



Art at Hursthead Infant School

Intention statement:

At Hursthead Infants we believe that Art provides children with a unique way of perceiving themselves and the world. Art is the expression of ideas, thoughts and feelings through sensory experience in a wide variety of 2 and 3-dimensional media. Through the development of visual perception children deepen their artistic responsiveness. They begin to understand and appreciate art from a variety of styles, cultures and periods of time, applying this knowledge to their own work. Children need training to understand and respond to what they see. The ability to see clearly, to draw, paint, model and handle the associated technical problems is essential in a world that increasingly relies on direct visual communication.

National Curriculum

The national curriculum for art states:

- ♣ Art, craft and design embodies some of the highest forms of human creativity.
- ♣ Art will engage, inspire and challenge our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- ♣ Art enables children think critically and develop a more rigorous understanding of art and design.
- ♣ Our children will know how art and design both reflect and shape our history, and contribute to the culture, creativity of our nation.

The national curriculum for art ensures pupils are taught:

- ♣ To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ To evaluate and analyse creative works using the language of art, craft and design
- ♣ To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS Statutory Framework

Art in EYFS is covered in the area of learning- Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Our Curriculum

Through the Art curriculum at Hursthead Infants our aims enable children:

- ♣ To become proficient at drawing, painting, printing, sculpture and other creative expressions.
- ♣ To develop their “visual literacy” and appreciation i.e. the different ways in which ideas, feelings and meaning are communicated in visual form, and to see that art is relevant for everyone.
- ♣ To develop an appreciation of the work of great artists, craftspeople and designers.
- ♣ To be able to communicate personal responses to art (critical studies) and to develop an enjoyment and appreciation of art made by themselves, their peers and adults.
- ♣ To develop techniques in using colour, pattern, texture, line, shape, form and space.
- ♣ To have the opportunity for personal expression and creative endeavour.
- ♣ To develop self-confidence and co-operative skills in art work.

In **EYFS**, the Early Learning Goals (ELG's) associated with Art are woven into the curriculum through the ELG: Expressive Arts and Design. However, all areas of learning and development are important and inter-connected, and the experiences, opportunities and activities which are planned enable children to develop a broad range of knowledge and skills that provide the right foundations for good future progress through school and life.

As children move into Key Stage 1 and Key Stage 2, Art and Design is planned, for Years 1 to 2, using the Art and Design progression of skill of knowledge which enable teachers to ensure they are always planning for the next steps in learning around any artistic concept. Long term planning identifies artists which give and supports children to make wider connections to influence their own work and the work of others. Knowledge and skills are further enhanced by the use of artistic vocabulary and experiences rich in practical and real life opportunities. It is the role of the adults to facilitate artistic learning and support children to make links between Art and the wider curriculum enabling children to use their powerful knowledge and skills to develop a deeper understanding of the reasons behind why Art has been created, how it has been created, and how we can create our own, in response.

In Year 1 and Year 2, children complete units of art based on the following ‘Learning Techniques’: Drawing, Painting, Printing, Sculpture, Digital and Textiles/Collage. For each unit of work the children learn new skills and use previous skills to create a final art piece showcasing these. The use of sketchbooks offer an assessment opportunity for teachers to evaluate pupils’ learning process, rather than just using the final piece of art.

What does art teaching look like at Hursthead Infants?

A typical art unit in Year 1 and Year 2 will often start with an appraisal of an artist and their work. Teachers will then teach key skills by giving a demonstration and provide the children with the opportunity to practise these skills in sketchbooks. Drawing warm-ups may also feature at the start of a lesson or unit of work (including the use of lines, mark making, shapes, stippling, hatching etc) in preparation for different technique such as printing. In the next lessons that follow, children will create a final piece, putting the new skills into practice and using some artistic autonomy. At the end of the unit a ‘Sharing Gallery’ may form part of the end of unit evaluation which is a peer evaluation.

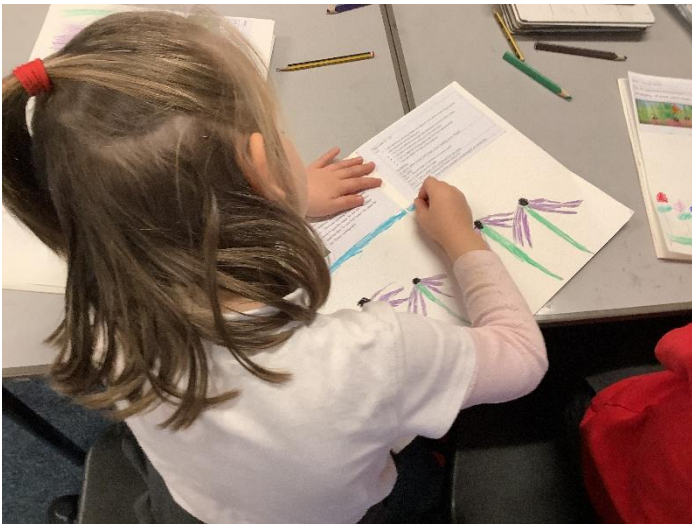
The use of Art Sketchbooks for Year 1 and Year 2 groups promote ownership, confidence and progression of skills through all the different units. Sketchbooks show a clear lesson sequence and show examples of outcomes provided, demonstrating a clear artistic journey for each unit. Sketchbooks are a place for children to practice techniques and to practice using different media as well as to respond and reflect (self- and peer-evaluation.) These are also a safe place for expression that allow the children to experiment and explore their ideas.



Sharing gallery



Experimentation of sculpture skills using tools



Practice of key skills

Art Topics

Topic overview	Autumn	Spring	Summer
	All about me Traditional tales	Water Dinosaurs	Animals Our World
EYFS	Free painting Collage Painting portraits Painting with different size brushes Interactive whiteboard composition Art flipchart (discussion) Drawing wall (introduced) Leaf prints using paint Leaf man Painting with large brushes- outdoor Collage with natural materials Colour mixing Sewing (introduction)	Pastels – water/waves Artists- water link, Monet Monet inspired painting using thinner brushes Observational drawing of natural objects from the sea -shells, starfish etc. Drawing – sailing boats Observational drawing- Easter vase of daffodils	Free painting Clay mini-beast - snail Painting a symmetrical butterfly Observational drawing-flowers/plants Observational drawing- fruit with pastels/oil pastel Wet on wet African landscape Drawing – how to draw a cow
	Our Living World	Changes	Journeys
Year 1	Collage - woodland Clay - owls Artist study - Artist Van Gogh Painting – ‘Starry Night’	Artist study - Erin Anfinson (animation ‘In The Tallgrass’) Mono printing – flowers Painting – colour mixing – Grandad’s Secret Giant’s patchwork Drawing – drawing skills and Grandad’s Secret Giant	Drawing – Toy Cars, Drawing – skills using different pencils to create tone/shading Digital – ‘Art Set’ app still life wheels/ scooters Artist Study - David Hockney (comparison Van Gogh) Textiles – Batik wheels and brusho ink Artist study – Stacy Dynan Drawing/colour wheel blending wax crayon
	Remember, Remember	Mighty Mountains	All around the world
Year 2	Artist Study - Jackson Pollack Painting – collaborative ‘action painting’ using hot colours Observational Drawing - Tudor house in charcoal	Clay and acrylic – diva lamps	Artist study - Henri Matisse Collage cut outs - sea creatures Artist Comparison - Matisse, Pollock

Art in EYFS

EYFS statutory framework subject content

The EYFS area of learning Expressive Arts and Design is covered as part of the Art curriculum.

EYFS Art Scheme of work			
Topics → ELG (endpoints)↓	Autumn	Spring	Summer
Continuous provision	Junk model– use various construction materials, for example, joining pieces, stacking vertically, horizontally and creating shapes. Select tools and techniques needed to shape, assemble, and join materials they are using. Share and talk about their construction and representations. Plan and share ideas before constructing		
	Free painting		
	Creative area		
Expressive Arts and Design – Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Expressive Arts and Design – Creating with materials: Share their creations, explaining the process they have used.	Draw a detailed picture of a person. Explore mixing primary colours to create secondary colours. Plan and share ideas before constructing. Use various construction materials, for example, joining pieces, stacking vertically and horizontally, balancing making enclosures and creating spaces. Use simple tools competently and appropriately. For example, scissors, glue spreader, stapler, hole punch, modelling tools. Use simple techniques competently and appropriately. For example, snipping, cutting, sticking, folding, rolling and joining. Select tools and techniques needed to shape, assemble and join materials they are using. Evaluate their constructions and representations through having a learning conversation. Improve their construction in response to their learning conversation. Return to and build on their previous learning, refining ideas and developing their ability to represent them.		

Art in Year 1

National Curriculum subject content

Art Project	‘Learning Experience’	‘Visual Element’ Focus	Media & Materials	Key Skill and knowledge focus	Teaching strategies, class organisation for final piece	Critical Studies (craft makers, artists, designers)
<u>Whole School</u>						
Class Art Challenge	Drawing	Colour, shape, pattern, line	Pencil crayon, felt pen, pastel	/	/	/
Year Group ‘Exploring Art’ ppts	Critical studies	/	/	/	/	/
<u>YEAR ONE</u>						
<u>Y1 Autumn</u>						
Woodland Collage	Collage, drawing	Texture, colour, form and space	Oil pastel, brusho ink, natural materials, mixed papers	Layering, using outdoor/natural materials (mixed media)	Whole class	
Van Gogh (artist study) - Starry Night	Painting	Texture, colour	Acrylic paint, scrapers, glue stick	Artist study, critical studies, use of colour and , use of different media. Exploring texture.	Small groups/1:1 or 1:2	Study of artist, post-impressionist, use of colour as reflection of mood
Clay Owls	Sculpture paint	Form & space, texture	Clay, poster paint, modelling tools	Exploring sculpture/3D Techniques with clay -rolling, pinching/pulling	Small groups	
<u>Y1 – Spring</u>						
Colour Mixing	Painting	Colour	Poster paint	Use of colour	Small groups	
Flower Printing	Mono Printing	Line, shape, colour	Flexiboard, poster paint, cartridge paper, roller	Mono printing	Small groups, 1 to 2	Group critique
<u>Y1– Summer</u>						
Vehicle drawing - cars	Observational drawing	Continuous line, shape	Range of pencils (2H,HB, 2-4B)	Observational drawing, use of various art pencils	Whole class	Group critique, study of artist
David Hockney	Digital	Colour, shape, line	‘Art Set’ on i-pads	Critical study, comparison Van Gogh, digital media	Small groups	Study of artist, comparison to Van Gogh
Batik (Stockport Viaduct)	Textiles	Shape, line	Wax, calico, brusho ink, canting tool	Exploring textile, wax resist	1:1 (wax safety)	Study of artist

Art in Year 2

National Curriculum subject content

Art Project	‘Learning Experience’	‘Visual Element’ Focus	Media & Materials	Key Skill and Knowledge Focus	Teaching strategies, class organisation	Critical Studies (craft makers, artists, designers)
YEAR TWO						
Y2 Autumn						
Jackson Pollack	Painting	Colour, line, texture	Poster paint, paper, spoons, brushes, spatulas, ruler	Explore abstract art, ‘drip’ technique, ‘action’ painting	Individual and collaborative piece for display	Study of artist, abstract expressionism
Tudor House	Observational drawing	Line, shape, pattern	Charcoal, pencil, paper	Observational drawing	Whole class/group	
Y2 Spring						
Rangoli symmetrical pattern	Digital	Pattern, line, colour, shape	Digital ‘Mandala’ app on i-pad	Digital media, symmetry, paintbrush, fill tools, save, print	Groups/individual i-pads	
Clay diva pot	Sculpture paint	Form and space, shape	Air dry clay, acrylic paint, modelling tools	Exploring sculpture/3D Techniques with clay - score, slip, blend	Small groups, 1:1	
Y2 Summer						
Matisse Ocean/Sea creature Collage, inspired by ‘Polynesia’	Collage, Painting	Colour, line, shape	Paper, paint, scissors, glue	Colour mixing background – blue tones, ‘cut out’ technique ‘drawing with scissors’ in white paper		Artist study, painting to ‘cut paper collage’ Fauvism (bold colour and brushwork)
Artist comparison – Pollock, Matisse,	Critical studies					Comparison with Pollack

Art Progression of skills at Hursthead Infant School

Our school progression map illustrates which skills are revisited and developed to ensure progression in learning.

Art skills progression	EYFS	Year 1	Year 2
Exploring & Developing Ideas	- Look at pieces of art and begin to say what they like about them – <i>art flipchart</i>. - Plan and share ideas before constructing junk models - Share and talk about construction and representations.	- Ask and answer questions about the starting points for their work and develop their ideas. - Record and explore ideas from first hand observation, experiences and imagination - <i>Erin Anfinson inspired drawings of flowers</i>. - Create a piece of art in response to another artist’s work- <i>Van Gogh inspired starry night painting, Hockney inspired observational drawings of scooters, Erin Anfinson inspired drawings of flowers</i>.	- Record and explore ideas from first hand observation, experiences and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas and understand that in art we can discover things for ourselves.
Evaluating & developing work	- Begin to describe the work they have produced and describe simple techniques and media used. - Begin to say what they like about their work - Improve their work and make changes in response to a learning conversation.	- Begin to review what they and others have done, and make simple comments about what they think and feel about it – <i>sharing gallery (group critique.)</i> - Learn to understand that we may have different or similar responses but all are valid. - Start to identify what they might change in their future work.	- Review what they and others have done and say what they think and feel about it. - Reflect on and compare artists’ work and share response verbally - <i>Artist comparison, Pollock, Matisse,</i> - Identify what they might change in their current work or develop in their future work. Begin to share responses to others work in class, appreciating similarities and differences in positive ways - <i>Sharing Gallery (group critique.)</i>
Sketchbooks	- Introduce the purpose of a sketchbook. Understand that it is their own individual record and a place for experimentation and exploration of ideas. - Explore mark making, line, shape, pattern. - Practise early observational drawing skills. - Experiment with colour mixing.	- Experiment (media and techniques) and record their ideas in response to starting points, first-hand experiences and observations of artists’ work. - Explore the visual elements of line, shape, texture for observational drawings.	- Explore the qualities of different media - Develop mark making and visual elements to experiment for observational drawing - <i>Pollock, observational drawing Tudor house</i>. - Explore colour and colour mixing (tones) - <i>Matisse</i> - Make visual notes about artists studied - <i>Matisse, Pollock</i>.
Drawing	- Learn correct pencil grip and use and begin to control a range of tools e.g. pencils, pens, chalk - <i>drawings of fruit with pastels/oil</i>. - Produce lines of a different thickness and tone using a pencil – <i>sailing boats drawings, Easter vase of daffodils, flowers/plants.)</i> - Start to produce different patterns and textures from observation - <i>drawing of natural objects from the sea (shells.)</i>	- Use a variety of tools – pencils, pencil crayon, chalk and oil pastels, wax crayon, felt tips, black handwriting pens to experiment with line, shape and colour using techniques such as hatching, stippling and blending - <i>Observational drawing of cars, Erin Anfinson inspired drawings of flowers, Illustrator study, David Litchfield: oil pastel drawings</i>. - Pupils draw from first-hand experiences (<i>owl visit- owls drawings</i>), direct observation, artist study and imagination - <i>art challenge, digital observational drawing vehicles</i>.	- Demonstrate more control with a range of media and experiment with line, texture, shape, pattern and colour, investigating tone and different grades of pencil - <i>Tudor House – observational drawing</i>. - Combine different media in one drawing e.g. wax crayons, chalk pastels, graphite pencils, charcoal, handwriting pens – <i>tudor house observation drawing</i>. - Draw with care and focus for a sustained period from real objects – <i>tudor house</i>.

Painting	- Create marks using a variety of tools, e.g. paintbrushes with different size brushes – <i>Monet inspired painting using thin brushes, painting with large brushes outdoors.</i> - Explore painting on different surfaces, e.g. Different colour/size/shaped paper – <i>wet on wet African landscape, free painting.</i> - Begin to explore colour mixing	- Experience colour mixing - primary and secondary colours, blend colour families - <i>Illustrator study; David Litchfield.</i> - Begin to show control with a variety of tools (brush, canting, roller, scraper, finger - <i>Monoprint flowers, Van Gogh, Batik Viaduct.</i> - Work on different scales and surfaces – <i>Van Gogh inspired Starry night.</i>	- Build confidence in mixing colour, including tints and tones. - Experiment with tools and techniques, inc. layering, mixing media, adding texture - <i>Matisse inspired background and collage.</i> - Work on a range of scales and understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting - <i>Jackson Pollock inspired paintings, Matisse inspired collages.</i>
Printing	- Take a rubbing to show texture and pattern, e.g. leaves. - Print using simple items - <i>Leaf prints using paint</i>	Carry out different printing techniques – <i>Monoprint flowers.</i>	- Explore concepts like ‘repeat’ and ‘pattern’. - Experiment with ‘press printing’ for a product (bag). Draw onto the surface of a foam board and print from the ‘plate’. - Design patterns of increasing complexity and repetition. Explore adding ink to the plate and transferring and repeating the image.
Digital Art	Experiment and practise early drawing skills on an interactive board.	Use digital technology to explore colour, line shape and tone- <i>David Hockney I-pad drawign on ‘Art Set’ app using the drawing tools and colour palette.</i>	Use digital technology (symmetry tool) to explore pattern - <i>Rangoli pattern</i> .
Textiles / Collage	Explore using a variety of textiles and natural materials - <i>collage with natural materials.</i>	- Use a fabric decoration process e.g. simple batik. - Use a wide variety of media, fabric, range of different paper, natural materials (leaves, twigs) – <i>woodland collage.</i> - Explore colour, shape, and composition - Create images from imagination, experience or observation.	Create textured collages from a variety of media - <i>Matisse ‘Polynesia.’</i>
3D	- Experiment with a variety of malleable media such as clay and paper mache – <i>clay snail mini beast, paper mache volcano.</i> - Build a construction/sculpture using a variety of objects, e.g. recycled, natural and manmade. Cut shapes using scissors and other modelling tools – <i>junk modelling.</i>	- Manipulate clay in a variety of ways, including rolling, pinching, pulling, pushing. - Explore shape and form- <i>Clay owls.</i>	Manipulate clay for a purpose using learnt techniques and also score, slip, blend to join pieces together. Use media and equipment with increasing confidence - <i>Clay diva pots.</i>
Breadth of Study	Use ICT – interactive whiteboard for free exploration on Art Set.	Work on their own, and collaboratively with others, on projects in 2 & 3 dimensions and on different scales – digital art using ‘Art Set’ on the I-pad.	Work on their own, and collaboratively with others, on projects in 2 & 3 dimensions and on different scales – <i>Jackson Pollock inspired paintings, Rangoli designs, Rangoli designs.</i>

Key art knowledge:

- KS1 - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1:

- To know that Van Gogh painted starry night and used oil paints.
- To know how to mix paint to create all the secondary colours.
- To understand that a simple mono print is made by transferring an image or marks on to another sheet.
- To know that David Hockey created digital art to draw using an Ipad.
- To know what batik is.
- To understand collage is the art of using elements of paper and other materials to make images.

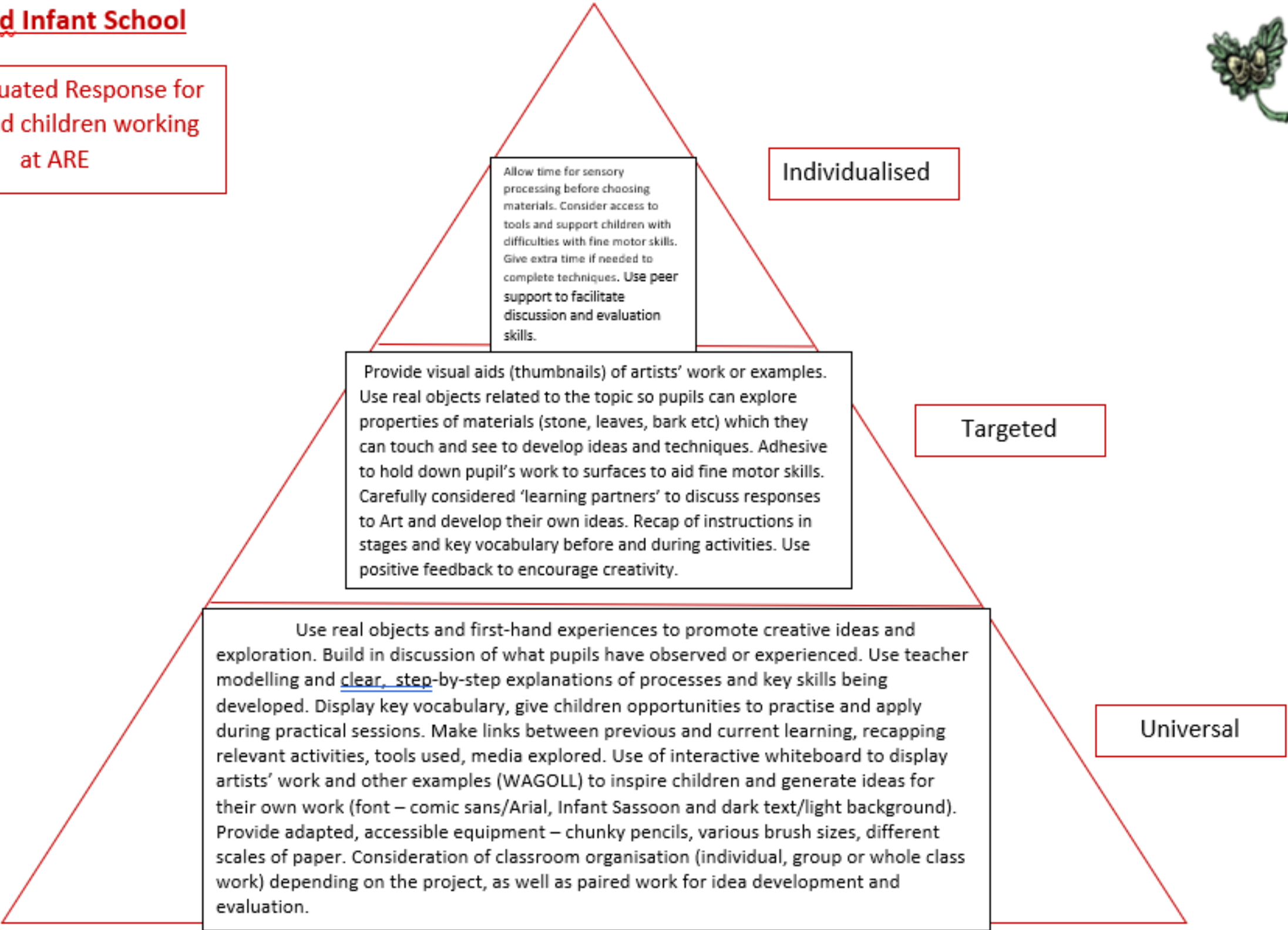
Year 2

- To name different types of paint and their properties e.g. acrylic paint and brusho ink.
- To know that Jackson Pollok is an Abstract Expressionist, known for his "drip technique" and large-scale "action paintings."
- To know about the work of Matisse and how collage can be combined other disciplines such as drawing, painting and making.
- To know how to join pieces of clay together using a score, slip and blend technique.

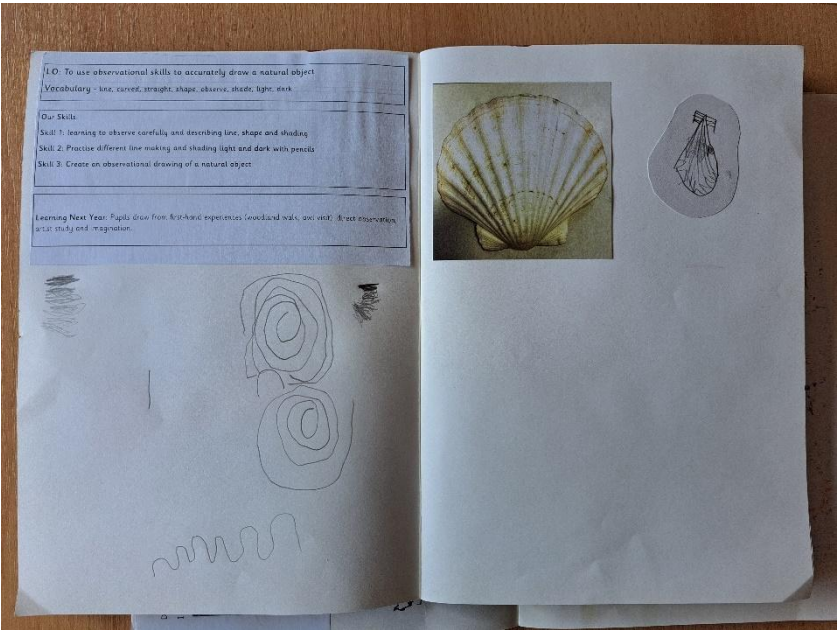
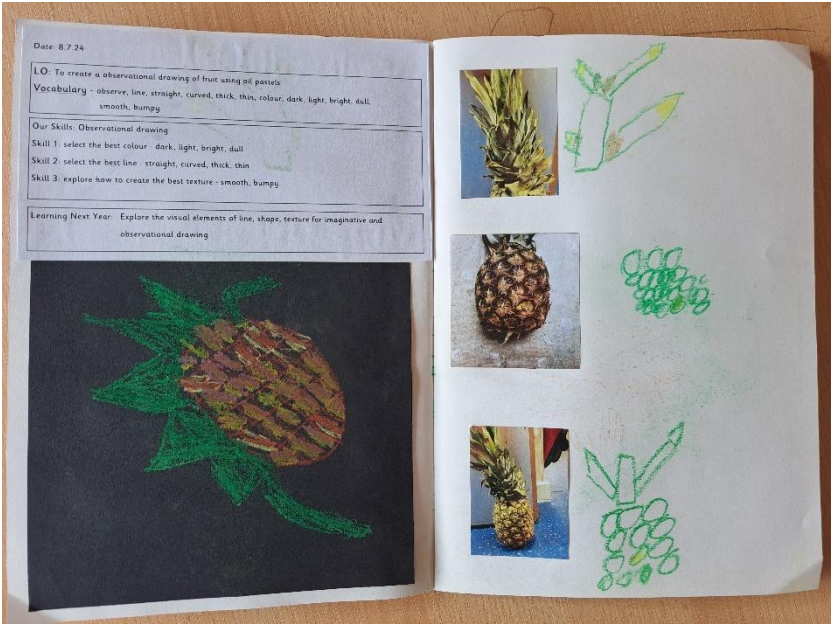
Inclusive Practice

Hursthead Infant School

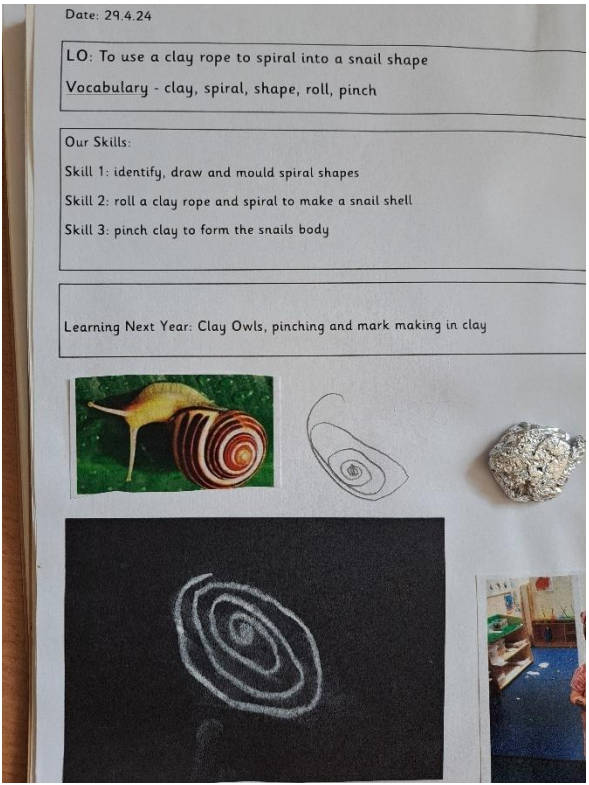
Art Graduated Response for
SEND and children working
at ARE



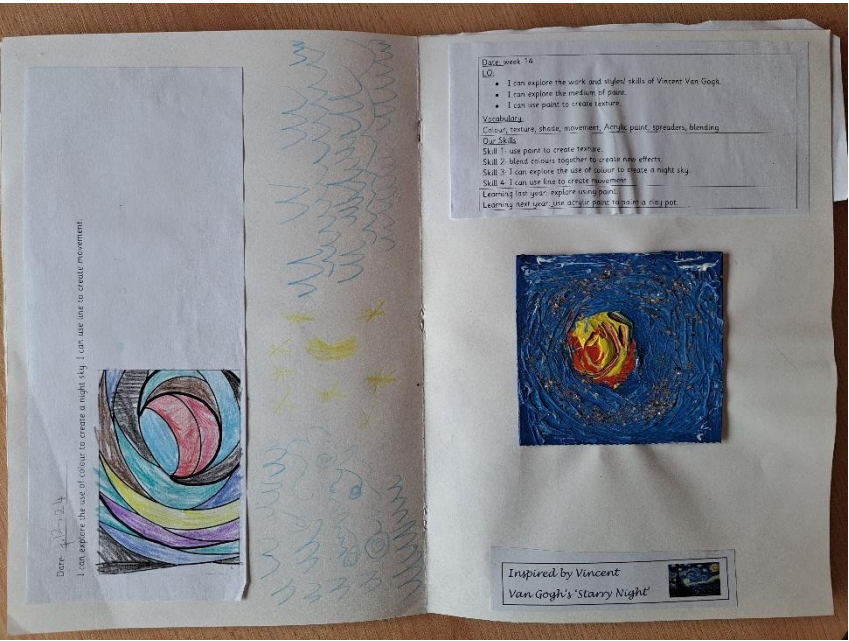
Examples of art work:



EYFS – observational drawings of fruit and natural objects using oil pastels and pencils

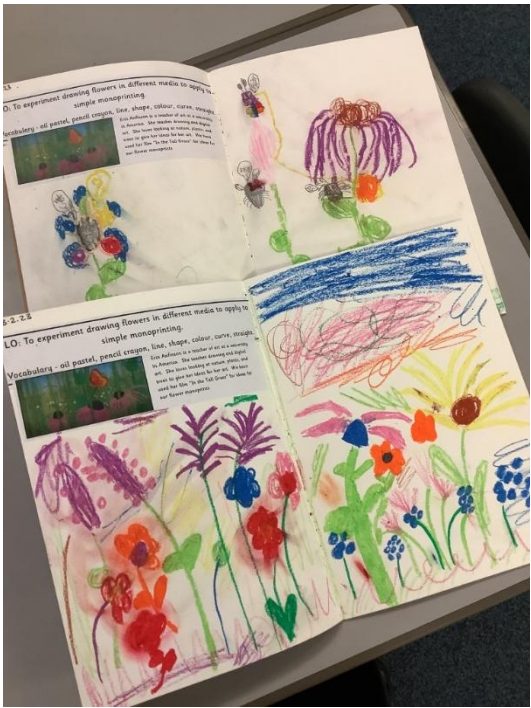


EYFS – Clay snails



Yr 1 – Starry Night paintings inspired by Vincent Van Gogh

Examples of art work:



Yr 1 – Monoprinting inspired by Erin Anfinson



Yr 2 – Paintings inspired by Jackson Pollack



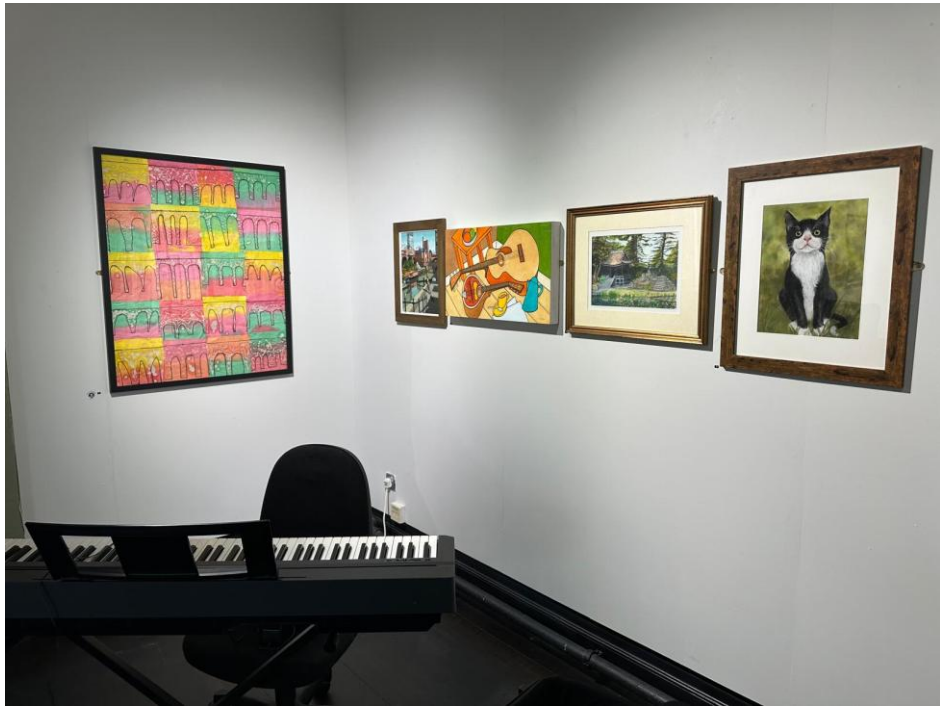
Yr 2 – Collages inspired by Matisse

Extra opportunities for Art:

EYFS and Year 1 Arts and Craft club



Pupils' art work featuring in Stockport Art Gallery



Our whole school timeline – Throughout their time at Hursthead Infant School children contribute to our whole school timeline. Integrated into this is the artists that we study, this allows children to understand how their art knowledge fits into the rest of their learning and allows them to build links across the curriculum.



Pupil Voice

“Art open up my creativity and imagination and I just really like it.”

“I like learning about Van Gogh. We created a Starry Night painting and used swirls of blue and yellow to look like the sky and the stars.”

“We made clay owls. I pulled out the wings and pinched the clay carefully to make tufts. I made clay animals at home as I enjoyed it so much in school.”

“I liked learning about Jackson Pollock. We used a drip and flick technique using a paint brush.”

CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, art specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

All staff also have access to the Access Art to access resources and training.

<https://www.accessart.org.uk/>

Governors are also kept up to date with any changes made to the art curriculum through presentations by the subject coordinator and regular visits into school.