



Subject: Art & Design

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

At Keir Hardie Primary School, we use Art to celebrate our pupils' diversity, ensuring inclusion of all. We have a diverse school community, where 46 languages are spoken. To ensure our children have a wide range of role models, including those who reflect their own family backgrounds and communities, we have designed our curriculum carefully, choosing artists and starting points across the curriculum which reflect a wide range of cultural backgrounds and traditions.

Since 2021, we have also introduced the study of digital art in Upper KS2, as we aim to equip and prepare our pupils for future careers in the ever-growing creative sector. In addition, we offer a wide range of enrichment opportunities to our pupils, thanks to the network we have created with various external agencies, local schools and specialists who regularly carry out projects with pupils from Early Years to KS2 as well as educational visits to art galleries, museums and exhibitions. We also put emphasis on performing Arts like Drama and Dance as well as pupils' oracy, threading through Speaking and Listening skills and PE. We celebrate our cross curricular learning through exemplary displays across the school.

We are proud of our Arts provision and this was affirmed in our achievement of the ArtsMark Gold accreditation.

Intent	Implementation	Impact
Our aim is to expose pupils to different forms of expression from an early stage. Art and Design in the Early Years is structured in a way that not only encourages children to create through a	Our Art curriculum enables pupils to experience working with all the main art media including, drawing, painting, sculpture, printing and	Our pupils enjoy art, especially the opportunity to be creative, expressive and imaginative. They develop transferable skills, like creativity, critical thinking , problem solving, teamwork as a way of

<p>variety of means such as painting, sculpture, collage and mark making opportunities, but it also allows the children to look inwards and express how they feel through those different means.</p> <p>Our art curriculum is designed to offer opportunities for pupils to learn key art skills and techniques, develop their creativity and imagination as well as the knowledge and understanding of different forms of art from other periods of history.</p> <p>We use Art to support our school ethos which is summarised in our "MAGIC" Habits of Motivation, positive Attitude to learning, Gumption, Independence and Communication to focus on a child's holistic development and bring the best out of them by recognising their uniqueness and meeting their individual needs.</p> <p>We see Art as a powerful medium to enable pupils to express themselves in a range of ways and contexts such as diagrams in Science or emotions and feelings in PSHE, so we link it to other areas of the Curriculum to also support pupils' learning, mental health and wellbeing.</p> <p><i>"A work of art which did not begin in emotion is not art." Paul Cézanne</i></p>	<p>collage, with clear progression from one year to the next.</p> <p>We use a well designed learning journey to deliver the key skills and knowledge of the National Curriculum, which is taught every half term.</p> <p>We use specialist arts organisations like Arts Generation to support the delivery of sculpture, painting, drawing and mosaic workshops. "A Little Learning" for digital art like algorithmic art; the Creative Schools Network for several art projects and competitions across schools, including projects with local cluster schools, which reflect the needs of our community.</p> <p>We also have a consolidated partnership with 'Now Press Play', audio stories to further improve creating writing, as well as Artis Foundation which provides our Drama sessions across the school in order to support the achievements of our goals in developing oracy and vocabulary acquisition across core and foundation subjects, starting from Early Years to Year 6.</p> <p><i>"If I could say it in words there would be no reason to paint." Edward Hopper</i></p>	<p>preparing them for life in Modern Britain and the 21st century world.</p> <p>Our pupils have a better developed Cultural Capital by learning about Art from different artists, countries, mediums, eras and perspectives.</p> <p>Our pupils can use art-specific vocabulary and outcomes in pupils' books show the best possible progress from their starting points.</p> <p>Pupils create their own pieces of work inspired by the work of famous artists, they are confident, creative and use their imagination, ideas and experiences by adding their 'personal touch' to produce final pieces.</p> <p>Our pupils are also proud of their work, celebrated in our outstanding displays around the school, our annual art exhibition and the Art Matters exhibition as well as in several competitions; our cross curricular links with performing arts and with foundation subjects, ensure our pupils remain inspired and motivated.</p> <p>SEND/EALs and PPG pupils continue to have access to their Art and Design entitlement and participate fully in Art learning journeys, thanks to the adaptation of tools, strategies and</p>
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<p><i>"The emotions are sometimes so strong that I work without knowing it. The strokes come like speech."</i></p> <p>Vincent van Gogh</p>	<p><i>"I found I could say things with colour and shapes that I couldn't say any other way—things I had no words for."</i></p> <p>Georgia O'Keeffe</p>	<p>techniques adopted to meet their specific needs.</p> <p>At the end of Year 2 and 6, pupils work with the Institute of Imagination to carry out a special project to promote sustainability by linking Art, Design & Technology and Computing.</p> <p><i>"Creativity takes courage." Henri Matisse</i></p>
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Subject Coverage

	Autumn	Spring	Summer
Nursery	All about me: mark making with various tools (paintbrushes, chalks, crayons, sand) creating visual representations of ourselves and others. Practising cutting, sticking, collage and model making.	Transport: design and creation through woodwork building vehicles and models. Creating structures through junk modelling learning to plan and execute an idea using a variety of resources.	Superheroes: develop their own ideas and then decide which materials and media to use to express them e.g. painting, colour mixing, drawing.
Reception	All about me: 3D structures/Sculpture: Pupils learn to create form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire - Making Diwa pots to celebrate Diwali	New Life: watercolour and still life paintings, looking at finer detail, looking at the work of other artists (Monet - water lilies) Working on careful collage skills through our Chinese New Year Celebrations.	Once Upon a Time: colour mixing, using various materials to build scenes from story books. Using increasing detail in character drawings. Using a variety of mark making materials to achieve an end goal.

Year 1	<p>Collage: Toys/ My Family</p> <p>Artists: Peter Blake, Vik Muniz, Karen Lynch</p> <p><i>Cross-curricular link: History Toys from the past/past and present</i></p> <p>(collage)</p>	<p>Observational drawing of plants; botanic drawing</p> <p>Artists: Van Gogh, Margaret Mee, Luiza Vizoli</p> <p><i>Cross-curricular link: Science Plants</i></p> <p>(drawing)</p>	<p>Painting : Seaside</p> <p>Artists: Claude Monet, Impressionism</p> <p><i>Cross-curricular link: Geography</i></p> <p>(watercolour painting)</p>
Year 2	<p>Painting and collage: The Great Fire of London</p> <p>Artist: Griffier I, Jan, c.1652–1718 and Philip James de Loutherbourg</p> <p><i>Cross-curricular link: History</i></p> <p>(painting & collage)</p>	<p>Sculpture: African vases, ceramic and plant pottery.</p> <p>Artists: Bernard Leech/Magdalene Odundo</p> <p><i>Cross-curricular link: Science Plants</i></p> <p>(Artsgeneration - sculpture workshop - Spring 2)</p>	<p>People who change the world Artist: Zainul Abedin and Pablo Picasso</p> <p><i>Cross-curricular link: History Influential people</i></p> <p>(drawing)</p>
Year 3	<p>Stone Age Cave painting - chalk, pastel, stencil</p> <p>Famous cave painting: Chauvet Cave in France, Cantabria in Asturia or Cuevas De Las Manos (Cave of the Hands) in Argentina</p> <p><i>Cross-curricular link: History Stone Age</i></p> <p>(drawing)</p>	<p>Romans Sculpture - Roman busts, clay</p> <p>Artists: ancient Roman sculptors</p> <p><i>Cross-curricular link: History Romans</i></p> <p>(Artsgeneration - sculpture workshop Spring 1)</p>	<p>River Nile Painting: Water / seascapes e.g. Hokusai</p> <p><i>Cross-curricular link: History Ancient Egypt</i></p> <p>(watercolour painting)</p>
Year 4	<p>Vikings- Batik textile (Viking boats)</p>	<p>Drawing - Using Art to tell stories- Easter- fourteen stations of the cross</p>	<p>Rainforest- Berol paint rainforest painting inspired by Rousseau</p>

	<p><i>Cross-curricular link: History Vikings</i></p> <p>(Artsgeneration - textile/batik workshop - Autumn I)</p>	<p>Artists: Renaissance, Giotto, Da Vinci, Isabel Piczek</p> <p><i>Cross-curricular link: RE Easter</i></p> <p>(drawing)</p>	<p><i>Cross-curricular link: Geography</i></p> <p>(painting)</p>
Year 5	<p>Algorithmic Art: 2D shapes and angles Artists: Zach Lieberman and Tyler Hobbs</p> <p>(Creative SchoolsNetwork workshop Autumn 1)</p> <p><i>Cross-curricular link: Maths</i></p> <p>(digital art - Autumn I)</p>	<p>Painting: Light & dark, The night sky.</p> <p>Artists: Starry night by Van Gogh, Shubhra Singh</p> <p><i>Cross-curricular link: Science Earth & Space</i></p> <p>(painting)</p>	<p>In Flanders Field - We are making a New World Paul Nash, Joan Miro</p> <p><i>Cross-curricular link: History WWI</i></p> <p>(drawing)</p>
Year 6	<p>Printing – 1940s travel posters & book covers e.g. the New Naturalist series and/or Brian Cook Batsford British towns & villages</p> <p><i>Cross-curricular link: History</i></p> <p>(Printing)</p>	<p>Street Art - Street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces</p> <p>Artist: Keith Haring, Banksy</p> <p><i>Cross-curricular link: PSHE Belonging to a community; valuing diversity</i></p> <p>(painting)</p>	<p>Eco dyeing - Save Make Reinvent (Project with Institute of Imagination - Joint project with D&T)</p> <p>(Art Sustainability)</p>
Enrichment/Cultural Capital			
<p>Art Access online resources/ Artsgeneration /Curriculum books / Artsmark Award</p> <p>Artsgeneration sculpture workshops Year 3 & 4 and Staff CPDs / Artis Foundation - Drama EYFS to Year 6/ Performing Arts week/ Dance Days - Heritage week, Black History Month/ Carnival/ Now Press Play - audio stories/ Creative Schools Network - Digital Art workshop Year 5/ Arts Award - Algorithmic</p>			

Art /Whitechapel Art Gallery/ British Museum/ National Gallery/ Museum of London / Artsmark Gold / London College of Fashion - UEL/ Art Matters - Exhibition/Art competitions - cross curricular with D&T and History

EYFS Essential Knowledge

Mark making:

Explore what happens when they mix colours and can mix colours for a purpose

Develop and use texture, colour, line, pattern, shape, form and space

Develop and share their own imagination and experiences through art

Exploring and using media and materials:

Hold a paint brush effectively to achieve the desired result

Use a range of tools with skills and precision

Manipulate materials to achieve a planned effect

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Year 1 Essential Knowledge

Painting:

Create moods in their drawing and paintings

Choose to use thick and thin brushes as appropriate

Name the primary and secondary colours

Drawing:

Draw using at least 2 different media like pencil and crayons

Draw lines of different shapes and thickness

Collage:

Cut and tear paper and cards for their collages

Gather and sort the materials they need for their collage

Knowledge and understanding:

Year 2 Essential Knowledge

Painting:

Mix paint to create all the secondary colours

Make tints by adding colour to white

Make darker tones by adding black

Collage:

Use different materials on the collage and explain why they chose them

Cut very accurately and overlap materials

Sculpture:

Make a clay pot and add texture by using tools

Cut, roll and coil materials such as clay, dough or plasticine

Drawing:

<p>Describe what they can see and like in the work of an artist</p> <p>Ask sensible questions about a piece of art</p>	<p>Draw using three different grades of pencil in their drawing (4B, 8B, HB)</p> <p>Draw using 3 different media like charcoal, pencil and pastels</p> <p>Show patterns and texture in their drawings</p> <p><u>Knowledge and understanding:</u></p> <p>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'</p>
Year 3 Essential Knowledge	Year 4 Essential Knowledge
<p><u>Drawing:</u></p> <p>Combine media to show different tones and texture. E.g. pencil, graphite, felt tip</p> <p>Make marks using different drawing implements – oil pastels, charcoal</p> <p>Create textures, shapes and forms with different drawing implements, pencil, oil pastels, charcoal</p> <p><u>Sculpture:</u></p> <p>Sculpt clay and other moldable materials</p> <p>Add onto their work to create texture and shape</p> <p><u>Painting:</u></p> <p>Predict with accuracy the colours that they mix</p> <p>Know where each of the primary and secondary colours sit on the colour wheel</p> <p>Create a background using a wash</p> <p>Use a range of tools to create different effects. E.g. sponge, brush, glue spreader, cotton bud</p> <p><u>Knowledge and understanding:</u></p> <p>Describe how they are feeling when looking at an artist's work and what the artist is trying to express in his work</p>	<p><u>Batik:</u></p> <p>Make a design using different shapes, lines and patterns</p> <p>Use the canting tool to draw the design onto the fabric in wax</p> <p>Apply dye with a paintbrush on fabric</p> <p><u>Drawing:</u></p> <p>Begin to show facial expressions and body language in their sketches</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement by using charcoal</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p> <p><u>Painting:</u></p> <p>Create all the colours they need?</p> <p>Create mood in their painting?</p> <p>Select from a range of tools and reasons?</p> <p><u>Knowledge and understanding:</u></p> <p>Experiment with different styles which artists have used</p> <p>Explain art from other periods of history e.g. Mayans</p>

Explore work from other cultures and periods of time	
Year 5 Essential Knowledge	Year 6 Essential Knowledge
<p><u>Digital Art:</u> Use software packages to create pieces of digital art to design Use algorithms to create geometric shapes and patterns Create a piece of art work which includes the integration of digital images I have created</p> <p><u>Painting:</u> Express emotions accurately through their painting Build a picture up in layers. E.g. background first</p> <p><u>Drawing:</u> Successfully use tone to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Explain why they have chosen specific materials to draw with Work in the negative. E.g. chalk on black paper, charcoal and rubbers, oil pastels.</p> <p><u>Knowledge and understanding:</u> Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p><u>Printing:</u> Overprint using layers of two or more colours? Create an accurate print design Make printing blocks (e.g. from coiled string glued to a block) Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</p> <p><u>Painting:</u> Explain what their own style is Apply paint by using a wide range of tools and techniques Explain why they have chosen specific painting techniques</p> <p><u>Eco dyeing:</u> Extract pigments from plants, leaves, fruits and flowers Use the pigments they extracted to paint</p> <p><u>Knowledge and understanding:</u> Make a record about the styles and qualities in their work Say what their work is influenced by Talk about great artists, architects and designers in history</p>