



**At High Bank Junior, Infant and Nursery
we are all Artists**

*“Children are naturally creative...
It is our job to give them the freedom,
materials, and space to let their
creativity blossom to its full potential.”*

Art Curriculum

**At High Bank, we value Art and Design.
WE ARE ALL ARTISTS**

The intent of teaching Art and Design at High Bank School is that our children will, from the early years, develop a sense of creativity, self-expression, excellence and high attainment. All children need to be exposed to the arts, giving them a chance to experience, and participate in a range of creative activities and events. High Bank allows our children to experiment in a ‘safe’ environment where there are no right or wrong results, thus, both self-expression and self-esteem may be enhanced. We aim to give children the opportunity to explore, develop and communicate their personal, aesthetic response to experience and develop their knowledge and skills within a wide range of arts activities. We hope to introduce them to an appreciation of the arts that will last a lifetime and develop their appreciation of the diversity within the school and local community. We hope that our art curriculum helps our children to make personal interpretations of what they have experienced and encourages them to express themselves creatively using a wide range of media and situations.

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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; 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:







- **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.



	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	<p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

Collage	<p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Printing	<p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of Other Artists	<p>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<p>Children can:</p> <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand: Salvador Dalí, Gainsborough, , Lucian Freud, Howard Hodgkin, Anish Kapoor, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Braque, 	<p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

Progression of Vocabulary

	EYFS		KS1		LKS2			UKS2		
Drawing	Thin Light Strong Hard	Thick Dark Soft	Shading Broad Fine Line Detail Still life	Tone Narrow Pattern Shape Comparison	Distance Form Texture Pressure Appearance	Direction Weight Portrait Character	Position	Viewpoint Modify Bird's eye view Natural form Subject	Angle Perspective Panorama Expression	
Painting	Light Bright Colourful	Dark Dull	Blend Warm Vibrant Background Flat Splattered	Primary Secondary Deep Dotted	Tone Colour wash Abstract Delicate Detailed Watery Opaque Tint Foreground	Shading Pointillism Natural Bold Colour names Intense Translucent Shade Middle ground	Repeat Mono-print Two-tone print Mould Marbling Impression Positive image	Representational Swirling Transparent Traditional Imaginary Impressionist Scraped Textured	Stippled Horizon Representational Modern Dabbed Stroked Layered	
Printing	Print Shapes	Repeat Patterns	Rubbing Reverse Decoration	Smudge Image Surface Pressure Cloth	Repeat Mono-print Two-tone print Mould Marbling Impression Positive image	Rotate Imprint Background Absorb Stencil Negative image	Monotype Plate Overlap Engraving Pressure	Relief Inking up Water-based Oil-based Etching Indentation Calligraphy		
Sculpture	Sculpture Bend Shape	Fold Clay	Structure Construct Attach Stone Curve Impress	Assemble Model Statue Metal Form Texture	Viewpoint Decoration Form Three-dimensional Composition Proportion Symbolic Realistic	Detail Natural Two-dimensional Profile Ornate Perspective	Surface texture Balance Transform Rhythm Hollow Surface Angle Attachment	Scale Movement Flexible Solid Plane Slip Relief		
Textiles	Cutting Fabric Wool	Weave Colour	Pattern Texture Net Collage Fur Tweed Thread	Shape Sew Mixed media Layers Silk Satin	Appliqué Hessian Yarn Natural Threading Embroidery Running stitch	Combine Scraps Mixed media Bunching Stitching Cross stitch Carding	Emblem Geometric Abstract Smocking Embellish	Motif Stylised Synthetic Batik		
Collage	Cutting Sticking Cutting Soft Hard	Shapes Texture Rough Smooth Bumpy	Crunch Delicate	Overlap Uneven	Foreground Middle ground Background		Positive Negative			



To develop pupil's creative thinking.

To encourage children to express themselves through a visual language, including the use of colour, texture, pattern and form.

To inform and inspire through art history.

To ensure progression in a full range of artistic skills.

To celebrate the quality of our work and learning experiences.

Impact

Our Art curriculum covers a range of artists, styles, skills and cultures. Lessons build on prior learning and techniques, and provide opportunities to develop visual literacy. Children need to understand that art is made by all sorts of people, in a variety of ways.

Art and Children with Special Educational Needs

Art for children with SEN helps in many ways including: Building fine motor and problem solving skills, enhancing communication & expression, promoting self-esteem & motivation to succeed.

“To foster a love of art in children, we must...

Content, Skills and Sequencing

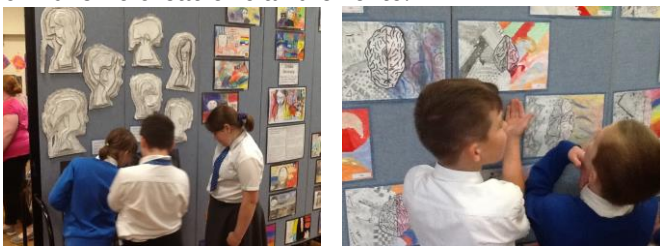
Art skills are taught, demonstrated, practised and used to create throughout the Key Stages. Skills are sequenced to ensure coverage, progression and independence. Where possible, skills and Art genres are linked to other areas of the curriculum or calendar to further stimulate.

Assessment

Art skills and knowledge are assessed termly by teachers using The Symphony Assessment System.

Celebration

Individual achievements in Art are celebrated by displaying art pieces in school. An annual Art Exhibition allows further displays and appreciation with parents and friends of the school sharing the children's creations and efforts.



An annual Arts Week invites further enthusiasm & inspiration into the school, offering an opportunity to delve further into art skills, techniques and the history of artists. It's a messy and valuable week.

Links to other subjects

As well as referencing art while teaching a specific artistic skill or technique, Art is taught through Literacy, History, Geography, RE and PSHE to inspire, understand, evidence & inform.

Examples of art taught across school:

EYU: Giraffe painting – colour mixing

Year 1: Sea creatures sculptures

Year 2: The wings of Icarus using different textures

Year 3: Cave paintings from the Stone Age

Year 4: Sketching landscapes / settlements

Year 5: Lino prints with a polar theme

Year 6: Portraits of The Titanic's captain



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYU	Self-portraits & Chalk and crayon Play-dough Clay pots for Diwali Sponge printing Kandinsky	Mixed media collage Baking Christmas art and craft	Junk modelling Baking	Observational drawing Vegetable printing Van Gogh	Observational drawing Junk Modelling Colour mixing	Mixed media collage Baking
1	Self Portraits – facial features Picasso / Matisse	Mixed Media collage Puppets	Sketching animals – chalk pastels Aboriginal paintings Plasticine aboriginal 2D pictures Smoothies	Sea paintings Monet Moving Story Books	Toy Cars (axles) Teddy Bear paintings	Constructing Windmills Clay models – shells
2	Colour Mixing – Fire images	Sketching Florence / Mary Rembrandt Balanced Diet	Papier Mache / Recycled materials mega structures big builds (use Baby Bear's Chair planning)	Colour mixing sea scenes Turner / Pollock Sewing (pouch for an adventurer)	Sketching animals Corrugated card lions Moving Monsters (lions)	Fairground Wheel
3	Sketching mammoths Cave Paintings Stone Age tool	Watercolour on top of maps Gormley / Hepworth Eating seasonally	Sketching houses Watercolour settlement Weaving Electronic Posters Gunta Stolzl	Sketching local buildings Constructing Castles Montage ICT	Pneumatic Toys Van Gogh / Munch Colour Mix volcano image	Gaudi mosaic Gaudi / Dali Cushions Spanish Food
4&5	Sketch Egyptian artefacts Hieroglyphs Adapting Recipe	Paint Keith Haring inspired images 3D card model (80s toys, e.g. Speak & Spell)	Slingshot Car Lino & polystyrene tiles printing spiritual motifs (Navajo)	Jill Townsley Pavilions	Clay Roman artefacts Fastenings	Sketching traditional Chinese houses Willow / wire tissue paper lanterns Pop up Book
5&6	Anglo Saxon jewellery Come Dine with Me	Edvard Munch's The Scream - acrylic	Benin bronzes (mod roc) Waistcoats	Watercolour Street scene with charcoal on top LS Lowry Pipe cleaner & fabric figures	Frida Kahlo Printing on fabric / screen printing	Hepworth inspired sculpture Playground

