

L E A R N

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INFANT SCHOOL  
.....  
A family of friends



# Hove Learning Federation

## Art Policy

Created: Spring 2023  
Adopted by Learning & Teaching Committee on behalf of the Governing body: Summer 2023

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



# Hove Learning Federation

## Art Policy

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## 1. Introduction

The Art curriculum aims to give children the ability and skills to produce creative work, explore their own ideas and express themselves imaginatively. Children will have the opportunity to skilfully use visual language to express emotions, interpret observations, convey insights and accentuate their individuality. We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress through the school, they will be encouraged to develop a deeper understanding of art and design and a high level of critical thinking. We aim to foster a love of learning, enabling children to ignite their inner creativity and explore avenues to express thoughts, feelings and understandings in new and exciting ways.

High quality Art education inspires children and provides the opportunity to respond creatively in other areas of the curriculum as well as deepening children's cultural understanding of the world around them. They will explore and reflect on how art has shaped our history and its contribution to the culture of the world around us. They will be guided to form opinions of the work of other artists and craft makers and given the language to express their views. Children will be offered experiences to select and use materials, processes and techniques skilfully and inventively being encouraged to reflect on, analyse and critically evaluate their own work and that of others. The curriculum will inspire a passion for and a commitment to the subject.

## 2. Aims

We aim to:

- Create a love of learning where the child is free to experiment with art materials and develop their aesthetic awareness
- Ensure children become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Encourage children to evaluate and analyse creative works using the language of art, craft and design
- Explore the work of great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Extend a child's creativity, requiring elements of innovation, thought and imagination

- Give children a sense of pride and satisfaction through showcasing their work through high quality displays throughout the school and parent galleries
- Use a sketchbook as a working tool to develop skills, knowledge and a record of progress and achievements
- Take ownership of their artistic choices and encourage children to develop their own individual style

### **3. Intent**

Through teaching Art we aim to foster a love of learning, enabling children to ignite their inner creativity and explore avenues to express thoughts, feelings and understandings through a range of media in new and exciting ways. High quality Art education inspires children and provides the opportunity to respond creatively in other areas of the curriculum as well as deepening their cultural understanding of the world around them. We aim to develop a whole school approach to art which ensures continuity and progression and which develops both skills and individual development. By instilling an appreciation and enjoyment of the visual arts we have the power to enrich our lives.

### **4. Implementation**

Across each key stage, children will explore drawing, painting, print making, 3D work and a range of mixed media including textiles, collage and clay. Revisiting these units in KS2 allows children to refine their skills, deepen their understanding and explore each medium in more depth. In KS2 children will also have the opportunity to explore digital media in their art lessons and this creative use of technology crosses into the computing curriculum.

In KS1, we are working on a 4-stage lesson model for each unit, this includes exploring and developing key skills in their sketchbooks before producing a final piece and then evaluating their work based on the key skills and knowledge covered in the unit. This allows more time and focus to be spent on exploring specific skills rather than the focus being on a finished piece of artwork.

In KS2 the focus moves onto the process of using sketchbooks to develop a portfolio of skills with their progress evident over time. Rather than work towards a final piece in each unit, children are encouraged to build on their understanding, opinions and techniques seeing the value of revisiting previous work in order to grow as artists. Teachers have been trained to use vocabulary and questioning to give children a voice when analysing their own progress and the work of other artists.

Hove Learning Federation focuses on developing a deeper knowledge of artists, craft makers and designers from around the world which allows children to think and act like creative practitioners. They use their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. All learning is active and follows the principles of the federations teaching and learning policy utilising the lesson models and structures when appropriate. Children are involved in ongoing self and peer assessment throughout the learning process, supported by their teacher.

## 5. Content

### **Aims and Key principles:**

At Hove Learning Federation, our art curriculum is built around National Curriculum expectations. Content and coverage for Art is plotted out in a progression ladder (*Appendix 1*) which shows the development in skills, knowledge and vocabulary from YR to Y6, and plots out the federation's spiral curriculum for this subject. This overview makes it clear to see where children have opportunities to revisit skills and understanding to attain mastery.

Our aim is to inspire children's curiosity and to achieve confidence and enjoyment in Art. Throughout the key stages, children will document their art journey within a personal sketchbook. In KS2, every child is also given their own water colour palette and a set of drawing pencils. Children are taught how to use, look after and value these during their time in Year 3 through to Year 6.

### Early Years and Key Stage 1

Teachers use the Art Curriculum Map (*Appendix 2*) and Progression Ladder (*Appendix 1*), along with termly overviews and weekly plans, to set out the structure and content of Art lessons. Learning objectives are

taken from the Early Years Foundation Stage and the National Curriculum and each lesson is carefully sequenced to build knowledge over time. The learning for a whole topic, including Art, can also be found in our Topic Teasers (*Appendix 3*). These are child-friendly topic overviews containing key learning, vocabulary, supporting images and curriculum links that children stick into their topic books at the start of each topic.

All of the documents mentioned above are available to parents on the school website and shared with governors.

### Key Stage 2

As in Key Stage 1, teachers use the Art Progression Ladder, along with termly overviews and weekly plans, to create lessons that cover the learning outlined in the National Curriculum. The knowledge, information on key artists, and vocabulary that children are given in art lessons has been carefully thought through by our art subject team and is set out in our Core Knowledge Files (*Appendix 4*) which are used as planning tools for teachers, presented to children on lesson slides and sent out to parents at the start of each term. They are also accessible on our website.

Expectations:	Strategies:
<p><b>Learning objectives and statements related to the early learning goals are taught in the early years.</b></p>	<p>The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as 'Development Matters.' Art activities are derived predominantly from the 'Creating with Materials' area of learning, and is broken down into 'Creating with Materials' and 'Being Imaginative and Expressive'.</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p>Many of the basic skills, knowledge and understanding which are important for Art are developed through cross-curricular activities. Specific Art tasks are either planned as focused tasks which are led by an adult, or they are child-initiated i.e. the child chooses to work in the indoor/outdoor learning environment with Art resources provided.</p>
<p><b>The National Curriculum objectives are used to support planning in KS1 and KS2.</b></p>	<ul style="list-style-type: none"> <li>• Core knowledge, skills and vocabulary are mapped in the progression ladder to ensure children are covering the correct content and that the skills are progressive (<i>Appendix 6</i>).</li> <li>• In Key Stage 1, the scheme of work has been developed from the Primary National Curriculum Programmes of Study for Art, alongside our school's curriculum drivers: Standards, Engagement, Enquiry and Diversity - SEED (<i>Appendix 1</i>). Our Art objectives have been chosen to best suit the termly topics, and to reflect continuity and progression in children's knowledge, skills and understanding. We learn about Art in the following topics:</li> </ul>

- 'Wild and wonderful' - Children will look at fruit from around the world, closely observing the detail in different fruits and reproducing what they see using different media. - Year 1.
- 'Castles and caves' -Through these Art sessions children will be creating detailed dragon sketches, by studying dragon imagery, colours and textures. Using their sketches, they will then create colourful brusho paintings of different dragons. Year 1.
- 'The Secret Garden'- Children will have the opportunities to create flower studies in mixed media inspired by the artists Georgia O’Keefe and Yayoi Kusama - Year 1
- 'To infinity and beyond'- Exploring colour mixing techniques to create planet paintings with a focus on the artist ‘Kandinsky’- Year 2
- 'Heroes and Villains'- Children will look closely at Pop Artist Roy Lichtenstein and will create comic style pieces using bold primary colours and dots. Year 2.
- ‘Welcome to the Jungle’- Children will explore the theme of the ‘Rainforest’ and produce work using a variety of media looking closely at the work of wildlife photographer ‘Tim Lamen’- Year 2

In Key Stage 2, our Art objectives have been chosen to best suit the termly topics, and to reflect continuity and progression in children’s knowledge, skills and understanding.

#### Autumn Term

- **Year 3** – Portals through the Ages – children study self-portraits (linked to starting Junior School) and explore sketch pencils and water colour.
- Immerse themselves in the history of pre-historic art and learn the links to Picasso and other contemporary artists. ‘The First Drawing’ is read.
- **Year 4** - Roamin’ Romans – Self-portraits and bust models made with clay. Drawing skills and observation as well as building on proportions learnt in year 3.
- Exploring mosaics, multi-media designs and Gaudi.
- **Year 5** - Coast to Coast: Brighton Rocks – observation drawing of local area using specific skills of perspective. Looking at local artists (including acrylic paint) and uses of perspective across famous works. Mixed media project using reference to community and messaging in local area scenery. Beach trip and opportunity to explore Barbara Hepworth.
- **Year 6** - America - Georgia O’Keefe - close observational study in pencil and watercolour. Links to history of art and American artists and ‘Brusho Art’ self portrait

#### Spring Term

- Year 3 – Trash to Treasure. DT focus but use painting skills Artist Study on Bontia Ely and other sustainable artists.

	<ul style="list-style-type: none"> <li>- Year 4 – Viscous Vikings - Chris Riddell illustrations and line drawing.?</li> <li>- Year 5 - Mysterious Maya – Frida Kahlo, mixed media, self-portraits, and artist study.</li> <li>- Inkspace Project using digital art</li> <li>- Year 6 – WW2 – silhouette paintings using painting and mixed media skills.</li> </ul>
<p><b>A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.</b></p>	<ul style="list-style-type: none"> <li>• Please see appendices for detailed progression ladder and curriculum content for Key Stage 1 and Key Stage 2</li> <li>• Children have opportunities to revisit skills and understanding in order to achieve mastery</li> <li>• Art is open to all children, of whatever age, gender, ethnic origin, ability and social background as it teaches children knowledge and understanding of the world around them</li> </ul>
<p><b>Art links to other areas of the curriculum</b></p>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>• Art promotes the skills of reading, writing, speaking and listening through children’s observations of other artists, evaluation of their own and their peers work and artist studies</li> <li>• Children are encouraged to ask and answer their own questions</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Art and design contributes to children’s mathematical understanding by giving opportunities to develop the idea of shape and space through work in two and three dimensions</li> </ul> <p><u>PSHE and Citizenship</u></p> <ul style="list-style-type: none"> <li>• We recognise the achievements of artistic figures from a range of cultures and backgrounds throughout history and those who are currently tackling modern day issues in their work such as sustainability and climate change</li> <li>• The children discuss how they feel about their own work, and the methods and approaches used by others</li> </ul> <p><u>Humanities</u></p> <ul style="list-style-type: none"> <li>• Children develop their understanding of different forms of mark-making and mediums to explore how early humans created cave paintings</li> <li>• Art provides both primary and secondary sources of historical information</li> <li>• Children study the work of artists from across the world who use traditional, local art and craft practices in their work with cultural and geographical links</li> <li>• In KS2 each whole school summer term topic features an art week with links to the history or geography being taught</li> </ul> <p><u>Computing</u></p>

	<ul style="list-style-type: none"> <li>• Children use software to explore shape, colour and pattern in their work</li> <li>• KS2 collect visual information to help them develop their ideas by using digital cameras, scanners, and ipads</li> <li>• Children take photographs of their work to continue the creative process, analyse their final pieces and extend their skills set</li> </ul>
<p><b>Inspirational and relatable role models are referred to and taught.</b></p>	<p>Careful consideration is given to the teaching of significant artists taught in each year group. We ensure a diverse range of art practitioners from different countries, cultures and aspects of society is included. The individuals we introduce children to include:</p> <ul style="list-style-type: none"> <li>• Artists</li> <li>• Sculptors</li> <li>• Painters</li> <li>• Textile Designers</li> <li>• Photographers</li> <li>• Craft Makers</li> <li>• Art Historians</li> </ul>

## 6. Cross-curricular/community

Brighton and Hove is a wonderful, vibrant and exciting city, attracting creative people, artists and craft people. There are many art projects carried out in our schools across the city, and we are proud to have participated in the Children’s Parade for many years. This unique community event opens the Brighton Arts Festival each year with 5,000 local school children participating, wearing costumes and carrying props they have designed and made themselves. Teachers and children collaborate with artists to make magnificent effigies, choreograph dance routines and chants, and develop design ideas that encourage imaginative flow. We also actively encourage children and families to explore the art offered by the city throughout the festival period

We strongly believe in promoting and building a creative hub within our school community and aim to encourage local artists, designers and crafts people into school to work with the children. We have supported local hospice ‘Martlets’ through taking part in their creative projects such as the ‘Snow Dog’ and more recently ‘Shaun the Sheep’, worked with local artists during our KS2 art weeks and participate in nationwide initiatives such as giving children the opportunity to enter work to be considered for the Royal Academy of Arts Summer Exhibition.

## 7. Assessment

### **Aims and key principles:**

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum. In art assessment is carried out using a variety of methods as outlined below and each teacher will be aware of monitoring this over other subjects where artistic thinking can be employed and skills used.

Through our inclusive provision, all children are supported to develop and explore their artistic skills. We follow the EYFS Statutory Framework and the Key Stage 1 and Key Stage 2 National Curriculum to ensure that children are taught the necessary skills to become creative and reflective practitioners. Our children will be able to achieve confidence and enjoyment in Art. They will gradually improve and master essential skills, and develop a broad base of knowledge and understanding by the time they reach the end of Key Stage 1. In Early Years teachers assess using the Expressive Arts and Design (EAD) and Physical Development (PD) statements from 'Development Matters.' In KS1 and KS2 teachers assess children using the attainment targets in the National Curriculum. The subject Leader for Art will collect and monitor this subject data, and will monitor and review samples of the children's work throughout the year. Children will be encouraged to be creative practitioners. They will learn to self-evaluate and evaluate the work of their peers. Children will share their work and make reflective comments in partners, small groups or as a whole class. West Hove Infants-'Aim High and Smile' They will be able to make critiques about their own creations having looked at the work of other professional artists and designers from around the world.

This develops into KS2 where feedback on children's progress in art has been carefully considered. Children are given encouragement on an individual basis so that differences, personal choices and varying styles can be celebrated and praised. Children learn that art is not something that you can get wrong or fail at but rather an opportunity to explore and develop distinct styles. Children are guided in how to use materials, with teachers modelling both skill and technique so that children can practise refining their use of different

mediums. Children are encouraged to evaluate their own work and suggest ways of improving and moving their work forward. All children will have their work displayed and celebrated in classrooms and in public areas of the school such as the hall and communal corridors.

Monitoring children’s attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum. In Art, assessment is carried out using a variety of methods as outlined below.

Expectations:	Strategies:
<p><b>Assessment is linked to planning and is used to inform future provision, teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons linked to National Curriculum Objectives</li> <li>• Previous learning is revisited at the start of every lesson as a form of assessment and to support long term memory retention</li> <li>• Subject leaders monitor planning and assessment across key stages to ensure knowledge and skills are mapped out across year groups</li> <li>• Knowledge and skills are built on to ensure any gaps are addressed</li> <li>• Learning objectives and targets for each lesson are shared with the children and assessed at the end of each lesson and unit</li> </ul>
<p><b>Formative assessment is continually on going to support our understanding of children’s progress</b></p>	<ul style="list-style-type: none"> <li>• In Early Years, teachers are continuously observing children’s independent learning in the learning environment. This includes working independently and collaboratively and is recorded to provide the evidence that informs teacher assessment</li> <li>• As children progress through Key Stage 1, they will learn to self-assess their work against the objectives for that lesson/unit of work alongside the teacher assessment. This allows children to take ownership of their learning and ensures they understand the lesson objective clearly</li> <li>• In Key Stage 2 children’s understanding is monitored through Assessment for Learning, pupil voice and teacher observation, and support is carefully planned in and reviewed to ensure learning is inclusive and accessible to all learners</li> </ul>
<p><b>Assessment is evidenced in books in KS1 and KS2</b></p>	<p>At Hove Learning Federation, we support our children by assessing in different ways as they move through the year groups and progress through the curriculum. Our assessments are used as tools to help us assess skills and knowledge, provide challenge and deepen understanding.</p> <ul style="list-style-type: none"> <li>• During KS1, where the children are learning to structure their work and are developing the ability to reflect and assess their achievements within each lesson, we have a bespoke sheet for each unit which go in their sketchbooks. Children also have the opportunity to critically reflect on the skills they have learnt and</li> </ul>

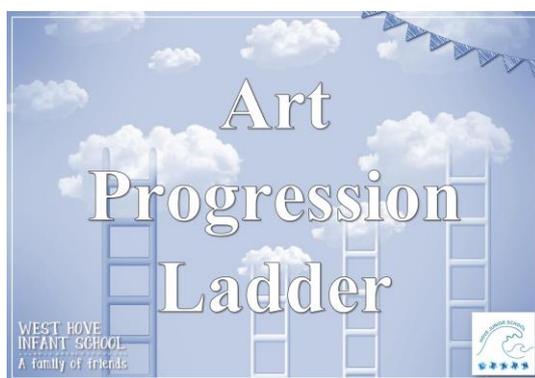
	<p>the knowledge they have acquired in an end of unit evaluation quiz. These evaluation sheets include questions to the skills and knowledge covered during a particular unit of learning and offer challenge opportunity along with three differentiated learning outcomes that the children can self-assess against. The teacher will then also tick these.</p> <ul style="list-style-type: none"> <li>• In KS2, children are assessed against the skill for that lesson and teacher's use double page spread artist studies to assess their understanding and knowledge. Self-assessment and peer assessment opportunities are evidenced in children's books and teachers and children also give post it note feedback to protect the integrity of the children's work.</li> </ul>
<p><b>Assessment and monitoring are ongoing to support future planning</b></p>	<ul style="list-style-type: none"> <li>• In the Early Years Foundation Stage, the children's knowledge, skills and understanding will be assessed using 'Development Matters,' and the Early Years Learning Goals (predominantly from the <i>Expressive Arts and Design (EAD)</i> area of learning). These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile.</li> <li>• At Key Stage 1, children's progress and attainment is tracked against age-related expectations. Assessment boxes are included in sketchbooks and teachers assess children based on learning objectives. The learning objectives for each lesson provide a clear focus for assessment. At the end of each school year, every child will be assessed and recorded on Target Tracker, as: 'working below', 'working towards', 'secure' or 'secure plus'. These levels are communicated to parents in the end of year school report. At the end of Year 1, the assessments will be passed to the Year 2 teacher. At the end of Year 2, the accrued assessments will be used by the teacher to make a judgement about each child's ability in art across the key stage. This is also recorded on Target Tracker</li> <li>• At Key Stage 2 – assessment in art is ongoing over each year and across the Key Stage. Teachers feed this information on during the transition handover before each child starts in their new year group. Children are aware of the progress they are making in art through verbal feedback within lessons and the guided reflection they do when looking back at the development through their sketchbooks. Through supported peer and self-assessment, children are able to identify next steps and refine their skills.</li> </ul>

**9. Equal Opportunities, Inclusion and Access**

Hove Learning Federation is committed to promoting equality. When planning and teaching Art, all children will be given access to the National Curriculum and staff will make reasonable adjustments to promote equality of opportunity. Hove Learning Federation embraces diversity and seeks to celebrate and reflect the diversity of our pupils and staff in our curriculum. Staff will ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability.

## Appendices

**Appendix 1:** an excerpt from the Art progression ladder. The full document can be found following the link below. [download.asp \(hovejuniorschool.co.uk\)](http://download.asp(hovejuniorschool.co.uk))



	Year R (Creating with Materials, Being Imaginative & Expressive)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Exploring and Developing Ideas	<b>By the end of Reception (ELG):</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		<b>By the end of Year 2:</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. <b>National Curriculum:</b> Children produce creative work, exploring their ideas and recording experiences.		<b>By the end of Year 6:</b> Children should feel more confident in exploring themselves as individual artists, removed from the idea of 'perfection' and that art must be 'realistic' to be good. Children have vocabulary and experience in order to express their own opinions about their work, peers and famous artists. Children should be able to look back at their sketchbooks with pride and understanding of how they've progressed. <b>National curriculum:</b> Children should 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. They should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			
	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make	Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings	Respond positively to ideas and starting points	<i>Respond positively and extend ideas and thinking from initial starting point to finished product.</i>	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Explore ideas from first-hand observations.	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Review and revisit ideas in their sketchbooks; offering feedback to their peers using technical vocabulary.		
	Is developing his/her own ideas and is then able to decide which materials to use to express them	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Explore ideas and collect information, discuss successes and areas for development.	<i>Reflect upon and discuss a range of their work and identify specific ways in which they might improve it.</i>	Question and make observations about starting points, and respond positively to suggestions made by peers and teachers.	Think critically about their art and design work; offer feedback using technical vocabulary.		
	Can join different materials and explore different textures		Describe differences and similarities and make links to their own work		Describe the work of notable artists, artisans and designers. Take inspiration from classic and modern artists	Use digital technology as sources for developing ideas and exploring these in their sketchbooks too. <i>Y5 Computing.</i>		
	Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc		Try different materials and methods to improve, and talk about results	<i>Make informed choices on which material would be suitable for a particular purpose and talk about what they would do to change/improve their work.</i>	<i>Develop a 'trial and error' approach to sketchbooks. Adapt and refine ideas based on feedback.</i>	<i>Feel confident in, and celebrate mistakes. Move away from the idea of perfectionism. Adapt and refine ideas based on self-assessment.</i>		
		Creates collaboratively sharing ideas, resources and skills	Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		<i>Instil growth mindset in response to their own work and instill an idea of individuality. Use key vocabulary to discuss their concepts to others.</i>	<i>Confidently showcase work as an individual and able to explore and explain the process behind work and sketchbooks.</i>		
Vocabulary	Colour wheel, mixing, primary colours, shapes, features, line, texture, marks, artwork		Explore, develop, developing, respond, create, design, compare, contrast, evaluate, similarities, differences, materials, methods, links, collect, retrieve, genre, generation, history, past, present	Continue to explore vocabulary from Year R and Year 1.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.		
Drawing	<b>By the end of Reception (ELG):</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		<b>By the end of Year 2:</b> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. <b>National Curriculum:</b> Children become proficient in drawing techniques. Children use drawing to develop and share their ideas, experiences and imagination.		<b>By the end of Year 4, children:</b> develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. <b>National curriculum:</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.			
	Uses drawing to represent ideas like movement or loud noises	<i>Experiment with line, making and describing different lines.</i>	Draw lines of varying thickness <i>And tone by making</i>	<i>Continue to experiment with line. Develop skills and control with art</i>	Experiment with showing line, tone and texture with different hardness of pencils. (Portals through the Ages) <i>Recognise different grade pencils for various aspects of</i>	<i>By the end of Year 6, children:</i> continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketchbooks to improve their drawing skills. <b>National curriculum:</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.		
					<i>Continue to build and reflect on these skills learnt in previous years and appropriately select the right one with more independence. Use a variety of techniques to</i>			

**Appendix 2:** Example of the art section from an infant Curriculum Map (Year 1). The full document and Curriculum Map for Year R and Year 2 can be found by following the link below.

[Curriculum Map | West Hove \(westhoveinfants.co.uk\)](http://westhoveinfants.co.uk)



		Art		
Term	Autumn	Spring	Summer	
	Wild and Wonderful	Castles and Caves	The Secret Garden	
<b>Learning Expectations</b>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.</li> </ul>			
<b>Range of Opportunities</b>	<ul style="list-style-type: none"> <li>• Observational drawings of fruit (cross sections), using fine line drawing and different media in our sketchbooks.</li> <li>• Use a combination of materials that are cut, torn and glued for fruit collage.</li> <li>• Sort and arrange materials. Mix materials to create texture to create feely collage.</li> <li>• Collaborative collage boxes- Walking in the Jungle theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture – pinch pot candle pot (clay).</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Artist Focus: sculptors/ ceramicists: <b>Peter Hayes, Emily Myers, Hilary Simms</b></li> <li>• Christmas/ festivities</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook work- detailed dragon pictures focusing on different sections.</li> <li>• Dragon painting built up over two weeks using <b>Brusho</b> paints.</li> <li>• Chinese printing based on dragon sketchbook designs and create repeating pattern for printing(collaborative).</li> <li>• Artist Focus: Print makers: <b>Helen Baines, Patrick Heron, Rob Ryan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Artist Focus <b>Claude Monet, Sophie Egler, and Georgia O’Keeffe</b> Need to use natural and man-made objects</li> <li>Multimedia collage:               <ol style="list-style-type: none"> <li>1. Collage</li> <li>2. <b>Brusho</b></li> <li>3. Marbling,</li> <li>4. Fine lines – pen and ink</li> </ol> </li> <li>• Sculpture- clay paper weight</li> <li>• Artist sculpture</li> </ul>

## Appendix 3: Infant Topic Teaser

This is an example of a Year 1 Topic Teaser. The full document and Topic Teaser for Year 2 can be found by following the link: <https://www.westhoveinfants.co.uk/wp-content/uploads/sites/10/2015/03/Year-1-The-Secret-Garden-Topic-Teasers.pdf>

# Year 1

## SECRET GARDEN

### Core Knowledge

**Science**

- To know the structure of common flowering plants.
- To know the difference between deciduous and evergreen trees.
- To know a variety of common plants found in parks and gardens.
- To know and name a variety of minibeasts.
- To know how to group mini-beasts according to their features.
- To know that all living things have a life cycle.
- To know about how a bean plant grows from a bean and how a caterpillar metamorphoses from egg to larvae, pupa to butterfly.



### Key Vocabulary

**Scientific Terminology:**

- Nectar** – a sweet, sugary liquid made by flowers. Nectar is a food for butterflies and other insects. Bees make honey from nectar.
- Pollen** – The yellow dust like powder made by flowers. When insects or the wind, carry it to other flowers of the same kind, they can make seeds.
- Oxygen** – A gas that all animals need to breathe in order to survive. Plants make oxygen and humans breathe it in.
- Deciduous** – A tree which loses its leaves in winter.
- Evergreen** – A tree which keeps its leaves all year round.
- Metamorphosis** – The change from a young insect into an adult insect. For example: larva, pupa, ladybird.
- Life cycle** – The story of how a living thing, plant or animal grows in stages. An animal changes from birth to death.



In Geography, children will be introduced to a compass and its purpose. They will try to find the direction of North from outside in the playground. They will draw a simple plan of the playground including the main features in a simple key. They will look at aerial photos and maps of the school and its locality, and see how it represents the features that they know. **Vocabulary:** map, plan, key, aerial, photo, compass, north, south, east, west

In Music the children are learning how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. The theme for these songs is 'Numbers,' and 'The Seasons.' They will play simple instruments, thinking about pitch and rhythm, and they will practise choosing and combining appropriate sounds for a task. The children will practise listening carefully to pieces of recorded music and will make comments. **Vocabulary:** pitch, rhythm, tempo, expression, maracas, agogo, drum, cabasas, tambourine, tambor, guiro, bells

In Art, the children will be taking inspiration from well-known artists who have all represented plants through their artwork. They will learn to develop techniques such as drawing, painting, printing and collage, and then combine these techniques to create their own plant/flower based artwork in the style of the chosen artist. Artists may include Claude Monet, Georgia O'Keeffe, Yayoi Kusama, and Andy Warhol. They will have the opportunity to discuss and share opinions on their own work and that of existing artists. **Vocabulary:** artist, collage, draw, paint, pastels, print, technique, mixed-media

In History, children learn about significant people from the past. We will focus on the life of Mary Anning and the enormous contribution that she made to science and history. Children will find out about the main events in her life and understand how her knowledge and findings of fossils has helped us to understand so much more about animals from the past. The children will create a fact file about her life and work. **Vocabulary:** past, present, fossil, museum, pre-historic, millions of years ago

In D&T lessons we will explore how simple mechanisms such as levers and sliders can allow movement in puppets. Children will use this knowledge to design and make a mini-beast puppet with at least one moving part, using card, split pins, hole punches and sticks. They will evaluate the success of their puppet as they put on a puppet show! **Vocabulary:** design, plan, materials, tools, evaluate, improve, lever slider, mechanism, movement

This unit of PE develops the skills that children will need for **Striking and Fielding games**. It provides opportunities for children to learn and practise a variety of skills: different ways of throwing including underarm, overarm and how to throw into a space, catching, rolling, batting, fielding and defending. They will use equipment such as beanbags, balls and quoits, and will practise working as a team. Children will be involved in devising suitable strategies and tactics for a team game, and will have a go at developing a scoring system. They will continue to develop their balance, co-ordination and agility throughout. **Vocabulary:** striking, fielding, overarm, underarm retrieve, team game, control, accuracy, attack, defend, score, tactic

In Computing children will begin to explore how to use and share data. They will learn to recognise some uses of **databases** in everyday life. They will use simple technology purposefully to organise and manipulate data, for example they may collect information about minibeasts and see how this data can be sorted and represented in a simple graph. They will use other simple database software. Children will explore the importance of keeping personal data private and secure. They will continue to practise previous skills of saving and opening their work throughout this unit. **Vocabulary:** data, personal data, database, save, open, graph, sort/group

In PSHE, children will consider ideas around global citizenship, exploring their own sense of identity and belonging within their family, clubs/groups, local and global community. Towards the end of the year they will discuss feelings and concerns around change, taking part in activities to ease the transition to Year Two. **Vocabulary:** identity, belonging, global, citizen, difference, change

## Appendix 4: Examples of a Key Stage 2 Core Knowledge Files

### Sketchbooks

#### Core Knowledge

- Sketchbooks are powerful tools
- Sketchbooks are used by professional artists but can also be viewed as art themselves
- Sketchbooks are designed for expression and experience
- Sketchbooks are a record of reflection and progression

*"Sketchbooks can be a laboratory – a safe place to experiment, test and discover."*

Jo Blaker, Access Art

### Key vocabulary

**Reflection** — serious thought or consideration about your work or the work of others

**Conference** — a personal **conference** is a conversation with a student to **assess** where they are and where they need to be

**Assessment** — develop a deep understanding of what students know, understand, and can **do**

**Progression** — process of developing or moving gradually towards a higher level of skill

**Technique** — a way of carrying out a particular task

**Skill** — the ability to do something well; expertise.

#### As artists we will:

- take our sketchbooks with us through the school
- learn to use sketch books as: an exploratory tool, to record observations, work through ideas and try out techniques and colours for future pieces
- build on work and improve our skills
- reflect on our own progression as artists

**Non-negotiables:**

- sketch books should be integral and used by children and adults
- sketchbooks should reflect a sense of ownership
- art should be cross curricular
- there should be skill progression in use of media and techniques
- time must be made for 'doing' art and for revisiting and reflecting independently, with a peer or an adult
- adults are not to write directly onto the children's books but use past it notes or scrap paper to assess or conference

**Years 3 and 4**

- learn how to set up and use a sketchbook effectively
- learn about reflection and improvement

**Years 5 and 6**

- learn how to make their own sketchbooks

### Sculpture

#### Core Knowledge

- Sculptures are 3 dimensional (3D) which means they have height, width and depth.
- Sculptures can be modelled, cast, carved or constructed/assembled (made up of smaller parts).
- Cast sculptures involve modelling the sculpture, then making a mould and casting it in a metal or other medium.

**An apple cast using clay slip**

**The Thinker by Rodin**

**Three Men Walking II by Giacometti.**

**Constellation on Hove Plinth by Jonathan Wright.**

**(Terracotta Warriors (Late 3RD century BCE))**

**The Monument to the Women of WWII by John W. Mills**

- Sculpture has been used throughout history to celebrate victors, commemorate important people or those who have fought for their countries and to mark key moments in time.
- Many artists choose to create sculptures as they are 3 dimensional, tactile and create immediate impact using volume, size and structure.

**British artist Barbara Hepworth carved sculptures out of wood and stone. She was inspired by natural forms.**

**One of the most famous sculptures is Michelangelo's David which he carved from marble.**

**The angel of the North is a sculpture by Anthony Gormley and stands 20m (66 ft) high with 54m (177ft) wings. It is created using steel plates which have been bolted together.**

### Key vocabulary

**armature** — a frame used as the base for a sculpture made of clay, papier-mâché or other materials

**maquette** — an artist's starting sketch or small model

**structure** — a building or object constructed of several different parts

**carve** — produce an object or design by cutting, chipping and scraping wood or other material

**cast** — using a mould to form a solid final piece from materials such as metal and plaster of Paris

**bas relief** — a type of sculpture in which shapes are cut from the surrounding stone so that they stand out slightly

**abstract** — art that is an interpretation of reality using shapes, colours, and textures

**representational** — art that represents some aspect of reality

**figurative** — art that represents forms that look the way we see them in real life

#### As artists we will

**Years 3 and 4**

- use a combination of shapes
- include lines and texture (using wool into wire or straws/wire/withies/mudroc)
- work individually and collaboratively to combine ideas
- use rolled up paper, straws, paper, card and clay as materials
- use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface
- explore balancing materials for our sculptures
- explore methods of altering the shape of 'plastic' materials using different modelling techniques (carving, coiling etc.)
- use rigid materials to make constructions, learning to join them in varied ways
- use tools to carve and add shapes, texture and pattern
- create and combine shapes to create recognisable forms

**Years 5 and 6**

- create balanced sculptures
- show life like qualities and real life proportions or if more abstract, provoke different interpretations
- use tools to carve and add shapes, texture and pattern
- combine visual and tactile qualities

