to build complexity and challenge through a spiral model, where competencies are built upon each other to ensure children make progress in the 5 disciplines (drawing, textiles and collage, painting, print-making and 3D) as well as thinking like an artist
- Children are able to talk confidently about their progress as artists

Character

- Understanding that Art is central to well-being
- Be a respectful and informed critic
- Understand that how our young artists create is an extension of their personality and style and everyone's art will be unique
- Children understand that art can be used to see and interpret the world through different perspectives

Community

- An awareness of what is happening in art in Bristol and nationally
- Make use of the local community (people, places and events) to enrich and strengthen the children's art experiences

Equity

We believe that all children regardless of need will engage in a curriculum that will enable them to become artists

- Explicit scaffolding of oracy
- Knowledge notes to reduce split attention effect
- Explicit teaching of tier 2 and 3 vocabulary
- Make reasonable adaptations to Art lessons and resources
- Ensure that young artists use a range of techniques, learn about a diverse range of artists and artistic movements

Aims of the Art Curriculum:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Concepts

Children learn the art concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Shape	Line	Colour	Value	Space	Texture	Form
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Space in artwork makes a flat image look like it has form.	Texture is the look and feel of a surface.	Artists use form when they create sculptures. These are 3D shapes.

Diversity

At Headley Park, we are working towards removing biases, stereotypes and false narratives in Art Education. Alongside the diverse artists studied in CUSP, we ensure our artists include local practitioners to engage, inspire and empower the children; artists who look like them, have similar experiences and come from similar places and backgrounds. This can be a great source of inspiration and empowerment.

Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary art knowledge. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.

Our curriculum starts in EYFS and that is outlined below:











Play and exploration experiences that support the foundational knowledge and skills for the subject.			
Continuous provision play experiences with provocations to enhance Art and Design.	Core books that link to foundational experiences and knowledge.	Possible adult planned experiences and contexts for interactions that support thinking about Art and Design	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> Colour mixing; primary colours and secondary. Child-led activities. 	<p>Art inspired by the books we are reading</p> <p>Nursery; Term 1; Mouse Paint Term 2; Goldilocks and the three bears Term 3; Dear Zoo Term 4; Hungry Caterpillar Term 5; Polar bear, polar bear Term 6; The best loved bear</p> <p>Reception; Term 1; Colour Monster Term 2; Stanley's Stick Term 3; The Tiger who came to tea Term 4; Jack and the beanstalk Term 5; Handa's surprise Term 6; Peepo</p> <p>Artist/illustrator of the term in Reception.</p> <p>Term 1 colour mixing Sir Frank Bowling Term 2 transient/land art Andy Goldsworthy Term 3 tigers Rousseau Term 4 Term 5 Lubaina Himid - cut out people/life size figures. Term 6 - look at illustrations in books. What did illustrations look like in the past?</p>	<ul style="list-style-type: none"> Drawing self -portraits Drawing and painting pictures of their family. Transient/land art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn. Art work inspired by books. Designing and creating a house for an animal. Adapting work where necessary. <ul style="list-style-type: none"> Leaf man link – Creating their own pictures using Autumn leaves. Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material etc...to name some. Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. (Weekly Forest school sessions in Reception) Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to 	

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

	Autumn 2021	Spring 2022	Summer 2022
Year 1	<ul style="list-style-type: none"> Drawing Painting 	<ul style="list-style-type: none"> Printmaking Textiles 	<ul style="list-style-type: none"> Collage 3D
Year 2	<ul style="list-style-type: none"> Drawing Painting 	<ul style="list-style-type: none"> Printmaking Textiles 	<ul style="list-style-type: none"> Collage 3D
Year 3	<ul style="list-style-type: none"> Drawing and painting Printmaking 	<ul style="list-style-type: none"> Textiles and collage 3D 	<ul style="list-style-type: none"> NEW module School study or revisit previous module and sophisticate / elaborate





Year 4	<ul style="list-style-type: none"> ● Drawing ● Printing 	<ul style="list-style-type: none"> ● Printmaking and textiles ● 3D 	<ul style="list-style-type: none"> ● NEW module ● School study or revisit previous modules and sophisticate / elaborate.
Year 5	<ul style="list-style-type: none"> ● Drawing and painting ● Printmaking 	<ul style="list-style-type: none"> ● Textiles and collage ● 3D 	<ul style="list-style-type: none"> ● NEW module ● School study or revisit previous module and sophisticate / elaborate
Year 6	<ul style="list-style-type: none"> ● Drawing ● Painting and collage 	<ul style="list-style-type: none"> ● Printmaking and textiles ● 3D 	<ul style="list-style-type: none"> ● NEW module ● School study or revisit previous module and sophisticate / elaborate

CUSP Art and Design – Core Content

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
Year 1	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
Year 2	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage)  Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
Year 3	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage)  Explore pattern and colour combinations. Use collagraph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
Year 4	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.		Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage)  Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.		Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.	

Disciplinary Knowledge progression

Our art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
Year 1	<p>Block A Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p>Block B Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p>	
Year 2	<p>Block A Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p>Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p>	
Year 3	<p>Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>		<p>Block B Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks</p>
Year 4	<p>Block A Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail</p>	<p>Block B Learn about abstract art and develop colour mixing skills to include tertiary colours. Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p>	
Year 5	<p>Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>		<p>Block B Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p>
Year 6	<p>Block A Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Block B (Painting and Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>	

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy

Art and Design is taught across each year group in double modules every week for 3 weeks a term before swapping with Design and Technology. This enables pupils to study in depth the key skills, understanding and vocabulary. Each module aims to activate and build on prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to allow for prior learning to be built upon and skills to be practiced and advanced.

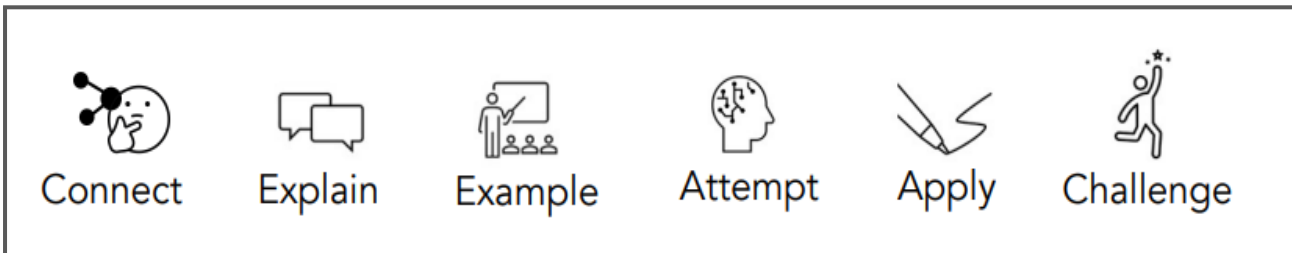
Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

Art and Design is taught by a specialist art teacher from years 3- 6.

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

Lesson design



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give and EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

Every lesson will include most or all of the following depending on where they are in the design cycle (bold in every lesson).

- **Explicit teaching of and recapping of vocabulary**
- Stimulus used to engage (artefacts, video)
- Exemplar sketchbooks used
- **Knowledge note used to reduce split attention effect**
- Focussed practical task with modelling
- **Opportunities for discussion and purposeful talk**
- **Excellence in effort, technique and outcome highlighted and celebrated**
- **Respectful and knowledgeable use of materials**

We aim to **enrich the curriculum** with:

- Annual Science and Art Day: children visit 5 different art/science workshops across the day, using their

sketchbooks as passports

- Visit local exhibitions: Watershed, RWA, Arnolfini
- Annual involvement in Take One Picture at The National Gallery
- Entering competitions and visiting other places as inspiration and people
- Annual participation in the Big Draw (The Campaign for Drawing)

SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential as an artist. This includes:

- Carefully considered scaffolding
- Pre and post-teaching vocabulary
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

IMPACT - how do we know our curriculum is effective?

Assessment

Summative Assessment

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

The CUSP curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Book Study approach- talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.

Pupil Voice

- uses art specific vocabulary and terminology
- talk about art specific concepts & knowledge



- talk about the 'why' behind the learning
- explain how learning builds on previous knowledge
- talk about their progress regardless of starting points

High quality outcomes: Book study of pupils' sketchbooks...

- demonstrates pride and effort
- captures increasing understanding of art and design concepts and knowledge
- demonstrates a clear sequence of learning
- vocabulary used correctly where appropriate
- demonstrates that learners are thinking artistically

[Art & DT instagram](#)

Art & Design imovie - a termly round up of the creative successes/celebration of learning

The school environment represents and reflects the successes of the curriculum