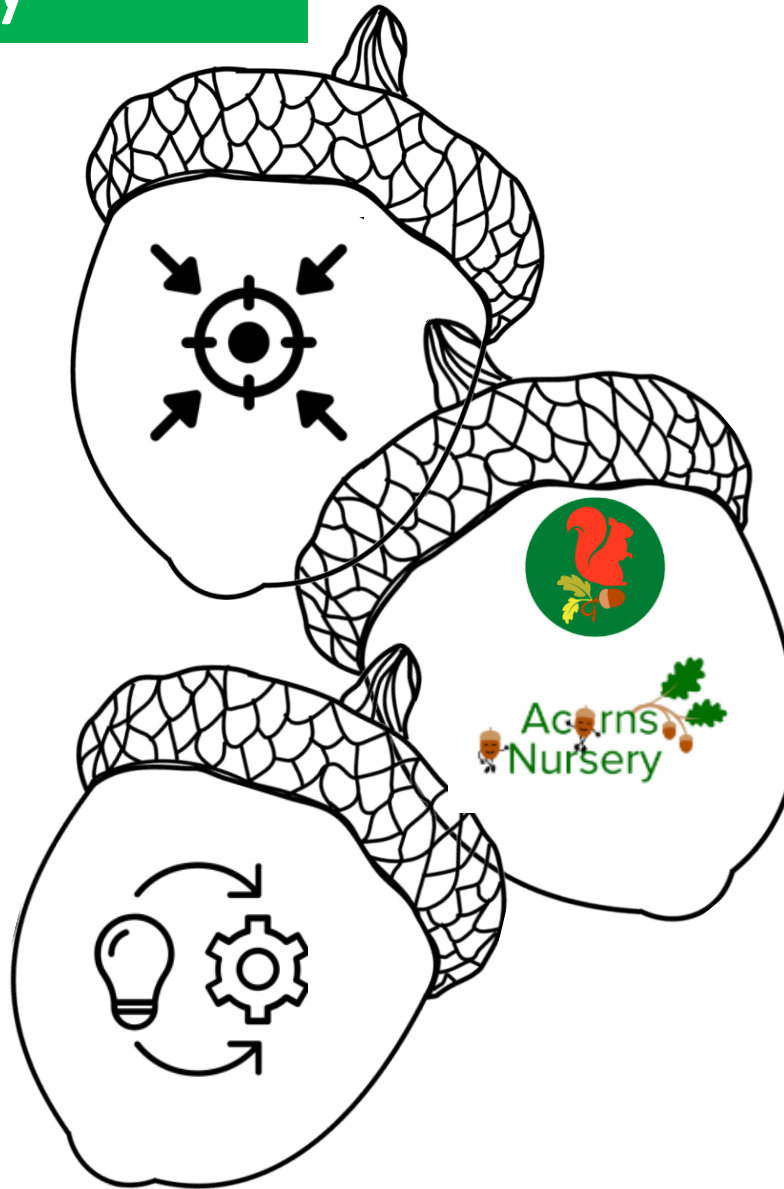


# Art & Design at Hamsey

## Intent:

At Hamsey Green we want all of our children to enjoy experimenting, inventing and creating their own pieces of art and design. Through the exploration of the seven art techniques: colour, pattern, texture, line, shape, form and space children at Hamsey Green will understand the historical and cultural development of art around the world and begin to think about how art reflects and shapes history. Our children are encouraged to be curious, learning about different artists and their various styles of work. As they progress through the school, the children are given opportunities to think critically, sharing their opinions and developing a more rigorous understanding of art.



## Implementation

### Planning

Teaching staff follow our comprehensive Art Progression Map, which outlines a clear sequence of skills to be taught and specifies relevant art-related vocabulary. Wherever possible, art projects are designed to support cross-curricular links, enhancing learning across subjects.

### Lesson Design Rationale

Lessons are carefully planned to engage children and ensure that key skills for each year group are achieved. A wide range of media is used throughout the school to provide rich and varied experiences. Prior learning tasks are incorporated during the planning phase to help identify children starting points and inform differentiation.

### Building on Learning

Learning is continuously built upon through regular assessment of key artistic skills. This ensures that Children make consistent progress and that teaching responds to their developmental needs.

### Evidence of Progression

Progress is evidenced through the use of a Key Skills Document aligned with national curriculum expectations. The Art Progression Map clearly demonstrates how skills develop across the key stages, ensuring a structured and cohesive learning journey for all children.

# Art & Design Skills



Hamsey Green  
Primary School



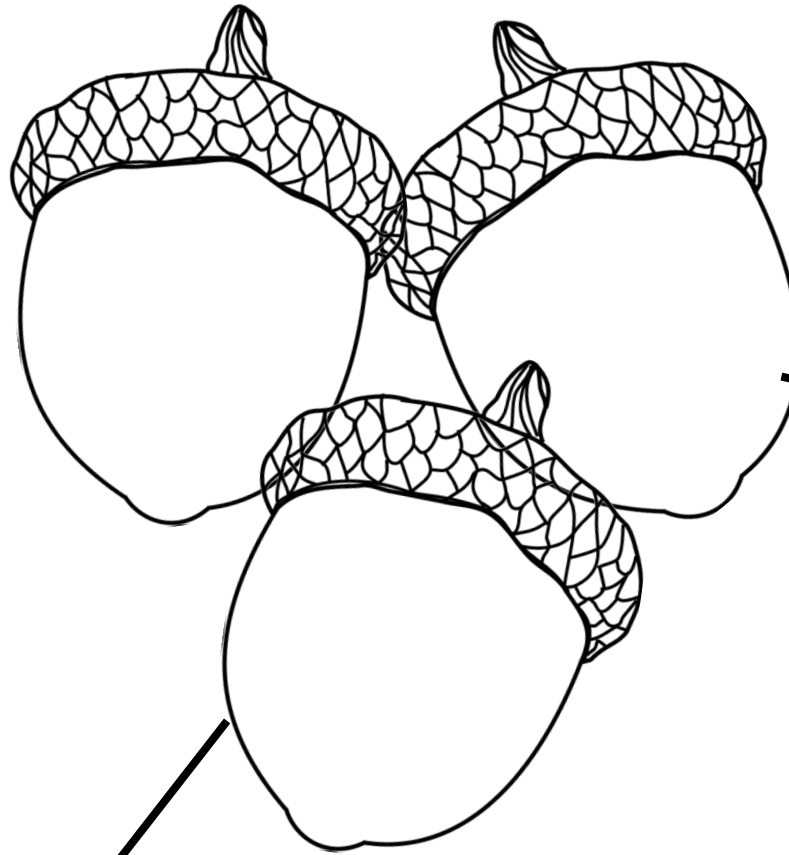
## Drawing

In the Early Years Foundation Stage (EYFS), children begin by developing fine motor skills and nurturing an enjoyment of art, with a particular focus on celebrating their own drawings.

In Key Stage 1, children explore mark-making, paying close attention to the features involved in self-portraiture. They learn how shapes can be used to represent facial features and experiment with different pencil grades to create tone. Observational drawing is used as a foundation for developing portrait work.

In Lower Key Stage 2, children build on prior skills by exploring new techniques such as blending and cross-hatching and use a range of drawing materials. They are also introduced to texture and begin to develop an understanding of perspective.

In Upper Key Stage 2, children use expressive lines to convey emotion and are introduced to still life and the principles of composition. They explore positive and negative space within a still life context and further develop their use of tone to achieve greater realism in their work.



## Painting

In the Early Years Foundation Stage (EYFS), children will:

### Explore Painting Techniques

Use paint to create their own patterns  
Experiment with different tools (e.g. brushes, sponges, natural materials).

### Develop Fine Motor Skills

Show increasing control in brush strokes through guided and independent painting

### Learn About Colour

Mix colours to discover new shades  
Experiment with watercolour paints to explore light and dark tones.

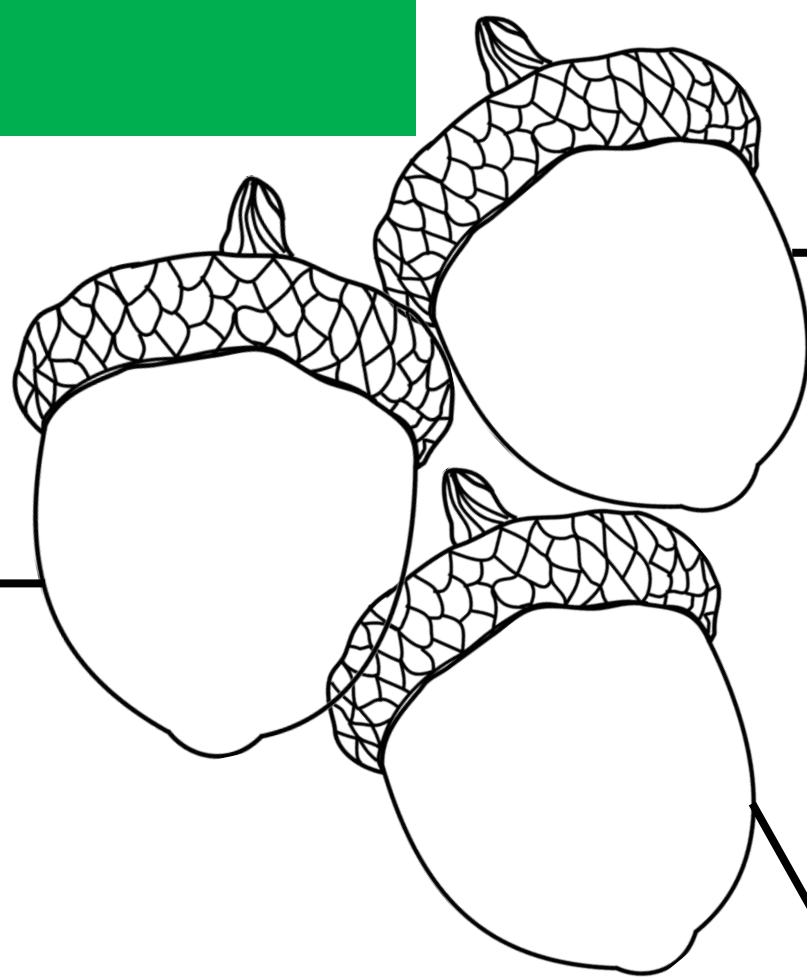
## Sculpting

In the Early Years Foundation Stage (EYFS), children are introduced to a range of materials and begin to explore sculptural processes by shaping, combining, and adding detail to simple forms. They are encouraged to reflect on their creations and articulate their ideas. As children progress, the focus on sculpting is gradually developed across the key stages, with increasing technical skill and conceptual understanding. In Key Stage 1, children explore the foundations of sculpture through hands-on activities such as pressing, rolling, and moulding malleable materials. They experiment with creating simple structures and begin to understand how shapes and textures can be used expressively. In Lower Key Stage 2, children develop greater control and intent in their sculptural work. They explore a range of media including wire, cardboard, and papier-mâché, and are introduced to key techniques such as joining, layering, and reinforcing. Children begin to consider how sculpture is used in different cultures and contexts. In Upper Key Stage 2, the focus shifts to more refined sculpting techniques, particularly through the use of clay. Children learn to model more complex forms and explore human and abstract sculpture, considering scale, proportion, and perspective. They are encouraged to draw inspiration from established sculptors, analysing style, material choices, and meaning within their work to inform their own creative responses.

# Art & Design EYFS

## Drawing

Develop their fine motor control and skills, encouraging their enjoyment of art and celebrating their drawings. Develop their drawing, encouraging them to develop their own creative ideas.



## Painting

Explore the use of paint to create their own patterns and pictures. Use different tools and show increasing control in their brush strokes. Develop colour-mixing techniques to enable them to match the colours they see and want to represent.

## Sculpting

Explore different materials, creating simple shapes/ forms and combining them. Add detail to their created forms and reflect upon their work.

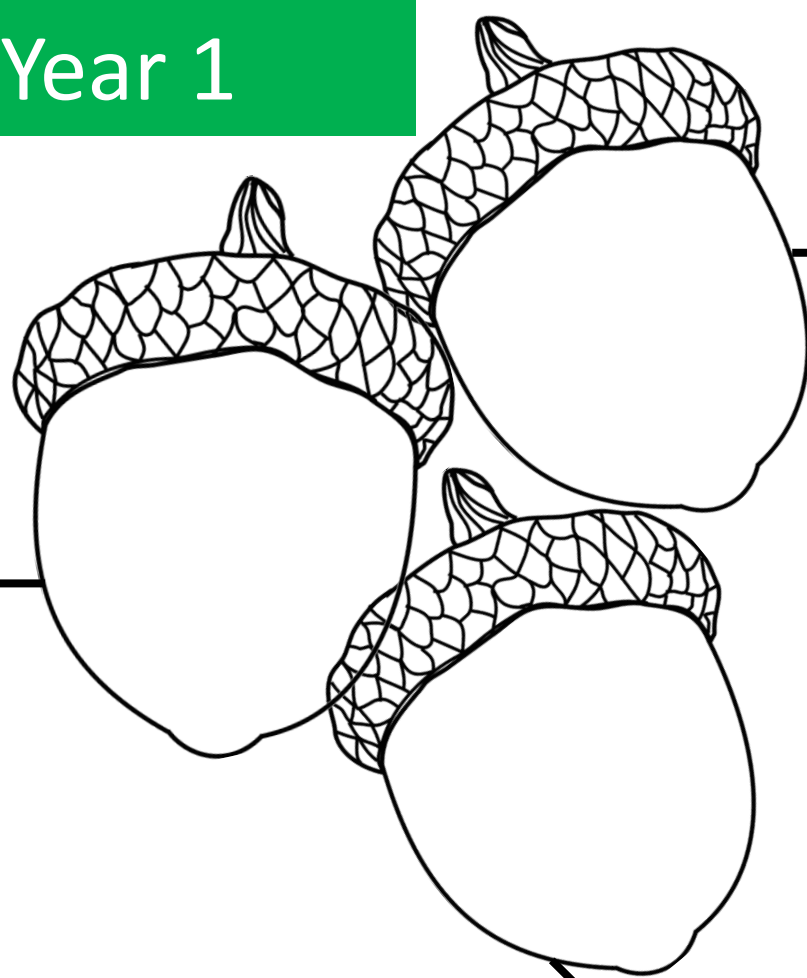
# Art & Design skills Year 1

## Drawing

Explore a range of marks using different tools and materials (e.g. pencils, crayons, charcoal).

Self-portraits. Children will look closely at their own facial features using mirrors and draw self-portraits. They will focus on shape, proportion, and placement to develop their observational skills.

Exploring different lines using a HB pencil. Children will use a HB pencil to experiment with a variety of lines—straight, curved, zigzag, thick, and thin.



## Painting

Introduction to the colour wheel.

Children will be introduced to the colour wheel and learn to name the three primary colours (red, blue, yellow).

Experimenting with Tint and Shade by using white and black paint.

## Sculpture

Designing a sculpture.

Manipulating clay to make a sculpture of an animal.

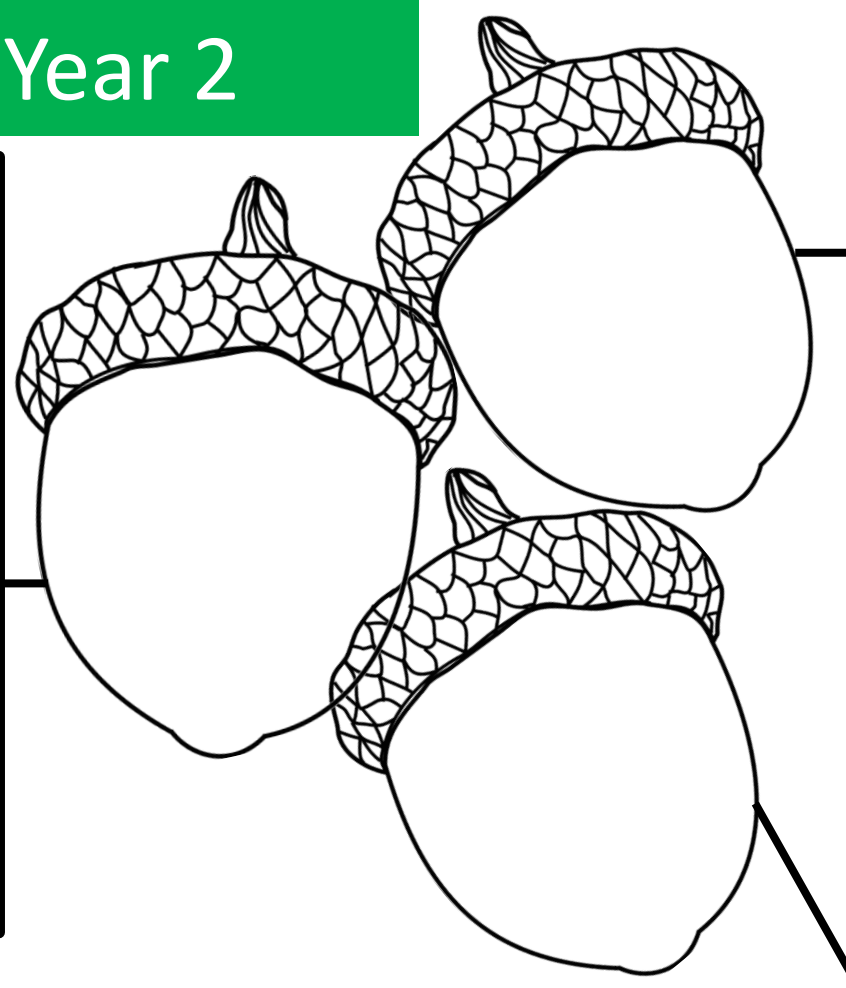
# Art & Design skills Year 2

## Drawing

Creating patterns using oil pastels. Children will explore the use of oil pastels to create bold, vibrant patterns.

Creating Shade Using a Range of Pencils (HB, 4B, 6B) Children will develop shading techniques using pencils of varying hardness.

Skills taught include hatching, cross-hatching, and blending.



## Painting

Children will experiment with mixing paint to create a background; applying their knowledge of primary colours.

Exploring watercolours.

Experimenting with tint and shade; understanding how to lighten and darken colours by adding white and black.

Using the skill of pointillism to create an image.

## Sculpture

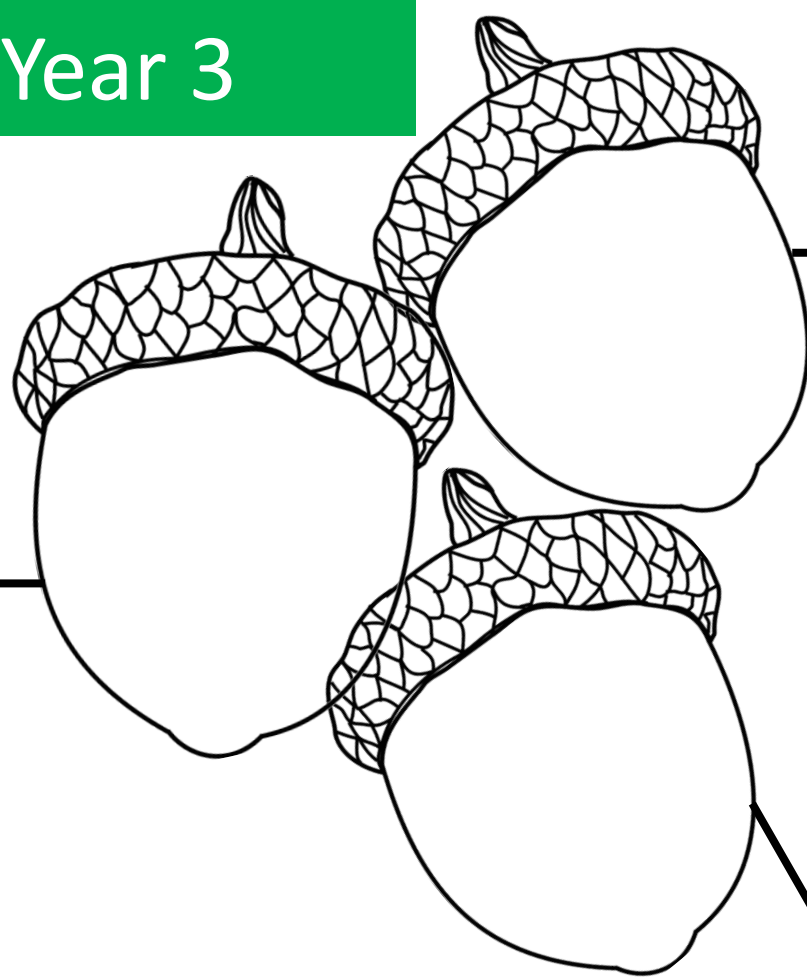
Create art using natural materials children will explore their local environment to collect natural materials (e.g., leaves, twigs, stones, flowers) and use them to create original artwork.

Explore and manipulate clay to create a sculpture. Children will learn basic clay techniques (pinching, coiling, carving, and joining) to create a nature-themed sculpture.

# Art & Design skills Year 3

## Drawing

Developing accuracy when recording lines and shapes. Creating observational drawings from real-life objects. Experimenting with organic and geometric shapes, line, and shading to enhance detail and form.



## Painting

Exploring secondary colours and their placement on the colour wheel. Developing an understanding of colour theory through the technique of stencilling. Using poster paints and coloured pencils with increasing control and precision.

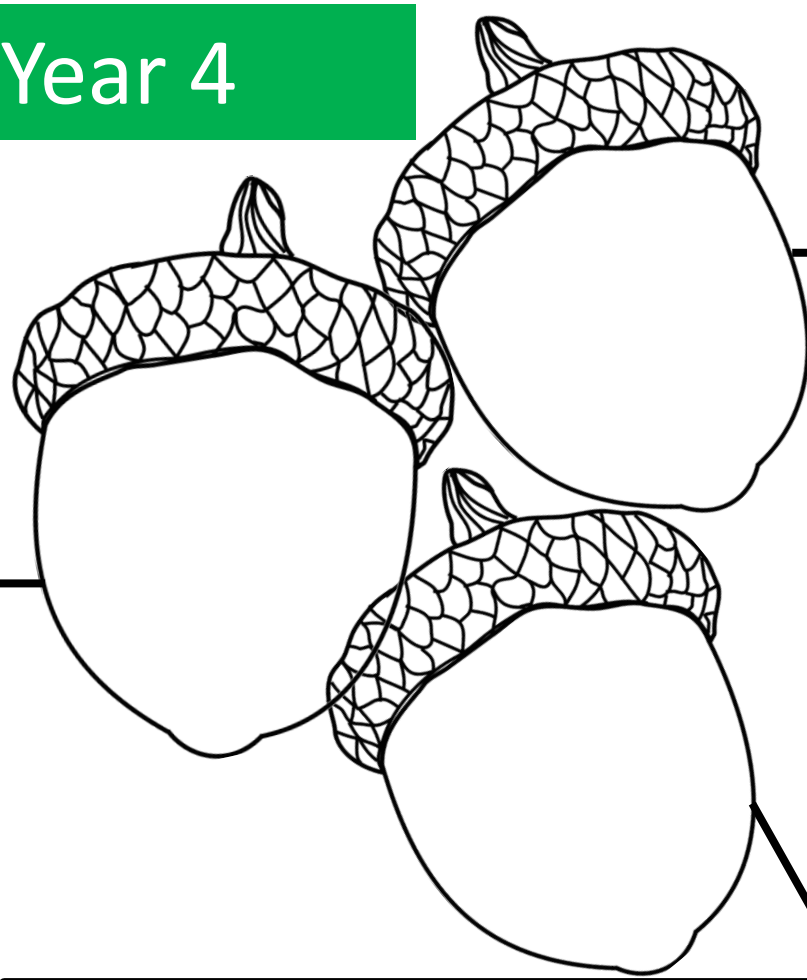
## Sculpture

Researching and investigating Ancient Greek pottery, focusing on the use of motifs and silhouettes. Manipulating clay to construct a simple vase form. Exploring the historical significance and function of pottery in Ancient Greek culture.

# Art & Design skills Year 4

## Drawing

Introducing basic proportion in portrait drawing to support more realistic outcomes. Exploring the technique of *sfumato* to create subtle shading around facial features. Using HB and 4B pencils to develop tonal variation and depth.



## Painting

Introducing basic watercolour techniques, including wet-on-wet, wet-on-dry, blending, and layering. Exploring how to represent water movement and texture through controlled application of paint. Planning and practising key elements of a composition before producing a final piece.

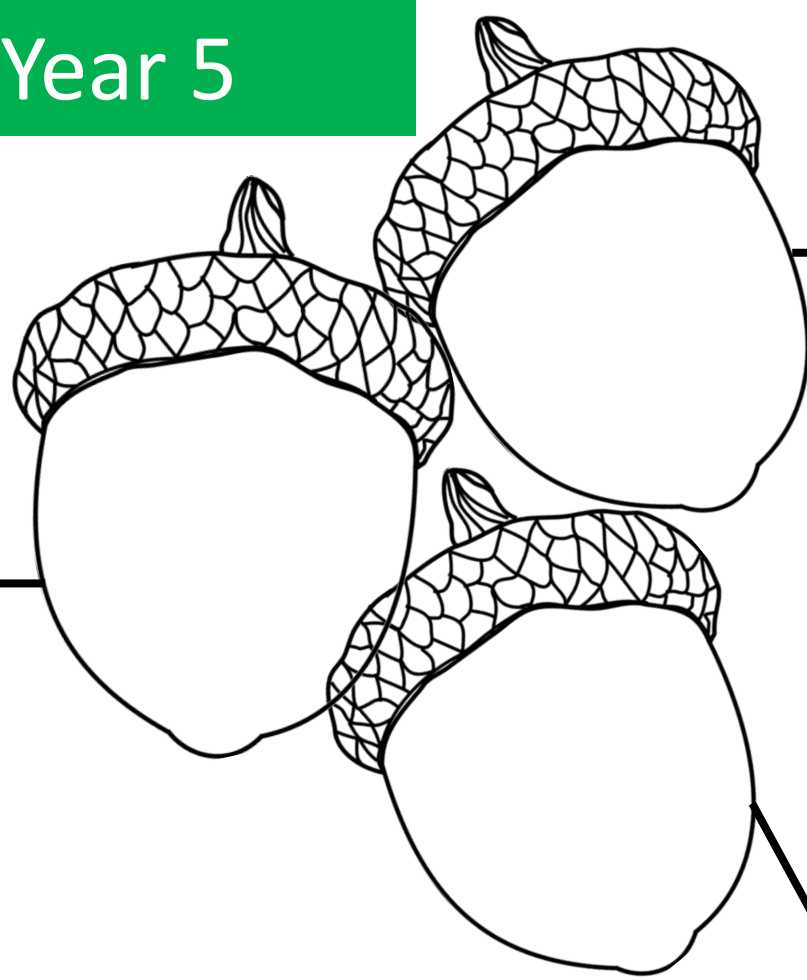
## Sculpture

Exploring the cultural significance of collage, with a focus on Rangoli patterns in Indian art. Investigating symmetry and its use within collage compositions. Creating collages using a variety of materials. Developing sculptural skills through clay carving, inspired by Shang Dynasty dings and their historical motifs and significance.

# Art & Design skills Year 5

## Drawing

Creating and arranging patterns using a variety of mixed media. Using key vocabulary such as shape, form, and arrangement to articulate understanding. Exploring the effects of different pencil techniques and selecting the most suitable method for a final piece.



## Painting

Using watercolours to blend colours and achieve tints, shades, and tones. Working with mixed media to create specific visual effects. Applying watercolour techniques to depict depth by incorporating foreground and background elements.

## Sculpture

Exploring form as a three-dimensional shape and investigating a variety of materials used in sculpture. Examining how early civilisations utilised different materials in their construction. Painting and working with plaster to create three-dimensional sculptures.

# Art & Design skills Year 6

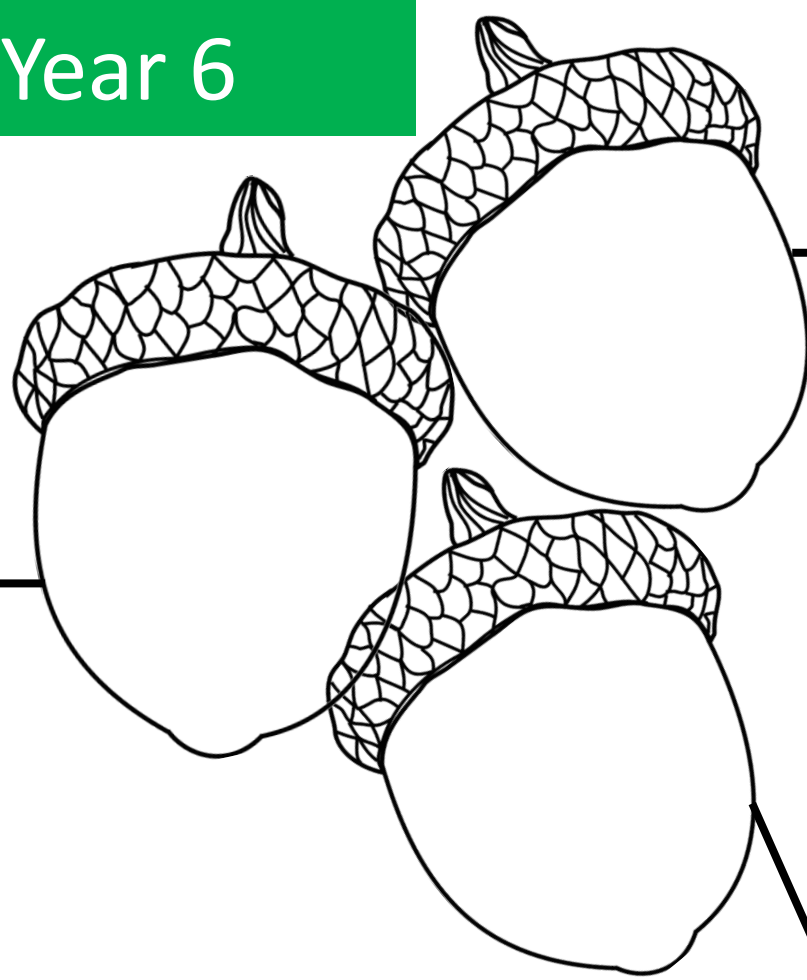
## Drawing

Drawing from a one-point perspective to create depth using charcoal and graphite pencils.

Controlling line and shading to enhance realism.

Experimenting with scale and proportion.

Applying shading techniques to add depth and texture.



## Painting

To understand background and foreground.

To use watercolour for a background and range of materials for a foreground.

Use colour, shape and scale to represent a location effectively.

## Sculpture

World War 2 war memorial sculptures inspired by historic art.

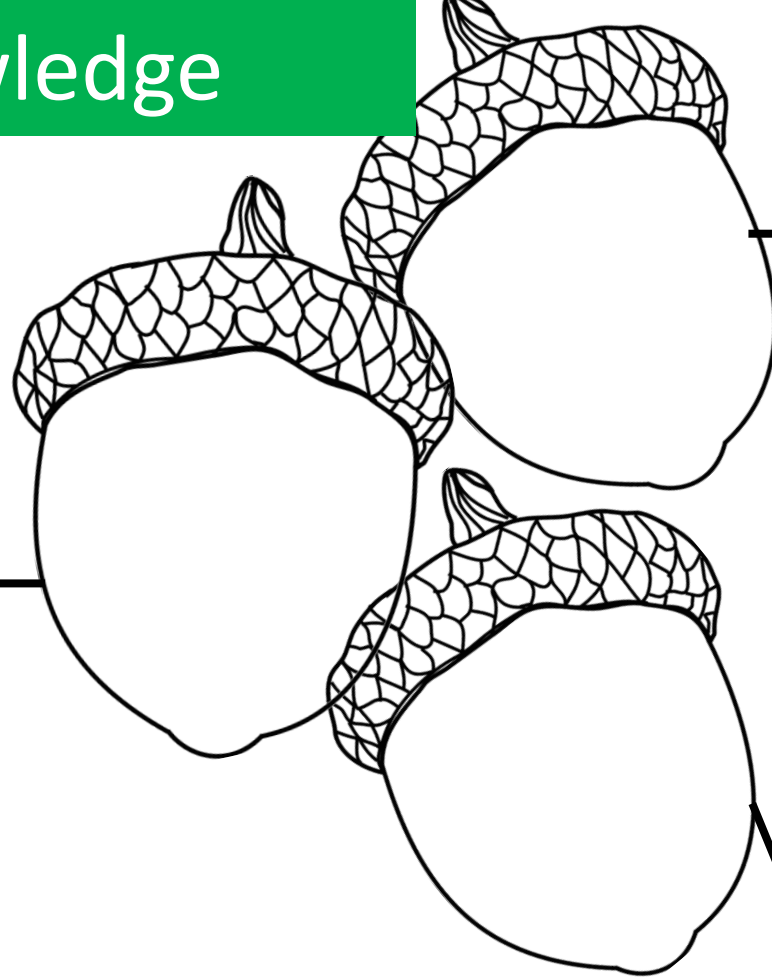
# Art & Design Knowledge

## Artists

We cover a range of Artists from around the world and discuss their work, their impact on society and emulate their styles. Here are some examples of artists that we cover from Early Years to UKS2: Van Gogh, Kandinsky, Andy Warhol, Bridget Riler, George Seurat, Augusta Savage and Banksy.

## Style

From EYFS to UK2, the children learn about many different styles of art (often intertwined with a particular artist and culture) and have a chance to create their own version. Here are some examples of styles that we cover throughout our curriculum: self-portraits, pop art, portraits, impressionism, still life,, pointillism and sculptures.



## Culture

Cultural Capital in Art refers to the knowledge, experiences, and exposure to culture that enrich a child's understanding of the world and contribute to their personal development. In an educational setting, building cultural capital through art means giving pupils opportunities to:

### **Experiences a diverse and rich art curriculum –**

- Learning about historical and contemporary art.
- Explore global art traditions.

### **Visit galleries, museums and community exhibitions**

- Trips to local places of worship.
- Visit a GCSE art presentation at our local secondary school.

### **Engage in hands-on artist creations**

- Designing lanterns for local festival.
- Participate in competitions, for example the VE day art work.
- Art Week

### **Make personal and cultural connections through art**

- Connecting PSHE themes (for example, Belonging).
- Reflecting on religious symbolisms.