



**HCAT**

**Art & Design Curriculum**

## **Purpose of study**

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.

## **Aims**

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
- 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.

## **Subject content**

### **Key stage 1**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

### **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

### **Art & Design Disciplines**

At HCAT, we have identified the key disciplines within the Art & Design Curriculum as: All Media, Painting, 3D Sculpture and Drawing. These disciplines have been mapped out throughout our curriculum to ensure that there is progression between the key stages in which they are taught. The curricular content under the 'All Media' strand is not discipline specific and can be applied to Painting, 3D Sculpture or Drawing as these objectives are based upon reflection and peer evaluation. The disciplines of painting, 3D sculpture, and drawing have been mapped out throughout KS1 and KS2 to ensure that there is progression between key stages, painting is taught in cycle 1 and 3D sculpture is taught in cycle 2. There are opportunities for children to draw within the disciplines of painting and 3d sculpture, however we recognise that there are specific objectives which will need teaching in relation to drawing, therefore an Arts Week will provide a further opportunity to teach drawing discretely across key stages.

<b>HCAT Art &amp; Design Disciplines</b>		
All Media		
Painting	3D Sculpture	Drawing

<b>Art &amp; Design 2 Year Cycle</b>						
	<b>KS1</b>		<b>LKS2</b>		<b>KS2</b>	
<b>All Media</b>	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Drawing</b>	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Sculptures</b>	Cycle A		Cycle A		Cycle A	
<b>Painting</b>	Cycle B		Cycle B		Cycle B	

## All Media

All Media							
	EYFS	KS1		LKS2		KS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Children respond to and explore ideas.</b>	I know how respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)	<p>I know how to explore ideas from my imagination or from real starting points.</p> <p>I know how to record simple media explorations in a <b>sketchbook</b>.</p>	<p>I know how to explore ideas and collect visual and other information for my work.</p> <p>I am beginning to use a sketch book to record my observations.</p>	<p>I know how to use a <b>sketchbook</b> to plan and develop simple ideas, to continue to store information on colour mixing, the colour wheel and colour spectrums, make simple informed choices in media and collect textures, patterns to inform other work.</p> <p>I use my sketch book to record first hand observations.</p>	<p>I know how to use <b>sketchbooks</b> to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.</p>	<p>I know how to use <b>sketchbooks</b> to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>I know how to annotate my work in sketchbook.</p> <p>I know how to use these ideas in developing my work, taking account of the purpose.</p>	<p>I know how to use my sketchbook to analyse the effectiveness of a wide variety of artistic techniques.</p> <p>I know how to adapt my work according to my views and describe how I might develop it further.</p>
<b>Children describe what they think or feel about their own and others work.</b>	I know how to talk about what they have produced, describing simple techniques and media used.	<p>I know how to comment on strengths and next steps to improve my own and others work.</p> <p>I can identify changes I might make or how my work could be developed further.</p>	<p>I know how to comment on specific methods which have been used within my own and others work.</p> <p>I know the impact the methods have on the piece of work linked to the context of the lesson.</p>	<p>I know how to make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made</p> <p>I can look at and talk about my own work and that of other artists and identify the techniques they have used.</p>	<p>I know how to adapt and refine my work to reflect the purpose and meaning of the work.</p>	<p>I know how to refine my work using a wide range of techniques that reflect the purpose and meaning of the work.</p> <p>I adapt and refine my work to reflect my own view of its purpose and meaning.</p>	<p>I know how to analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context</p>
<b>Children know about the work of great artists.</b>	I know how to identify the work of a range of artists, craft makers and designers, and makes links to my own work	I know 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 my own work.	Begin to explore a range of great artists, architects and designers in history.	I know the work of a range of artists, craft makers and designers, describing the differences and similarities of their final pieces.	I know 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 my own work.	Identify artists who have worked in a similar way to their own work.  I know a range of great artists, architects and designers in history.	I know how to analyse a range of great artists, architects and designers in history and adapt their techniques to match the purpose of my own piece.

## Drawing

	KS1		LKS2		UKS2		
	EYFS	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<p><b>Children will use a variety of materials and processes to communicate ideas.</b></p> <p>I know how to use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>I know how to control a range of media. I draw on different surfaces and coloured paper.</p> <p>I know how to produce lines of different thickness and tone using a pencil.</p> <p>I know how to produce different patterns and textures from observations, imagination, and illustrations.</p>	<p>I know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I know how to control the types of marks made with the range of media.</p> <p>I know how to draw on different surfaces with a range of media.</p> <p>I know how to investigate textures by describing, naming, rubbing, and copying.</p> <p>I know how to create an expanding range of patterns and textures.</p>	<p>I know how to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I know how to combine a range of marks made in drawing to create a piece of art.</p> <p>I know how to name, match, and draw lines/marks from observations.</p> <p>I know how to investigate textures and produce an expanding range of patterns.</p> <p>I know how to combine light and dark shadows to create a piece of art.</p>	<p>I know how to select appropriate drawing materials.</p> <p>I know how to mix different materials to explore effects I know how to make.</p> <p>I know how to create a range of tone using a pencil to make light/ dark lines to sketch lightly.</p> <p>I can begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending.</p> <p>I know how to develop intricate patterns using different grades of pencil and to create lines and marks.</p>	<p>I know how to select drawing materials that will enhance my work.</p> <p>I know how to use light/dark shading with a pencil while continuing to investigate tone by drawing light/dark lines, light/dark patterns (e.g. hatching) and develop understanding of grades of pencil.</p> <p>I know how to develop further drawings featuring the third dimension and perspective.</p> <p>I can draw for a sustained period at an appropriate level.</p>	<p>I know how to use a range of techniques to communicate my ideas.</p> <p>I know how to experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>I can work in a sustained and independent way to develop my own style of drawing. This style may be through the development of line, tone, pattern, texture.</p> <p>I can consider perspective, focal point, horizon, and scale within my drawings.</p>	<p>I know when different materials can be combined and use this to good effect</p> <p>I can choose appropriate techniques to convey the meaning of my work</p> <p>I can draw for a sustained period over a number of sessions working on one piece.</p> <p>I know how to use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>I know how to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale, and proportion in their paintings.</p>	
<p><b>Children demonstrate their understanding to create artwork.</b></p> <p>I can use drawings to tell a story.</p> <p>I can begin to draw accurately.</p>	<p>I know how to create more accurate drawings.</p>	<p>I know how create a proficient final drawing that demonstrates use of appropriate skills.</p>	<p>I know how to create a drawing using a range of tones, lines using a pencil.</p>	<p>I know how to include a range of techniques in my drawing and begin to understand why they best suit.</p>	<p>I know how to develop my own style using tonal contrast and mixed media.</p>	<p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p>	
<p><b>Children know about the work of great artists.</b></p>	<p><b>Artists:</b> Paul Klee, Frank Gehry, Vincent Van Gogh.</p>	<p><b>Artists:</b> Edward Hopper, Alexander Calder, Paul Cezanne, Georges Seurat.</p>	<p><b>Artists:</b> Pablo Picasso, Goya, Sargent, Holbein.</p>	<p><b>Artists:</b> Edgar Degas, John Sargent, Egon Schiele, Leonardo Da Vinci.</p>	<p><b>Artists:</b> Henry Moore – sketchbooks, Russ Mills.</p>	<p><b>Artists:</b> William Turner, Liz Ahmet.</p>	

## Painting

Children will use a variety of materials and processes to communicate ideas.	EYFS	KS1	LKS2	KS2
	<p>I know how to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>I know the name of the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>I can explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>I know how to experiment with a variety of media; different brush sizes and tools.</p> <p>I can use a paintbrush correctly to create different marks.</p> <p>I know that a colour can be lightened or darkened by adding black or white painting (ready mixed paint).</p> <p>I can lighten and darken colours with and without the use of black or white (water colours).</p> <p>I know how to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>I can begin to choose the appropriate media to work with.</p> <p>I know how to choose the correct paintbrush to produce marks appropriate to work and use it correctly.</p> <p>I know how to control the types of marks made with a range of media.</p> <p>I know how to create a range of tints by adding white to a given pure colour.</p> <p>I know how make a range and tones by adding grey to my pure colour.</p> <p>I know how to create and use a range of tertiary colours.</p> <p>I can begin to develop my own style of painting based upon what I have learnt.</p>	<p>I know how to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>I know how to control the types of marks I make, and I experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>I know how to use light and dark shades and tones within my painting and I show an understanding of complimentary and contrasting colours.</p> <p>I know how to mix colour, shades and tones with increasing confidence.</p> <p>I know how to comment on the effectiveness of shades and tints of colours to match the purpose of my work.</p> <p>I know how to develop a painting from a drawing.</p> <p>I can develop my own style of painting whilst working in a sustained way.</p>
<p>Children use knowledge and understanding of materials to create art work.</p>	<p>I know that I can use paint to make images of what they see or imagine.</p>	<p>I know how to create an accomplished final painting that demonstrates use of appropriate skills.</p>	<p>I know how to use a number of brush techniques to produce shapes, textures, patterns and lines.</p>	<p>I know how to create a painting inspired by working in the style of a selected artist (not copying).</p> <p>I know how to create paintings which are based on observations and can convey realism or an impression of observations.</p>
<p>Children know about the work of great artists.</p>		<p>I know that artists produce different styles of artwork.</p> <p><b>Artists:</b> Henri Matisse, Piet Mondrian, L.S Lowry, Paul Klee, Franz Marc, Pablo Picasso.</p>	<p>I can identify the differences between the work created by some artists.</p> <p><b>Artists:</b> David Hockney, Claude Monet, Georgia O’Keefe, Mark Rothko, Vincent Van Gogh.</p>	<p>I understand that different artists use different approaches in their artwork.</p> <p><b>Artists:</b> Jackson Pollock, Bridget Riley, Rene Magritte, Joseph Lee.</p>

### 3D Sculptures

Children will use a variety of materials and techniques to communicate ideas.	EYFS	KS1	LKS2	UKS2
	<p>I know how to respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world).</p> <p>I know how to explore ideas from my imagination or from real starting points.</p> <p>I know how to look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I know how to use a <b>sketchbook</b> to plan and develop simple ideas and make simple informed choices in media and collect textures, patterns to inform other work.</p> <p>I know how to explore ideas and collect visual and other information for my work.</p> <p>I know how to make a slip to join two pieces of clay.</p> <p>I know how to shape clay using different techniques: rolling, pinching, pressing &amp; shaping).</p> <p>I know how to model over an armature.</p> <p>I know how to produce a Marquette based upon my plans.</p> <p>I know how to recognise sculptural forms in the environment: furniture, buildings.</p>	<p>I can use my <b>sketchbook</b> to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.</p> <p>I know how to use pinching to join clay.</p> <p>I know how to use slab as a technique to create pottery.</p> <p>I know how to use the coiling technique to create pottery.</p> <p>I know how to create a slip to join clay.</p> <p>I know how to decorate, coil, and produce pottery confidently when necessarily.</p> <p>I know how to replicate historical and cultural techniques for creating pottery.</p>	<p>I can use my <b>sketchbook</b> to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>I make artistic choices based upon my experiences and understanding of different artists and cultures.</p> <p>I know how to adapt my work based upon the work of other artists.</p> <p>I know how to evaluate the artistic and cultural influences that have impacted on my work.</p> <p>I consider the purpose of my work when developing designs.</p> <p>I know how to model and develop work through a combination of pinch, slab, and coil.</p> <p>I understand different ways of finishing work: glaze, paint, polish.</p> <p>I know how to work around armatures or over constructed foundations.</p> <p>I know how to confidently carve a simple form.</p>
Children use knowledge and understanding of materials to create art work.	I know how to build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	<p>I know how to use clay techniques to apply to pottery studied in other cultures.</p> <p>I know how to create a resilient 3D artwork using an appropriate technique and material.</p> <p>I know how to create a piece that demonstrates awareness of environmental sculpture and found object art.</p> <p>I can show awareness of the effect of time upon sculptures (change to materials due to environment).</p> <p>I know how to use recycled, natural and man-made materials to create sculptures.</p>	<p>I know how to use language appropriate to skill and technique.</p> <p>I know how to create a piece that demonstrates awareness of historical and cultural understanding.</p> <p>I understand how materials have been selected and adapted to suit their purpose (eg. Pottery used for tea pots).</p> <p>I work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I know how to gain more confidence in carving as a form of 3D art.</p>	<p>My 3D work contains both visual and tactile qualities.</p> <p>I know how to choose from all of the techniques from previous experience to embellish my work as appropriate.</p> <p>I work in a safe, organised way, caring for equipment.</p> <p>I know I need to secure my work to allow me to continue it later.</p>

<b>Children know about the work of great artists.</b>		I know that artists produce different styles of 3D work.  <b>Artists:</b> Giacometti (Alberto), Native American Art, African Art, Barbara Hepworth, Constantin Brancusi, Antony Caro.	I understand the impact that history and cultures have on the creation of pottery.  <b>Artists:</b> Egyptian Pottery, African Coiling Pottery, Japanese Slab Pottery.	I understand that different experiences impact on the work that artists produce.  <b>Artists:</b> Elisabeth Frink, Antonio Gaudi, Marcel Duchamp, Anthony Gormley, Damien Hirst, Henry Moore.
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## Optional Wider Curriculum Strands

<b>Printing</b>				
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Children will use a variety of materials and processes to communicate ideas.</b>	<p>I know how to make rubbings: leaf, brick, coin.</p> <p>I know how to create simple pictures by printing from objects such as fruit, vegetables, and sponges.</p> <p>I know how to develop simple patterns by using objects.</p> <p>I know how to use a stencil to create a picture.</p> <p>I know how to make my own printing blocks.</p>	<p>I know how to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>I know how to impress printing: drawing into ink, printing from objects.</p> <p>I know how to explore printing in relief: sting and card.</p> <p>I have printed by pressing, rolling, rubbing, and stamping</p> <p>I know how to use equipment and media correctly and be able to produce a clean printed image.</p> <p>I know how to print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>I know how to make simple marks on rollers and printing palettes and take simple prints i.e. mono printing.</p>		
<b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b>	<p>I can look and talk about what I have produced, describing simple techniques and media used.</p>	<p>I can look at and talk about own work and that of other artists and the techniques they had used.</p> <p>I know how to discuss own work and others work, expressing thoughts and feelings.</p> <p>I know how to identify changes I might make or how my work could be developed further</p>	<p>I am increasingly aware of mono and relief printing.</p> <p>I know how to demonstrate experience in fabric printing.</p> <p>I know how to expand experience in 3 colour printing.</p> <p>I know how to make a precise repeating pattern by creating accurate printing blocks</p> <p>I know how to continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>I know how to describe techniques and processes.</p>	<p>I know how to use tools in a safe way.</p> <p>I know how to develop ideas from a range of sources.</p> <p>I know how to see positive and negative shapes.</p> <p>I know how to demonstrate experience in a range of printmaking techniques.</p> <p>I know how to use print as a starting point to embroidery.</p> <p>I know how to start to overlay prints with other media.</p>
<b>Children use knowledge and understanding of materials to create art work.</b>	<p>I know how to explore techniques such as repeating, overlapping, rotating, and arranging shapes.</p>	<p>I know how to create an effective print that demonstrates the use of appropriate techniques and materials.</p> <p>I know how to begin to identify forms of printing: Books, posters pictures, fabrics, wallpaper.</p>	<p>I know how to create a print that demonstrates knowledge of printmaking from other cultures and time periods and shows experimentation with some of these styles.</p>	<p>My prints combine a range of visual elements to reflect a purpose.</p> <p>I know how to develop my own style using tonal contrast and mixed media.</p>

		<p>I know how artists and designers have used colour, shapes and lines to create patterns.</p> <p>I know how to compare the methods and approaches of different designers in their print techniques.</p> <p>I have explored printing from other cultures and time periods.</p>		
<b>Children know about the work of great artists.</b>		<b>Artists:</b> Brian Nahs Gil, Alison McGill, M.C. Escher, Victoria Crowe, Mark Herald, Karen Lederer.	<b>Artists:</b> Morris, Labelling, Rothenstein, Kunisada, Andy Warhol, Anni Albers, Delita Martin, Katsushika Hokusai.	<b>Artists:</b> Roy Lichenstein, Banksy, Danny Allison, Ailson Deegan.

<b>Photography</b>				
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Children will use a variety of materials and processes to communicate ideas.</b>	<p>I know how to use an iPad and cameras to take photos.</p> <p>I know how to choose subjects to photograph.</p> <p>I know how to show experience in simple composition.</p> <p>I can use photos to tell stories or show feelings.</p>	<p>I know how to experiment with a variety of different compositions.</p> <p>I can begin to show an awareness that photography is an art form.</p> <p>I know how to manipulate photographs to create different effects – using apps.</p> <p>I know how to collect photographs for a theme.</p> <p>I know how to identify and recognise examples of photography as a visual tool and an art form.</p> <p>I know how a photographer organises elements when recording an image.</p> <p>I know how to control focus or zoom settings or move closer composing their photograph.</p> <p>I know how to hold and use a camera to select and capture with clear intention.</p>		
<b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b>	<p>I know how to look and talk about what I have produced, describing simple techniques and chosen media.</p> <p>I know the appropriate language to be used to describe colours, equipment and composition.</p>	<p>I know how to talk about my own work and that of other artists and the techniques they have used.</p> <p>I know how to discuss my own work and others work, expressing thoughts and feelings.</p> <p>I know how to identify changes that might be made to develop work further.</p>	<p>I know how to plan for the use of a camera to take a specific photo or set of photos.</p> <p>I know how to modify an image on a computer to achieve the best quality print.</p> <p>I know how to change the camera settings such as flash, to best capture an image in low light conditions.</p>	<p>I know how to plan and take photographs to provide content to superimposed into other photographic images.</p> <p>I know how to use a variety of lenses - cameras, telescopes, binoculars.</p>

		<p>I know how to create a photograph or series of photographs based on a theme.</p> <p>I know how to explain how other artists have used texture, colour, pattern and shape in their work.</p> <p>I know how to identify and recognise examples of photography as a visual tool and an art form.</p> <p>I know how to suggest how the photographer has organised the elements or recording of the image.</p>	<p>I know how to use zoom to best frame an image and photograph from dynamic viewpoints.</p>	<p>I know how to take and assemble a sequence of photos to make a flick book and give impressions of movement.</p> <p>I know how to use a camcorder demonstrating how a camera captures photographic images as a video with a time duration.</p> <p>I know how to plan, take and digitally process photographs for a creative purpose, working as part of a group.</p> <p>I know how to use language appropriate to skill and technique.</p> <p>I know how to write about the visual and technical qualities of my work in my sketchbook.</p>
<p><b>Children know about the work of great artists.</b></p>		<p><b>Artists:</b> Hannah Hoch, Annegret Soltay, Ansel Adams.</p>	<p><b>Artists:</b> Frans Lanting, Steve McCurry, Reuben Wu, Cindy Sherman.</p>	<p><b>Artists:</b> Robert Capra, Jerry Uelsman, Man Ray, Flipbooks.</p>