

Art and Design



Holywell C of E Primary School

Flowing, Strengthening, Deepening

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, Deepening*, to guide our intent for the teaching of Art and Design:

- **Flowing** – developing fluency in a range of different techniques, an understanding of key concepts, such as colour theory and composition, and a knowledge of great artists.
- **Strengthening** – combining developing technical proficiency and conceptual understanding to critique the works of great artists and use this as inspiration to create art works that are unique and high-quality with a clear critical understanding of the artistic choices they make.
- **Deepening** – drawing on purposeful cross-curricular links to enrich our understanding of art, artistic movements and their contribution to culture and society, as well as applying our art skills in different subjects, such as observational sketches in science, or exploded diagrams in DT.

Our own art and design curriculum is based on the National Curriculum (2014) for art and design which states that:

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.

The national curriculum for art and design aims to ensure that all pupils:

- *Produce creative work, exploring their ideas and recording their experiences.*
- *Become proficient in drawing, painting, sculpture and other art, craft and design techniques.*
- *Calculate 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.*



We follow the principle that ‘less is more’, recognising that there are many different ‘types’ of art such as drawing, painting, sculpture, textiles, printing and digital art, but that we can’t do all of them justice in the time available to us. We are therefore cognizant of our stage in our children’s artistic development and focus on drawing, painting, and sculpture using clay, as we feel that by focusing on fewer areas in more depth they will be better equipped with the key skills and knowledge they need to further develop their skills at secondary school and flourish as artists.


The intention of our curriculum is that children’s key skills are built up over time, and the same taught skill is applied across different units to develop competence. The ‘progression of art skills’ section of this document sets this out in more detail. This same principle applies to the children’s knowledge of key artistic concepts such as colour theory and composition that are also highlighted in the same section. Additionally, we aim to introduce children to key great artists, their important works of arts, and the artistic movements they represent to provide children with the cultural capital they are entitled to.



IMPLEMENTATION


1. The Long-Term Plan

Art at Holywell is split into three 'strands'. The drawing strand, covered in Autumn Term is designed to develop key sketching and drawing skills that build over time and provide the children with the skills to create beautiful pieces of art. The skills taught in Autumn Term are applied across different curriculum subjects, such as observational drawings or anatomical sketches in science, or exploded diagrams and technical design drawings in DT. Our second strand is 'painting', through which we explore key themes such as colour mixing and tones, as well as brush work. The painting units link closely with the drawing units so that if children are creating still life sketches in their drawing strand, they'll follow this up with a still life painting in their subsequent painting strand in the spring term allowing further consolidation. In years 1-3, children focus on building up key skills and conceptual understanding, and year 4-6 focus on application of these skills to create still life, portrait and landscape works. Our final strand is sculpture: Years 1, 3 and 5 create pots or vases of increasing technical complexity and years 2, 4 and 6 create sculptures. Our long-term plan for art and design is below:

	Autumn Focus: Drawing	Spring Focus: Painting	Summer Focus: Clay
EYFS	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.		
	Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Y1	Marks, Lines and Shapes <i>Artist: Picasso</i>	Colour Mixing <i>Artist: Wassily Kandinsky</i>	Coil Pot 
Y2	Shading and Shape <i>Artist: Leonardo Da Vinci</i>	Hues, Shades, Tints and Tones <i>Artist: Henri Rosseau</i>	Figurative Sketches 

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	Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Y3	Marks and Texture	Texture and Mixed Media <i>Artist: Gustav Klimt</i>	Thumb and Coil Pot 

	Autumn Focus: Drawing	Spring Focus: Painting	Summer Focus: Clay Sculpture
Y4	Still Life Drawings <i>Artist: Vincent van Gough</i>	Still Life Paintings <i>Artist: Paul Cezanne</i>	Clay Sculpture 
Y5	Urban Landscape Sketching (Perspective) <i>Artist: Edward Hopper</i>	Landscape Paintings <i>Artist: JMW Turner / Claude Monet</i>	Smoothed Coil Vase 

Y6	Portrait Sketching <i>Artist: Lucian Freud</i>	Portrait Paintings <i>Artist: Thomas Gainsborough</i>	Armature 
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2. The Key Concepts in Art

A1: Line, Shape and Form.

In art, lines are used to create shapes and define contours and edges. They can be straight, curved, continuous or broken, thick or thin. Lines can be used to create texture and pattern by using techniques such as cross hatching. Lines can be enclosed to form shapes, and these in turn form the foundation of all drawings, and further detail can be added to these shapes to make them into 3D forms. These can then be placed at different points around the picture to create perspective, and additional detail can be added to create pattern and texture.

A2: Colour and Tone

In art there are three primary colours, red, blue and yellow, and these can be combined to create secondary colours, and in turn tertiary colours. Black, white and grey can be added to these hues to create variations. Adding white lightens the hue to create tints, whereas adding black darkens the hue to create shades. In turning, adding grey creates tones. These different variations can be experimented with to create the 3D effects of light, dark and shadow. This can also be achieved in drawing by shading using different pencils, or by applying different amounts of pressure on the pencil.

A3: Pattern and Texture


Patterns and textures are about adding detail to the drawings and paintings. In Art, we teach the children different techniques to portray different materials such as stone, wood, brick, marble and textiles so that additional detail and realism can be added to the pictures they create.


A4: Composition and Effect


All art is intended to have an effect on the viewer, and we teach this as a key concept within our curriculum. Each unit of work is designed around an important artist, and the children are taught to analyse this artwork, as well as their own to discuss its effect. This incorporates everything from the nature of the subject matter itself, to how different combinations of colours inspire different emotional responses. In the viewer.

3. Unit Overviews

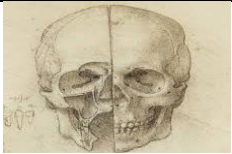
Year 1


Drawing – Autumn Term Marks, Lines and Shapes	
Key Artist(s)	Key Artwork
Pablo Picasso	 <i>Various Drawings</i>
LOs and Key Concepts	
1	To learn about the artist Pablo Picasso and identify and appreciate his key works.
2	To find shapes in different works of art and identify them as the foundation of all drawings.
3	To experiment with different marks, lines and pencil techniques.
4	To sketch shapes such as triangles, circles and squares, freehand.
5	To sketch objects by using combinations of shape to build the form and lines to create the contours and edges.
6	To use the work of Pablo Picasso as inspiration to create their own abstract portraits using line and shape.
Key Outcomes	
The children will learn key facts about the artist Pablo Picasso, his key works of art, and the abstract tradition his work developed from. They will then begin to develop an understanding that shapes form the basis of all pictures and will look for different shapes a range of Picasso's works. The children will then learn to make different marks using pencils and practice drawing freehand shapes until they are proficient, before using this to sketch different objects. They will then use the work of Pablo Picasso to create their own abstract art with an emphasis on shape.	
Vocabulary	
Sketching, Drawing, Freehand, Marks, Line, Straight, Curved, Continuous, Broken, Thick, Thin, Shape, 2D, Abstract	


Painting – Spring Term Colour Mixing	
Key Artist(s)	Key Artwork
Wassily Kandinsky	 <i>Concentric Circles</i>
LOs and Key Concepts	
1	To learn about the artist Wassily Kandinsky and identify and appreciate his key works.
2	To identify and mix primary colours to make secondary colours.
3	To identify and mix primary and secondary colours to make tertiary colours.
4	To identify that some colours are associated with warmth, and others with cold.
5	To identify colours that are complementary and colours that are analogous using the colour wheel.
6	To use the work of Wassily Kandinsky as inspiration to create their art work by drawing freehand shapes and using knowledge of colour mixing.
Key Outcomes	
The children will begin my learning about the artist Wassily Kandinsky and identifying and exploring some of his key works of art. Moving on from this, the children will be introduced to the colour wheel, learning the names of the primary colours and how they can be mixed together to create secondary and tertiary colours. The children will then identify different colours as 'warm' colours or 'cold' colours, before using their new found knowledge of colour mixing to create art work in the style of Kandinsky's Concentric Circles.	
Vocabulary	
Hue, Primary Colour, Secondary Colour, Tertiary Colour, Warm, Cold, Picasso, Kandinsky, Abstract, Colour Wheel, Complementary Colours, Analogous Colours	

Sculpture – Summer Term Coil Pots	
Example Outcome	
	
LOs and Key Concepts	
1	To manipulate clay using hand techniques such as rolling, squashing and pinching.
2	To manipulate clay using simple tools such as rolling pins.
3	To practice making patterns in clay using a range of different tools and objects.
4	To investigate and design a thumb pot by sketching.
5	To being making a thumb pot using the techniques we have learned.
6	To mix colours and use paint effectively to decorate a thumb pot, being inspired by Kandinsky.
Key Outcomes	
The children will be introduced to clay and learn how to take care of it to keep it usable and how and where it is use in real life. They will being to manipulate clay using their hands to squash, squeeze, roll and pinch it into different shapes. They will then learn to use simple tools such as rolling pins and knives to shape the clay. They will then learn how to join two different pieces of clay together by slipping and scoring. They will then investigate and design their own simple coil pots before making and finishing them, including by mixing paint to decorate them.	
Vocabulary	
Clay, technique, rolling, squeezing, squashing, pinching, rolling pin, tools, knives, cutting, carving, slipping, scoring, joining, coil pot, design, finishing, decorating	

Year 2


Drawing – Autumn Term Shading and Shape	
Key Artist(s)	Key Artwork
Leonardo da Vinci	 <i>Various Anatomical Drawings</i>
LOs and Key Concepts	
1	To learn about the artist Leonardo da Vinci and identify and appreciate his key works.
2	To identify the shapes in da Vinci's work and recap drawing shapes freehand.
3	To practice applying different amounts of pressure to shade light and dark shapes using a pencil, creating 3D form.
4	To practice hatching and cross-hatching to add texture and shading, creating 3D form.
5	To use their knowledge of line, shape, form, shading and cross-hatching to sketch a variety of different bones from the skeleton.
6	To use the anatomical drawings of da Vinci as inspiration to create their own sketches using shapes, shading and cross-hatching.
Key Outcomes	
The children will learn key facts about the artist Leonardo da Vinci, his key works of art, and the renaissance which he embodies. The children will then build on their previous drawing unit in Year 1, sketching freehand shapes and learning how shading and cross-hatching can be applied to these to create 3D form and texture. The children will then use the anatomical drawings of Leonardo da Vinci to create anatomic sketches, drawing on their work on muscles and bones in sciences.	
Vocabulary	
Sketching, Drawing, Freehand, Marks, Line, Shape, Form, 2D, 3D, Texture, Shading, Cross Hatching, Renaissance, Leonardo da Vinci, Direction of Light, Highlight, Value, Gradient	


Painting – Spring Term Hues, Shades, Tints and Tones	
Key Artist(s)	Key Artwork
Henri Rousseau	 <i>Various Jungle Paintings</i>
LOs and Key Concepts	
1	To learn about the artist Henri Rousseau and identify and appreciate his key works.
2	To identify that white can be added to a hue to create different tints.
3	To identify that black can be added to a hue to create different shades.
4	To identify that grey can be added to a hue to create different tones.
5	To analyse the works of Henri Rousseau and identify different shades, tints and tones.
6	To use the work of Henri Rousseau as inspiration to create art using shades, tints and tones.
Key Outcomes	
The children will begin the unit by learning about the artist Henri Rousseau and exploring some of his famous works. They will then build on their knowledge of primary, secondary and tertiary colours by creating shades, tints and tones of a hue (colour) by adding, black, white and grey in different amounts to create within a colour. The children will then use the various jungle paintings of Henri Rousseau to create their own works of art using shades, tints and tones of green to create foliage in pigments, drawing on their work on habitats in science.	
Vocabulary	
Hue, Pigment, Colour, Shade, Tint, Tone, Rousseau, Impressionism, Post-Impressionism	

Sculpture – Summer Term Figurative Sketches	
Example Outcome	
	
LOs and Key Concepts	
1	To recap using hand techniques and simple tools to manipulate and shape clay.
2	To use simple hand techniques and tools to shape clay into different body parts.
3	To practice using slipping and scoring to join and smooth smaller pieces of clay together.
4	To use wooden artist mannequins to create simple sketches of figures in different positions.
5	To use simple hand techniques and tools to shape clay into different body parts and join them to create a clay figurine.
6	To mix colours and use paint effectively to finish and decorate a clay figurine.
Key Outcomes	
The children will recap their learning on clay from year 1, specifically using hand techniques and tools to shape clay. They will then practice using these techniques to shape clay into different body parts, such as a head, torso, legs and arms, feet and hands, before practicing how to join these smaller, intricate using the slipping and scoring technique. Following this, the children will practice using wooden artist mannequins to create simple 'quick' sketches of figures in different positions before choosing one to create, finish and decorate using clay.	
Vocabulary	
Clay, technique, rolling, squeezing, squashing, pinching, rolling pin, tools, knives, cutting, carving, slipping, scoring, joining, coil pot, design, finishing, decorating, Figurine, Mannequin, Sketch	


Year 3


Drawing – Autumn Term Marks and Texture	
Key Artist(s)	Key Artwork
N/A	N/A
LOs and Key Concepts	
1	To practice shading, hatching, cross hatching, contour hatching, scribbling and stippling and use these techniques to create different values.
2	To physically explore a range of different materials, and explore which different techniques best represent them in drawing.
3	To use shading, hatching and cross-hatching to recreate the texture of fabric in drawing.
4	To use shading and contour hatching to recreate the texture of wood in drawing.
5	To use shading, cross-hatching and stippling to recreate the texture of rock and brick in drawing.
6	To use shading and hatching to create the recreate the effect of metal or water in drawing.
Key Outcomes	
The children will practice a range of different drawing techniques using a range of pencils and applying different pressures, practicing creating different values and gradients. The techniques the children will focus on are: shading, hatching, cross hatching, contour hatching, scribbling and stippling. They will then physically explore a range of different materials such as hessian, fabric, metal, wood and water and identify which of the practiced techniques will best recreate the texture of the material. Following this, the children will explore each material one by one and practice using the techniques to recreate these in isolation.	
Vocabulary	
Shading, Stippling, Scribbling, Hatching, Cross-Hatching, Contour Hatching, Gradient, Value, Texture	


Painting – Spring Term Texture and Mixed Media	
Key Artist(s)	Key Artwork
Gustav Klimt	 Portrait of Adele Bloch-Bauer
LOs and Key Concepts	
1	To learn about the artist Gustav Klimt and identify and appreciate his key works.
2	To recap colour mixing to create primary, secondary and tertiary colours and using black, white and grey to create shades, tints and tones.
3	To explore how large, flat paintbrushes are suited to creating background washes.
4	To explore how thinner paintbrushes are better used for creating lines and painting detail.
5	To explore the different effects that can be created by using different types of brushes and techniques such as stippling, hatching, cross hatching and lines.
6	To use the work of Gustav Klimt as inspiration to create art works using different paint brushes for different effects.
Key Outcomes	
The children will learn key facts about the artist Gustav Klimt, his key works of art and 'Golden Period'. The children will then recap key learning on colour theory from years 1 and 2, before going on to look at different paintbrushes and how their size and shape are related to their function. Looking at the role of larger, flat brushes in creating washes for backgrounds, and smaller, thinner brushes for lines and details. They will explore the different marks and lines that can be created using different paintbrushes, before combining their knowledge of art and colour theory to create paintings in the style of Gustav Klimt's Portrait of Adele Bloch Bauer.	
Vocabulary	
Paintbrush, Brush Stroke, Wash, Detail, Stippling, Cross Hatching, Splatter, Primary Colour, Secondary Colour, Tertiary Colour, Shade, Tint, Tone, Texture	

Sculpture – Summer Term Pinch and Coil Pot	
Example Outcome	
	
LOs and Key Concepts	
1	To recap manipulating clay using both hand techniques and simple tools.
2	To investigate decorating clay using techniques such as carving, stamping and affixing using a range of different tools.
3	To investigate decorating clay using techniques such as carving, stamping, affixing using tools.
4	To investigate and design a combination pinch and coil pot by sketching.
5	To begin to make and decorate a pinch pot using the techniques we have learned.
6	To mix colours and use paint effectively to decorate a pinch pot, following a design.
Key Outcomes	
The children will recap using hand techniques and simple tools to manipulate and shape clay, before looking at how designs can be added to clay using simple tools to carve, affix and stamp designs into place. Following this, the children will investigate and design combination pinch and coil pots and make them using a range of different hand techniques and simple tools to shape, carve, affix, stamp and join the clay together into the correct shape. The children will finish the unit by decorating their pot appropriately to match their design.	
Vocabulary	
Stamp, Carve, Affix, Decorate, Design, Clay, technique, rolling, squeezing, squashing, pinching, rolling pin, tools, knives, cutting, carving, slipping, scoring, joining, coil pot, design, finishing, decorating	


Year 4


Drawing – Autumn Term Still Life Drawing	
Key Artist(s)	Key Artwork
Paul Cezanne	 <p><i>Apples, Oil on Canvas</i></p>
LOs and Key Concepts	
1	To learn about the artist Paul Cezanne and identify and appreciate his key works.
2	To understand key techniques for composition in art and identify them in the works of Paul Cezanne.
3	To practice drawing pieces of fruit using knowledge of sketching, shading and different mark making techniques.
4	To practice drawing pieces of fruit using knowledge of sketching, shading and different mark making techniques.
5	To use physical pieces of fruit and bowls to arrange a still life scene using different composition techniques.
6	To use the work of Paul Cezanne as inspiration to create a piece of still life art.
Key Outcomes	
The children will begin the unit by researching key facts in the life of Paul Cezanne, and identifying his key works of art and their significance. They will then look at two composition techniques: the rule of odds and geometry and symmetry. They will analyse images of Paul Cezanne's art works to identify these compositional techniques within his art. Moving on from this, the children will combine their knowledge from Years 1-3 on line, shape, form, marks and shading to practice drawing pieces of fruit. They will then use the rule of odds and geometry and symmetry to arrange pieces of fruit and tableware into a still life composition and take a picture of it, before doing a short write up of the techniques they have used and why. They will then use this photo of their arrangement to create a still life sketch.	
Vocabulary	
Composition, Arrangement, Sketch, Marks, Line, Form, Shape, Shading, Direction of Light, Highlight, Hatching, Cross Hatching, Contour Hatching, Stippling, Scribbling, Rule of Odds, Geometry and Symmetry, Triangles	


Painting – Spring Term Still Life Paintings	
Key Artist(s)	Key Artwork
Vincent van Gogh	 <p><i>Various Still Life Paintings</i></p>
LOs and Key Concepts	
1	To learn about the artist Vincent van Gogh and identify and appreciate his key works.
2	To explore the technique 'impasto' used by Vincent van Gogh in many of his paintings.
3	To create a picture of a piece of fruit using the impasto technique.
4	To create a picture of a piece of fruit using the impasto technique as well as colour mixing to create different shades, tints and tones to create form.
5	To use physical pieces of fruit and bowls to arrange a still life scene using different composition techniques.
6	To create a still life painting using the impasto technique and the works of Vincent van Gogh as inspiration.
Key Outcomes	
The children will begin the unit by researching key facts in the life of Vincent van Gogh, and identifying his key works of art and their significance. They will then explore the painting technique 'impasto', identifying it in van Gogh's work before practicing it themselves (ideally acrylic paint is best for this, although poster paint thickened with PVA glue is also an option). Having practiced and explored impasto, the children will practice creating pictures of individual pieces of fruit using this technique, before repeating this using colour mixing to create shades, tints and tones to create the effect of light and dark and 3D form. They will then use the rule of odds and geometry and symmetry to arrange pieces of fruit and tableware into a still life composition and take a picture of it, before doing a short write up of the techniques they have used and why. They will then use this photo of their arrangement to create a still life painting in the style of van Gogh using the impasto technique.	
Vocabulary	
Rule of Odds, Geometry and Symmetry, Composition, Arrangement, Impasto, Hues, Shades, Tones and Tints.	

Sculpture – Summer Term Clay Figurines	
Example Outcome	
	
LOs and Key Concepts	
1	To explore images of birds and create sketches and exploded diagrams to design a figurine.
2	To recap manipulating clay using both hand techniques and simple tools.
3	To practice rolling and shaping clay to create the head of a clay bird figurine.
4	To practice rolling and shaping clay to create the body of a clay bird figurine and using simple tools to carve detail, using slipping and scoring to join this to the head.
5	To practice rolling and shaping clay to create the tail of a clay bird figurine and using simple tools to carve detail, using slipping and scoring to join this to the body.
6	To use glaze to decorate a clay bird figurine.
Key Outcomes	
The children will begin the unit by looking at pictures of different birds and creating sketches and exploded diagrams of them to design a clay figurine. They will then recap manipulating clay using both hand techniques and simple tools to shape it, before practicing creating the different parts of their bird figurine (head, body and tail) carving in the detail and then joining them together using slipping and scoring. They will finish by glazing the bird before having them fired.	
Vocabulary	
Sketch, Exploded Diagram, Fire, Kiln, Glaze	

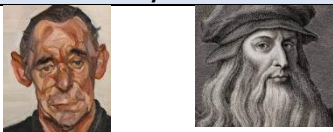
Year 5


Drawing – Autumn Term	
Urban Landscape Sketching (Perspective)	
Key Artist(s)	Key Artwork
Edward Hopper David Hockney	 <p><i>Nighthawks, Hopper (L)</i> <i>Untitled, Hockney (R)</i></p>
LOs and Key Concepts	
1	To learn about the artists David Hockney and Edward Hopper and identify and appreciate their key works.
2	To understand and identify one- and two-point perspective, as well as 'simplification' and the 'rule of thirds' in the art work of Edward Hopper and David Hockney.
3	To recap creating texture and form using shading and a range of techniques such as cross hatching.
4	To practice simple one-point perspective sketching of an urban landscape.
5	To practice simple two-point perspective sketching of an urban landscape.
6	To use the paintings of Edward Hopper and David Hockney as inspiration to create an urban landscape sketch, using one- or two-point perspective and the composition techniques of 'simplification' and 'rule of thirds'.
Key Outcomes	
The children will begin the unit by learning about the artists David Hockney and Edward Hopper, comparing and contrasting their work and learning the key facts of their lives and identifying their key works of art. They will then learn about one-point and two-point perspective and how this effect is created by using horizon lines and vanishing points. They will then study a range of Hopper and Hockney works to identify perspective within them. Following this, the children will recap using shading, sketching and a range of techniques to such as cross-hatching to create texture. They will then move onto practicing simple one-point and two-point perspective sketches of an urban landscape. Following this practice, the children will use the paintings of Hopper and Hockney as inspiration to create an urban landscape sketch using one- or two-point perspective. They will incorporate the ideas of rule of three and simplification in their compositions.	
Vocabulary	
Horizon Line, Vanishing Point, Perspective, One-Point Perspective, Two-Point Perspective, Urban, Rural, Simplification, Rule of Thirds	

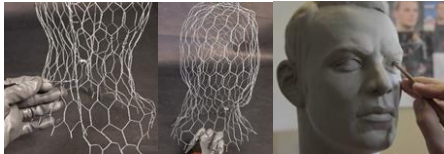
Painting – Spring Term	
Landscape Paintings	
Key Artist(s)	Key Artwork
JMW Turner Claude Monet	 <p><i>The Fighting Temeraire, Turner (L)</i> <i>Houses of Parliament, Monet (R)</i></p>
LOs and Key Concepts	
1	To learn about the artists JMW Turner and Claude Monet and identify and appreciate their key works.
2	To understand key techniques for composition in art (rule of three and simplification) and identify them in the works of Turner and Monet.
3	To recap the use of different paintbrushes for different purposes and the different painting techniques such as hatching, cross hatching, flat wash and lines.
4	To design a landscape painting using the composition techniques 'rule of three' and 'simplification', with a more detailed, focal point and a more 'blurry', less detailed background.
5	To use the paintings of Turner and Monet to create a landscape painting.
6	To use the paintings of Turner and Monet to create a landscape painting.
Key Outcomes	
The children will begin the unit by learning about the artists JMW Turner and Claude Monet, learning key facts about their lives, identifying their key works and comparing and contrasting them. They will identify these painters as impressionist. They will then study a range of Turner and Monet paintings and identify the compositional techniques 'simplification' and 'rule of thirds' within their works to fully understand these compositional methods. Following this, the children will recap their learning from Years 3 and 4 on the use of different paintbrushes, before designing a rural landscape painting using the taught compositional techniques, using the paintings of Turner and Monet as inspiration. Following this, the children create their own rural landscape paintings using these ideas and inspirations.	
Vocabulary	
Rule of Thirds, Simplification, Impressionism, Urban, Rural,	

Sculpture – Summer Term	
Clay Vase	
Example Outcome	
	
LOs and Key Concepts	
1	To gather ideas for a Greek vase by creating an annotated image board of different examples.
2	To design a Greek-style vase using annotated sketches and exploded diagrams.
3	To practice moulding handles and coils of different lengths to create a vase with a wide centre than the base and top.
4	To being moulding the base and body of a Greek-style vase using coils and slipping and scoring to join.
5	To continue creating a Greek-style vase using slipping and scoring to join coils together, and moulding and attaching handles.
6	To decorate a Greek-style vase using orange and black paint and images from Greek mythology.
Key Outcomes	
The children will begin the unit by gathering images of Ancient Greek vases and annotating them using their knowledge of Greek mythology to support them. They will then use exploded annotated diagrams and sketches to design their own Greek vases. Following this, they will recap different techniques for moulding and manipulating clay, before practicing moulding clay to create key components for their vase including coils of different lengths to make a vase with a 'fuller' centre, and handles. They will then being to create their designed vase before decorating using images from Greek mythology.	
Vocabulary	
Exploded Diagram, Sketch, Mythology, Greek, Vase,	

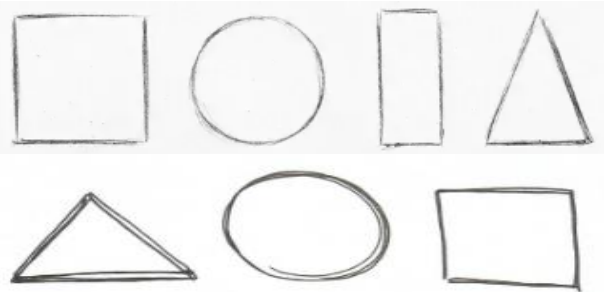
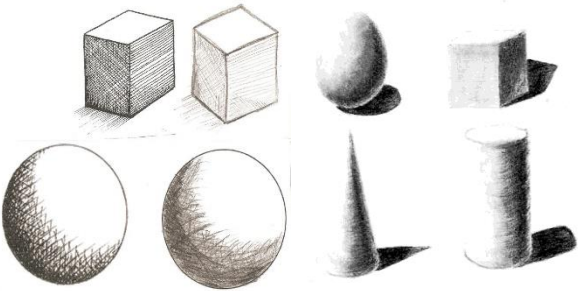
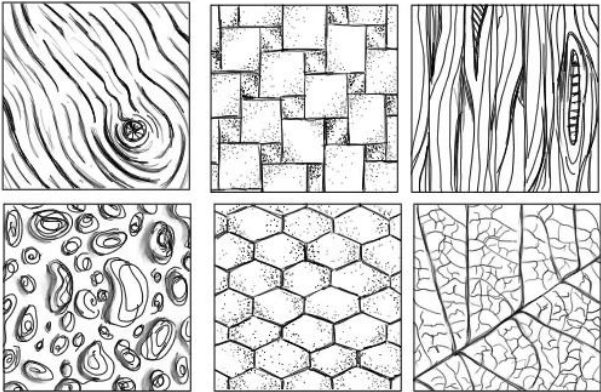
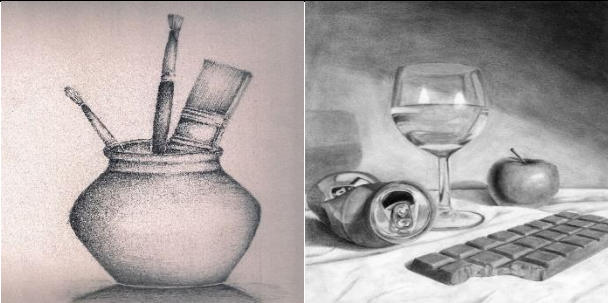
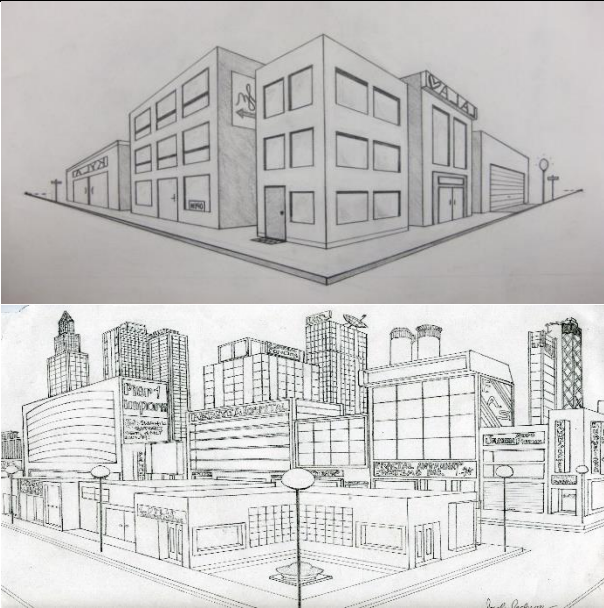
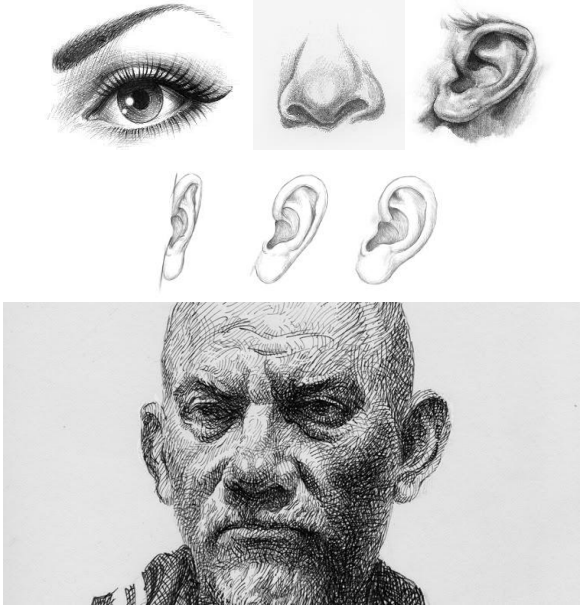
Year 6

Drawing – Autumn Term Portrait Sketching	
Key Artist(s)	Key Artwork
Leonardo Da Vinci Lucian Freud	 Various Portraits
LOs and Key Concepts	
1	To learn about the portrait sketches of Leonardo Da Vinci and Lucian Freud and identify and appreciate their key works
2	To practice drawing the detail in the eyes, nose and ears
3	To practice drawing the detail in the mouth and lips
4	To begin to understand how to draw faces using grids and frames of reference
5	To use the portraits of Lucian Freud as inspiration to create self-portraits
6	To use the portraits of Lucian Freud as inspiration to create self-portraits
Key Outcomes	
The children will begin the unit by learning about the famous British artists Leonardo Da Vinci and Lucian Freud, identify key events and facts from their lives, their important works of arts and the movements they represent. They will then analyse a range of Da Vinci and Freud works for key compositional techniques: rule of thirds, simplification, geometry and symmetry, perspective etc. They will then practice sketching parts of the face in detail. Following this, they will recap using different techniques to create different textures. They will then using 'quick sketching' and annotations to design a portrait sketch, before using the portraits of Da Vinci and Freud as inspiration for a portrait drawing.	
Vocabulary	
Rule of Thirds, Simplification, Perspective, Geometry and Symmetry, features, complexion, composition, hatching, sketching, uniqueness, character, expression	

Painting – Spring Term Portrait Painting	
Key Artist(s)	Key Artwork
Lucian Freud	 Various Portraits
LOs and Key Concepts	
1	To recap drawing portraits and learn about the painted portraits of Lucian Freud and identify and appreciate their key works
2	To practice mixing skin tones
3	To paint in the style of the artist Lucian Freud
4	To paint in the style of the artist Lucian Freud
5	To use the portraits of Lucian Freud as inspiration to create self-portraits
6	To paint a portrait in your own style
Key Outcomes	
The children will begin the unit by learning about the artist Lucien Freud, identifying key facts and events from his life, and identifying his key works of art and his movement. They will then recap the impasto technique for painting from Year 4 using poster paint thickened with PVA glue. Following this, they will learn how to use the grid method for constructing the shape of a portrait picture, before practising sketching the shape of key parts of the human face. They will use pictures of themselves for this, which will need to be taken before the unit begins. Following this, they will use the artwork of Lucien Freud as inspiration to create their own self-portraits and create a portrait in their own style.	
Vocabulary	
Impasto, portrait, self-portrait, grid method, realism, layering, depth, shades, texture, shadow, sunken, hollow, cavity,	

Sculpture – Summer Term Clay Portrait Sculpture (Armature)	
Example Outcome	
	
LOs and Key Concepts	
1	To understand armature and practice moulding and shaping scrunched paper and tape. To research sculptures of heads
2	To practice using hand techniques and a range of tools to practice moulding different parts of the human face from clay.
3	To practice using hand techniques and a range of tools to practice moulding different parts of the human face from clay.
4	To mould scrunched paper and tape into the shape of a human head and begin overlaying it with clay.
5	To mould different features of the face and join them to the head using slipping and scoring.
6	To finish moulding the human head using armature. To decorate the head when dry using paint.
Key Outcomes	
The children will begin by exploring what armature is and then practice moulding and shaping chicken wire. Following this, they will use a range of hand techniques and tools to mould different features of the human face such as eyes, the nose, the mouth, ears etc ... They will then mould the chicken wire into the shape of a human head and overlaying it with clay, before re-creating the different parts the face and slipping and scoring them to join them to the head. They will finish the project by painting it.	
Vocabulary	
Armature, scrunch, support, scoring, slipping, adhering, structure, texture, features, hollow, sunken, cavity, expression, character	

4. Progression of Skills

Drawing	<div>Year 1</div> <div></div> <div>Line and (2D) Shape</div>	<div>Year 2</div> <div></div> <div>Shading, Light and (3D) Form</div>	<div>Year 3</div> <div></div> <div>Marks and Texture</div>
	<div>Year 4</div> <div></div> <div>Drawing still life from 3D shapes</div>	<div>Year 5</div> <div></div> <div>Drawing in one and two-point perspective</div>	<div>Year 6</div> <div></div> <div>Drawing portraits</div>

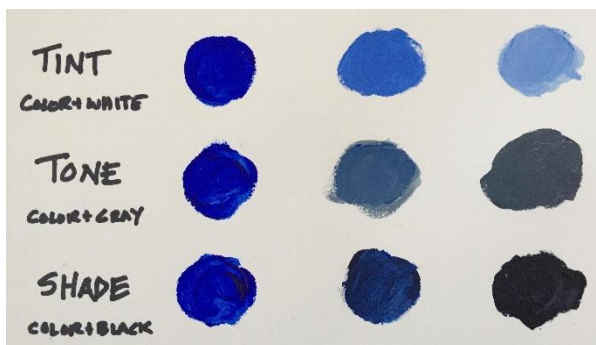
Painting (1)

Year 1



Understanding colour mixing (primary, secondary and tertiary colours), as well as warm, cold and complementary colours.

Year 2



Adding white to make tints, adding black to make shades and adding grey to make tones

Year 3

Flat Wash + Blending

Hatching

Wet on Wet Crosshatching

Line Brush

Stippling

Painting (2)

Year 4



Combing 3D drawing skills, the principles of composition and colour theory to created shaded 3D still life paintings

Year 5









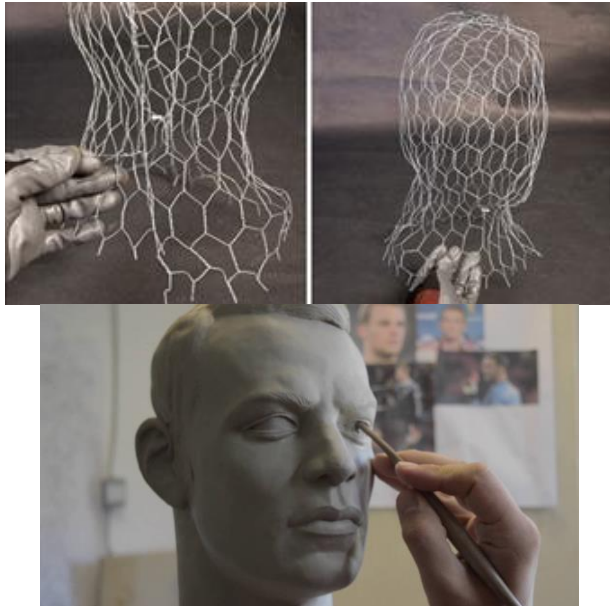


Combing perspective drawing skills, the principles of composition and colour theory to create perspective paintings.

Year 6



Combing portrait drawing skills and colour theory to create portrait paintings.

Sculpture (1)	Year 1	Year 2	Year 3
	  <p>Rolling, Shaping, Slipping and Scoring</p>	  <p>Creating Shapes, Slipping and Scoring</p>	  <p>Pinch and Coil, Slipping and Scoring</p>
Sculpture (2)	Year 4	Year 5	Year 6
	 <p>Creating Shapes, Slipping and Scoring, Glazing</p>	 <p>Pinch, Coil, Smoothing, Slipping and Scoring, Glazing</p>	 <p>Armature</p>

Rule of Odds



The “rule of odds” suggests that an odd number of subjects in an image is more interesting than an even number. An even number of subjects produces symmetries in the image, which can appear overly formal and unnatural.

An image of a person surrounded / framed by two other persons, for instance, where the person in the centre is the object of interest in that artwork, is more likely to be perceived as friendly and comforting by the viewer, than an image of a single person with no significant surroundings.

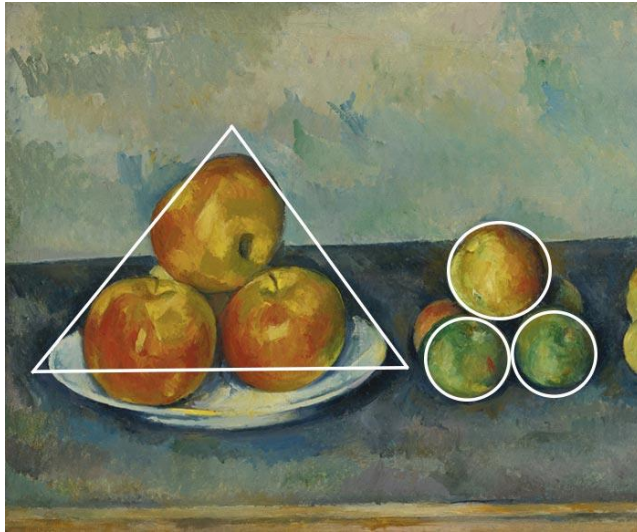
Rule of Thirds



The rule of thirds is a technique used to ensure the focal point of your painting is not directly in the centre and that your painting is not overly symmetrical. What it entails is cutting the scene into thirds both ways. You will end up with nine sections. The aim is to place your focal point at one of the intersections and to ensure none of your sections are the same. In general, a focal point which is directly in the centre of the painting is not visually appealing for the viewer as it bisects the painting and appears unnatural.

The rule of thirds is thought to be a simplification of the golden mean. The golden mean is a ratio that has been used by visual artists for centuries as an aid to composition. When two things are in the proportion of 1:1.618 (approximately 3 to 5) they are said to be in the golden mean. I will not get into the detail of the golden mean and will just stick to the simplified rule of thirds.

Geometry and Symmetry



Related to the rule of odds is the observation that triangles are an aesthetically pleasing implied shape within an image. In a canonically attractive face, the mouth and eyes fall within the corners of the area of an equilateral triangle.

Paul Cézanne successfully used triangles in most of his compositions of still life scenes. A triangular format creates a sense of stability and strength.

Simplification



Simplification is one of the most important skills you can learn as an artist. The master painter's used simplification to reduce the clutter in their artworks and enhance the focal points.

You can simplify your composition in many ways, such as:

- Use a limited palette (color range)
- Reduce detail of unimportant areas
- Use a limited value range (the range between your darkest dark and lightest light)
- Use larger paint brushes to simplify the detail in your painting
- Remove unnecessary subjects from your painting

Simplification is most effective when combined with targeted complexity. This can be a powerful combination which you can use to really emphasise areas in your painting.

5. Evaluation and Analysis skills

At Holywell the children use a sketchbook to record their journey through a unit of art. At the end of each unit the children are given the opportunity to evaluate and reflect on their artwork and journey.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What have I done well? I can explain what I have accomplished in my artwork and what I like about my work	What have I done well and how can I improve my artwork? I can identify areas in my artwork that I did well and suggest where improvements could be made	What is good about my own work and another person's artwork? I can identify good elements in my own work and in another person's work	How can I help others to improve their artwork? I can give and receive constructive criticism to help myself and others improve their artwork	How can I make informed choices about my artwork? I can make key decisions in the media I choose to use and what I want my artwork to include, as well as make improvements following feedback	Can I explain and analyse my choices and outcomes? I can discuss the journey my artwork has taken and what I have produced including why I made the choices I made for my artwork

6. Cultural Capital

We aim to provide as many opportunities as we can for the children at Holywell to develop their love of and exposure to a wide range of art. Every year we have an Art Week, in the summer term. This gives the children and staff a wonderful opportunity to spend more time immersed in art. Artists are invited to school to run workshops with the children. The children are given opportunities to develop other areas of art that are not a focus throughout the year, such as printing, digital art, textiles etc.

Every year the school is involved in the patronal festival at St John the Baptist Church, helping decorate the church in the annual theme.

Artwork that is taken down from display is given to Hinchingsbrooke Hospital to decorate the corridors.

A whole school art gallery can be seen in the school hall. This is changed each term to reflect a variety of themes and current events. All children contribute to this.

We take as many opportunities as we can to do art outside, maybe taking sketching materials or water colours to Forest School and sketching buildings around the village during a local history study or on trips.






Classes visit other sites of cultural interest, looking at artefacts, works of art and architecture eg Year 3 visit Flag Fen as part of their topics.

Children develop the vocabulary and language to confidently discuss and respond to their own works of art and those made by famous artists.

Children are invited to attend a weekly cartoon club which is run by a published illustrator working within our local community.

7. Diversity

At the start of each academic year we have an art focus at Holywell School. This focus is around diversity, with each class looking at artwork from a different culture. The completed artwork is displayed in the corridors for all children, staff and visits to enjoy and celebrate. As children study the work of well-known and famous artists they will be involved in discussions about diversity, discussing why artwork we know and hear more about is often produced by white males. Children will explore the work of others and evaluate different creative ideas as they expand their knowledge of artists from different periods of time and cultures alongside designers and craft makers.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Islamic art tiles – linked to the RE topic of Islam</p> 	<p>Aboriginal art – looking at the work by Geoffrey Bardon, a black American school teacher in the 1970's who encouraged storytelling and recording aboriginal sand paintings in paint</p> 	<p>African masks – linked to the geography topic about Africa</p> 	<p>Hokusai – linked to the geography topic and the class text 'Kensuke's Kingdom'</p> 	<p>Traditional Indian art – linked to the history topic British Indian Empire</p> 	<p>Kehinde Wiley – the artist who painted Barack Obama</p> 