



## Tower Hill Primary School Art Rationale

### **Intent:**

At Tower Hill Primary School our core vision is that **ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully.** The intent of our Art curriculum is to engage, inspire and challenge pupils as well as create a desire to experiment, invent and create their own works of art, craft and design. We strive to give all children a wealth of experiences in Art to ensure they develop their own creativity and imagination as well as enhance their experiences of Art from across the world. We believe first-hand experiences and giving the children opportunities to communicate their own ideas and feelings through a range of materials and tools is the best way to deliver a high quality Art and Design curriculum.

We believe it is essential that children know and understand how Art and Design both reflect and shape our history and contribute to the culture and creativity of our nation. Exploring famous artists, craftspeople and designers ensures children can develop their own opinions of artwork thinking critically and imaginatively, forming their own responses of art from different time and cultures. This enables our children to develop a positive approach towards people of all race, gender and ability.

The teaching of Art encourages children to develop their fine motor control, observational skills and their appreciation of the use of colour, pattern, texture, line, shape, space and form. It also gives children the opportunity to work in all sorts of ways, such as; whole class, small groups, pairs and as individuals developing that sense of team and self. Thinking critically is an important element of our Art curriculum at Tower Hill which is developed and reinforced through the use of the 'Butterfly Effect'. This approach to lessons teaches children how to form opinions and assess their own and others work in a positive way, strengthening relationships. **We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Art.**

### **Implementation:**

Tower Hill's Art Curriculum is coherently planned and sequenced for ALL learners to progress. It incorporates fundamental knowledge and skills, allowing pupils to build on these from year to year from Early Years through to the end of KSII. Through the implementation of our Art Curriculum, learning should be consolidated and built upon each year, ensuring that the children leave each phase of their learning with the relevant skills and knowledge. Each unit of work is planned so that children take inspiration from artists throughout History to help generate ideas for their own work. The children then experiment and practice the skills and techniques involved in the topic and use their sketchbooks to record their observations and ideas which they review ready to create their final piece. Every year group has three distinct units of study that have meaningful links with other subjects to make the learning purposeful and relevant to the children, with their artwork being valued highly and a focal point for many displays around the school, complimenting writing in other areas of learning.

### **Early Years Foundation Stage:**

In the Early Years Foundation Stage Curriculum, 'Expressive Arts and Design' is made up of the

sub-sections: 'Exploring Media and Materials' and 'Being Imaginative'. The Early Learning Goals state that children should: *safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They should be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes and represent their own ideas, thoughts and feelings through art, among a range of other mediums.*

The Exceeding statements go on to cover children's independence, processes and evaluative skills in in greater depth including; selecting their own materials to pursue their own ideas and interests, making decisions about how media and materials can be combined and changed, talking about the ideas and processes which lead to their final product and recognising and comparing the features and strengths of their own and others' work. Opportunities to access these objectives are facilitated through both continuous and enhanced provision throughout our child-initiated play environment as well as in adult-led group activities.

### **Key Stage I:**

The National Curriculum states that in KSI:

*Pupils should be taught:*

- *To use a range of materials creatively to design and make products*
- *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.*

The teaching of Art at Tower Hill in KS1 is focused on expanding the children's creativity and imagination by providing activities relating to the children's own identity and experiences, natural and manufactured objects and materials they are familiar with and the locality in which they live. KS1 children begin to talk about their own artwork and form opinions by asking the questions, 'What is it like?' 'What do I think about it?'

In the Autumn term, Year 1 look closely at themselves as individuals and create self-portraits, taking inspiration from famous artists such as Picasso, Warhol, Giuseppe Arcimboldo and Frida Kahol. This unit gives children the opportunity to experiment with a range of materials, observe closely and express their feelings in their artwork as well as begin to experiment with line, shape and space. This unit also introduces the children to primary colours and how to mix these to create secondary colours and create their own colour wheels which they can then use to create their final self-portrait. Use of colour with paint, is then built upon in Year 2 in their Spring topics of Frozen planet and GFoL paintings where children experiment with white and black to tint and tone as well as use different thickness of brush to create effect. Children's drawing technique, specifically thickness of lines and showing tone using pencils is also developed in Year 2 in their extra Autumn topic of 'Flowers' when they study Georgia O'Keefe and Van Gogh to link with their History unit on Remembrance, with a focus on the Poppy fields.

In Spring term, Year 1 focus on pattern. This unit introduces the children to printing using objects as well as, rolling, rubbing and stamping as well as reinforcing the importance of colour, linking to Kandinsky's circles. Children then progress to creating patterns learning the technique

of weaving on a small and large scale. This emphasis on pattern is then deepened in Year 2's Autumn topic of 'Aboriginal Art' which is linked to their Geography topic 'What a Wonderful World' whereby the children create pattern and texture using dots when creating their own aboriginal painting. Children look closely at Estha Mahlangu's art which shows how artists can celebrate their tradition and culture through their art which is very true for Australia's aboriginal heritage.

In the Summer term, Year 1 focus on manipulating materials specifically clay, to sculpt from their imagination a new character for Toy Story, linking to their History topic of 'Toys'. This introduces the children to the idea of 3D art and Henry Moore as a famous sculptor. Children first design their new character and then experiment with moulding and shaping the clay using tools to match their design. Children then evaluate their artwork and look at similarities and differences between theirs and their peers. Children then progress their sculpting skills in the Summer term of Year 2 when looking at Andy Goldsworthy and using natural materials they find in their environment when visiting Southsea, linking to their Geography and History topic 'Seaside'.

## **Key Stage II:**

The National Curriculum states that in KSII:

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

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

The teaching of Art at Tower Hill in KSII builds on the ideal of KSI with encouraging children's creativity and imagination, complimenting other areas of the National Curriculum.

In the Autumn Term in Year 3, the children further develop their understanding of colour, composition and painting when designing their own Egyptian Tomb Paintings. This unit gives the children the opportunity to study a very different style of art and to apply their knowledge of history through their artwork. The children focus on the composition of their piece and the impact of this. The children in Year 4 look at Mosaics and how these are created, again linked to their learning in history. This topic again focuses on colour choice and composition, building on their understanding from the previous year. In Year 5, the children create Tudor Portraits and focus on drawing and painting techniques, applying their knowledge of colour mixing and drawing. In the Autumn Term in Year 6, the children design their own mythical beasts which they paint, again reinforcing their understanding of colour. Throughout these topics, all children are given the opportunity to look at the work of famous artists whether this is the work of the Romans tiling their homes or famous Tudor portraits in order to understand the techniques used and to inspire their own work.

In the Spring Term, Year 3 focus on the work of William Morris and Georgia O'Keefe to inspire their printing outcomes. The children are introduced to new skills during this unit in order to create their own printing tiles. In Year 4, the children look at the paintings of William Turner to create their own seascape paintings. Although the children will have had a lot of experience of painting and colour mixing, they will now focus more on different painting techniques and how to create these. In Year 5, the artist in focus is Salvador Dali, specifically the 'melting clocks'. The children design and create their own clock as well as further develop their observational drawing skills using his work. Year 6 also focus on sculpture in the Spring Term using clay. They create their own clay creature and are taught different techniques for joining clay and creating different forms. They also create their own Batik. Again, during this topic the children are introduced to a new technique.

In the Summer Term, Year 3 have a drawing focus and are introduced to new drawing media, specifically charcoal. Year 4 create their own Pop Art inspired by the work of David Hockney and Andy Warhol. The children again reinforce their understanding of colour and composition through this topic and the impact that their choices can have. Year 5 create 3D fossil casts using clay and Year 6 study the art work of Henry Moore again focusing on drawing

### **Impact:**

In Art, we assess the impact of the curriculum on our learners in a number of ways. Firstly, we strive to ensure that our children's attainment in this subject is in line with or exceeding Age Related Expectations using Tower Hill's Progression Frameworks. Our children should be ready for the next phase of their learning, ready to build on their Artistic Skills and Knowledge. We also assess the impact of our teaching through the children's ability to approach new learning and apply skills and knowledge to new situations. We encourage and promote independence and resilience in order that children can take control of their learning.