



Be all you can be
Hayes School

Art at Hayes subject story



"I love art, I was proud of the eye that we did as it was detailed and followed the aspects of surrealism." (Curtis Yr 6)

"I loved working in groups to create a piece of art on Shackleton's journey as we could get feedback from others." (Grace Yr 5)

"Learning that you can create shades using paint was amazing, now I can change my colours." (Maverick Yr 3).

"I love drawing and making things like the Egg Box Dragon. I'm good at art." Kya (EYFS)





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Curriculum vision statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Art intent

Intent:

Art, craft and design embodies some of the highest forms of human creativity. It should engage, inspire and challenge pupils of Hayes, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As they progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Children will have a range of experiences to explore materials and mediums to provide high quality learning of art.

The children will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

The National curriculum for art aims to ensure that all pupils;

- 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.



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Art implementation

Implementation:

When delivering a creative curriculum, provide a range of skills and techniques.

Children are provided with opportunities to work alongside local artists, sculptures, etc.. and to receive a balanced curriculum where they are exposed to a range of art, providing children with a real sense of purpose.

Exposure and immersion opportunities to inspire and motivate the children to become young artists.

To have an ART week each year to celebrate and learn about the lives of famous artists.

Make sure the children receive the opportunities to use oil paints, acrylics, pastels, charcoal, fabric and clay, This allows children to have a broad approach to what art will encompass.

Progression is important and needs to be retrieved and revisited to develop on skills that have been learnt (Sketchbooks).

Allow children to be all they can be in art and encourage them to embrace their mistakes through Austin's Butterfly.

Art sketchbooks from EYFS - Year 6 to show progression over time (assessment tool).



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Art impact at Hayes

Impact

- Confidence

Hayes children are confident and can independently use a range of resources and to develop a sense of pride.

- Creative thinking

Hayes children can think outside the box to think creatively.

- Wellbeing

Hayes children have the tools, confidence and experience to express themselves with a clear purpose.

Our destination as *Artists* at Hayes will be:

Engaged children who can work independently or can work collaboratively, to produce a piece of art or a sculpture to celebrate and display with a sense of pride. They will be confident to experiment with different tools and materials to achieve their end piece. Children will be able to discuss their pieces using the correct vocabulary and retrieve their knowledge of vocabulary and skills over time.

Knowledge and skills progression document

Example of skills and knowledge progression:

An example of *drawing* progression from EYFS - Year 6.

EYFS

- To hold a pencil correctly
- Begin to mark make
- To explore shape for line making
- Explore form and texture

Key Stage One

Year 1

- Exploring mark making
- Using 2D mathematical shapes to draw
- Experimenting with line

Year 2

- Exploring drawing techniques
- Applying tone to create form
- Developing skill and control with art materials including blending pastels



Knowledge and skills progression example for drawing

Key Stage 2:

Year 3

- Identifying and representing subject matter
- Using geometry and tonal shading
- Drawing from observation
- Drawing with charcoal

Year 4

- Creating geometric and mathematical drawings
- Still life drawing with tone

Year 5

- Drawing from observation
- Drawing using the continuous line method
- Using 2D drawings to develop ideas for 3D work
- Drawing from different perspectives
- Creating detailed drawings
- Drawing using mathematical processes



Knowledge and skills progression document

Key Stage 2:

Year 6

- Creating detailed portraits chiaroscuro (the treatment of light and shade) techniques
- Developing the continuous line technique
- Drawing for expression
- Sketching methods
- Still life using charcoal
- Drawing using a negative medium, identifying areas of light and dark



Progression of vocabulary from EYFS -Year 6 in art

Year	Progression in Art Vocabulary from Foundation Stage to Year 6.
FS	<p>22-36 months: Colour, marks.</p> <p>30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.</p>
1	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>
2	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p>Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>

Progression of vocabulary from EYFS -Year 6 in art

3

Drawing:

Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.

Painting:

Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground.

Printing:

Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.

Sculpture:

Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.

4

Drawing:

Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.

Painting:

Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.

Printing:

Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

Sculpture:

Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Progression of vocabulary from EYFS -Year 6 in art

5

Drawing:

Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. **Painting:**

Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. **Printing:**

Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Sculpture:

Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.

6

Drawing:

Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.

Painting:

Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.

Printing:

Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

Sculpture:

Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.



Glossary - elements of art

Colour:

There are 3 primary colours; red, yellow and blue.
Mixing 2 primary colours together creates a secondary colour; orange, purple or green.

Tertiary colours are created by mixing a primary and a secondary colour together.

A colour wheel can be used to show which colours are harmonious when placed together.

Warm colours are red and include oranges, yellows, and brown.

Cold colours are blue and include greens and violets.

Black, white and grey are neutral colours.

Form:

Form is a three-dimensional shape. It may be a regular shape, such as a cube or pyramid, or an irregular, organic shape. Form can be expressed in 3D, such as in a sculpture.

Artists can also use tone and perspective to create an illusion of form in 2D artwork.

Lines

A line is a mark that is longer than it is wide. A line could be created using materials such as a pencil, pen, or a brush dipped in ink.

A line can be straight or curved. It can be horizontal, vertical or diagonal, and can change direction.

Elements of Art at Hayes

Pattern:

A pattern uses a repeated design or a motif, created using line, shape, or tone. The design can be simple or complex.

Some patterns are man-made, such as the designs on clothes.

Some patterns are natural, such as the markings on a tiger's fur.

Shape:

A shape is flat and is created by a closed line. The shape might be an outline or filled in with solid colour, shading, or a pattern.

Shapes can be geometric, like squares or triangles.

They can also be irregular, or natural shapes such as puddles or leaves.

Space:

Space is the area around or between objects.

Space includes the background, foreground, and middle ground.

A space can be negative (focusing on the background) or positive (focusing on the main object).

Value:

Value is the lightness or darkness of a colour.

High value is light with white being the highest.

Low value is dark, and black is the lowest.

Using different values creates contrast, which helps the viewer to see and understand the image, such as in a black and white photograph.

Tone:

The tone of something refers to how light or dark it is.

Areas with lots of light are called highlights and darker areas are called shadows.

There are a range of tones in between.

Shading can be used to create different tones in a drawing.

Texture:

Texture refers to the surface quality of something, and the way it feels. Actual texture really exists, and you are able to touch it e.g. the texture of different fabrics in a collage.

Visual texture is an illusion of texture, created using lines, shapes, colours or tones. A texture can look different to how it really feels e.g. a drawing of a sheep might look fluffy, but the paper feels smooth to touch.

Retrieval knowledge in art

Through art the children will be asked a big question which will be supported by little questions which correspond to each key concept, allowing the main question to be critically analysed and answered. By asking questions, it allows the children to retrieve previous knowledge and apply their enquiry skills, whilst also enabling children to develop a deeper understanding about the topic they are learning.

Art Sticky knowledge (retrieval):

Children will be able to control a pencil and brush strokes when drawing and painting.

Children will know what the primary colours are.

Children will know which primary colours are mixed to make what secondary colours.

They will know how to mix to make tones or shades.

Children will know what colours can be grouped to make hot and cold and which colours compliment each other.

Children will be able to describe feeling linked to art work using the correct vocabulary.

Children will be aware of how to draw different textures and 3D forms.

Children will be able to increase control when painting.

Children will know how to describe what they feel about their work and the art of others.

They will be able to reflect on their own work to make critical improvements.

Differentiation in art for SEND/ARE and GD

Differentiation in art at Hayes, means to provide for each individual child's needs to ensure that they make progress throughout a one off session or over time.

This can be done through:

Use of vocabulary/provision of word mats

Key words recorded in sketchbooks

3 level vocabulary task

Closed procedure for artist research (where appropriate)

3 level drawing for still life - simple, composition, more complex challenging

Use of a template

Small broken down steps

Drawing out simple geometric shapes as a starting point

Different media - thicker pens for children with limited motor skills

Outcome (have a different expectation for those who are exceeding)

Extension tasks

Questioning

Peer support (ELF:ELF)

More able to be able to work with little or no instruction bringing higher level of knowledge to the task



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What Greater depth may look like.

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently.
- GD pupils will research an artist in greater depth and adapt ideas and process into their own art.
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own.
- When evaluating their work (SELF ELF), GD pupils are more analytical and work independently to assess and improve their art.
- GD pupils have a greater breadth of knowledge about artists and can explain, make judgements and offer personal opinions about works of art.



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Art at Hayes EYFS and KS1



Year 1 - Chalk
Art of things in space



"I'm good at making shapes in different sizes and making flowers."

EYFS - Observation art



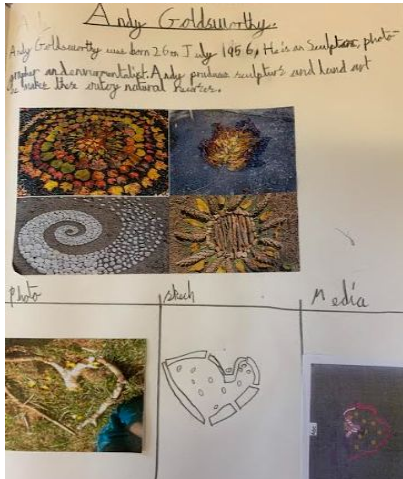
Year 2 - Van Gogh



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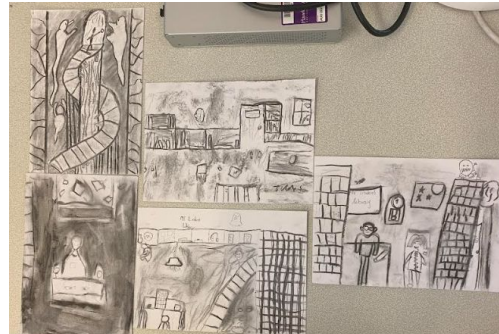
Art at Hayes- KS2

Year 3 - Artist study

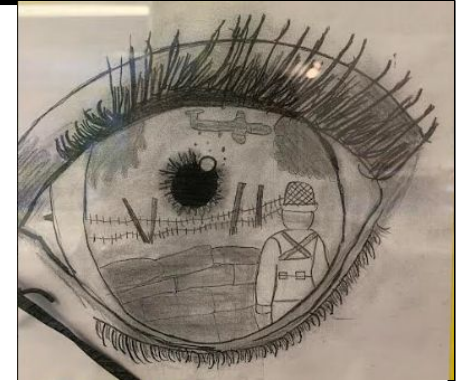


Year 4 - Houkasi's

Great wave



Year 5 - Industrial art



" I spent lots of time making the eye look realistic and perfect." (Lexie Yr 6)

Year 6 - War

through the eyes.



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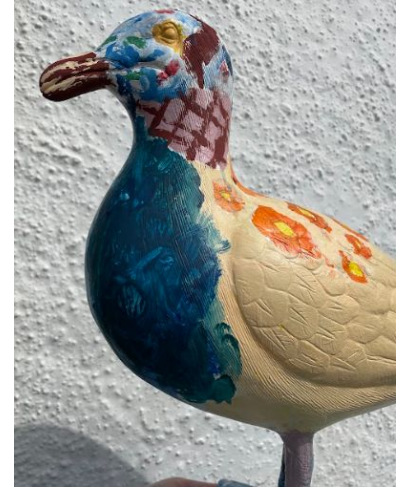
SEAGULL Project

Year 5 were tasked with designing and decorating 2 seagulls as part of an art trail which will be placed across Torbay. The designs this year were based on Titanic and Shackleton linked to their learning experience.

The children quoted:

“Designing the seagulls was fun but the most difficult project we have done because we had to make it link.”

“Whilst designing our seagulls we made seagull noises to inspire us. We are proud of our work.”





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Plastic Project

Year 5 took part in a 'Message in a Bottle Top' art project that shared an inspiring and important message for pupils ages 5-11 about turning trash into treasure. They learned about the wastefulness happening right under their noses and began to see and create beauty out of the things that they had around them. The children discovered how to see the treasure in the waste we produce by creating an art mural, inspired by and showcasing the creatures they love to protect using the very waste that harms them.

“ We collected bottle tops and plastic bottles to show the waste of plastic. We then used these to create a turtle and waves to showing the sealife impacted by plastic pollution when thrown into the sea.” (Yr 5)

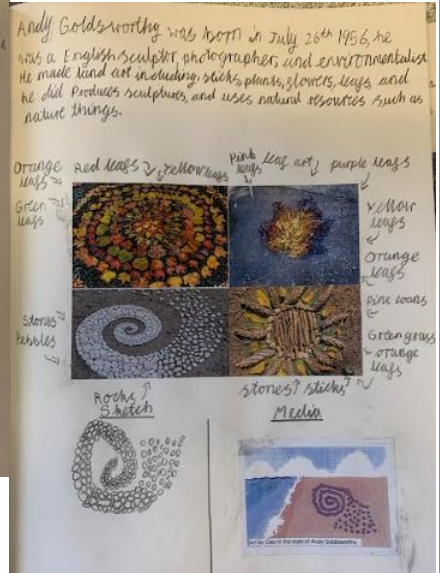
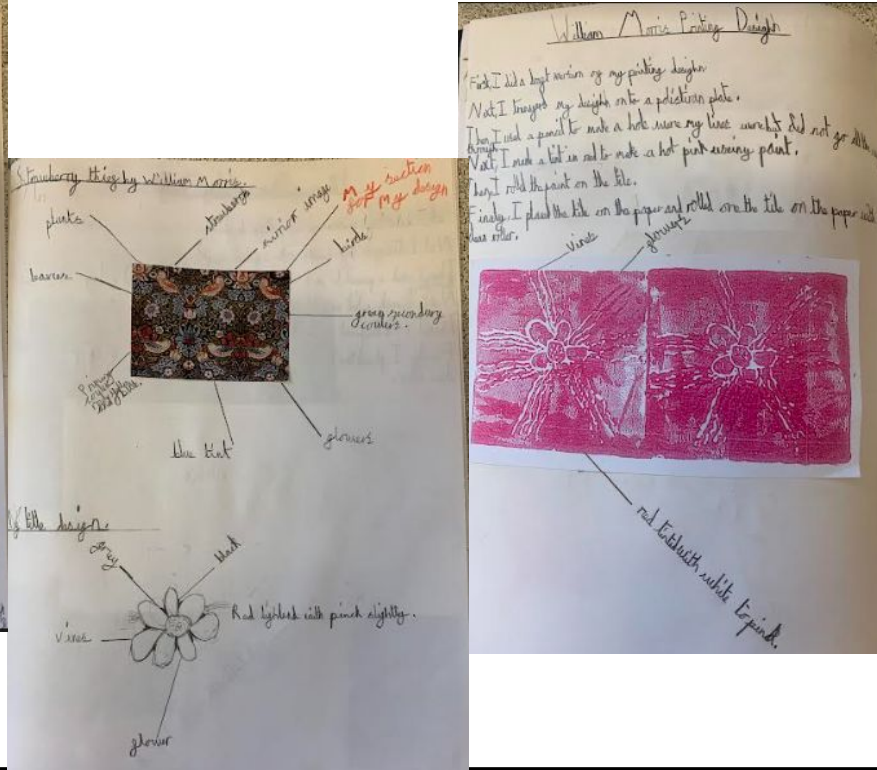
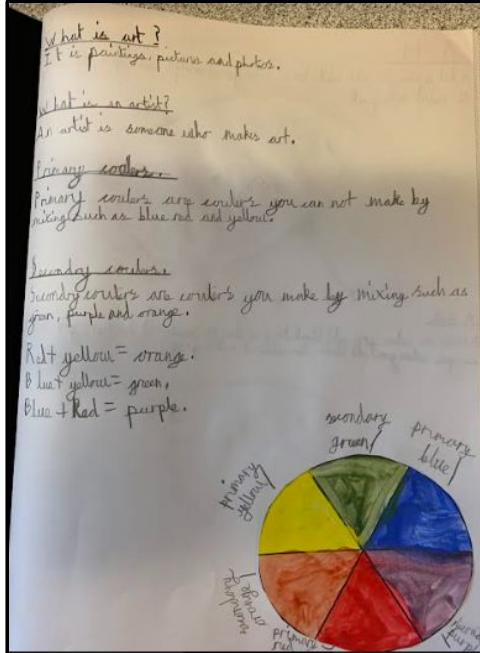




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Sketchbooks at Hayes





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Sketchbooks at Hayes

National Curriculum :

To create sketch books to record their observations and use them to review and revisit ideas.

Art sketchbooks provide a record of the children's learning in Art and Design and allow for creativity, planning and reflection. They can enable children to become more independent and confident artists as they view their own progression and skills.

Art books can be used for:

Investigating and Making - Recording responses, gathering resources and materials and exploring and using media.

They can be used to review and modify (after feedback) pieces of work.

Knowledge and Understanding - Developing understanding, responding and evaluating their work.



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ELF: Empowering Learners Through Feedback

'The most powerful single modification that enhances achievement is feedback.' (John Hattie)

Through effective assessment and feedback, we aim to raise attainment and accelerate progress for all pupils, helping them to 'be all they can be'.

At Hayes, we have developed 'ELF' : Empowering Learners Through Feedback.

ELF YOURSELF - Improve your own learning using a success criteria or similar.

ELF: ELF - Improve a peer's learning through peer feedback.

ELF HELP - Feedback from an adult to improve learning.

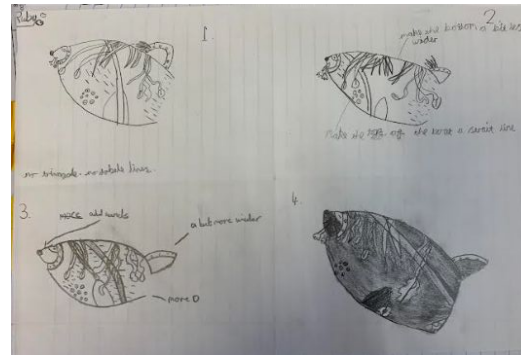
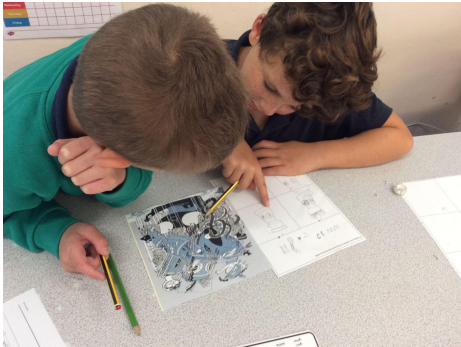




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ELF: Empowering Learners Through Feedback

Through the model of Austin's butterfly and ELF, the children of Hayes will learn to provide and celebrate pupil's progress within art through the the power of 'critique' and well supported feedback, from both peers and their teacher. This develops a mindset of accepting feedback and perseverance. This will develop a culture of high expectations when creating art and design through the transformation of feedback.





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Austin's Butterfly in art

[Austin's Butterfly: Building Excellence in Student Work on Vimeo](#)

“When we use Austin’s Butterfly we are helping our ELF buddy to make their art work better.
Teoni” -Yr 3.

Austin’s Butterfly is the process where critiques are given through the power of feedback to improve specific elements of art. This feedback is then used to make amendments and improvements. This creates children who have perseverance and patience.

The power of Austin’s butterfly ensures that the children of Hayes understand the importance of drafting, improving and creating perfect final pieces.

It helps to develop a culture of high expectations in art.





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Assessment in art

‘Art assessment should never be a judgment passed from teacher to pupil, it should be a positive guidance for improvement and should improve and promote creative learning.’ Paul Carney

Art assessment and what this looks like at Hayes:

Assessment in art should allow teachers to see what progress a child is making and provide them with information that helps them to plan how to help the child to make further progress.

This can be done through:

- Self assessment - critical review
- Peer assessment - constructive critique (Austin’s Butterfly, ELF:ELF)
- Teacher assessment - What did I ask them to do?
- Questioning of knowledge
- Art sketchbooks
- Outcomes matching objectives
- Success criteria - reflection tool



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Removing barriers in the art curriculum for Hayes children

To remove barriers within art at Hayes, teachers will:

- Provide clear explanations of the task, using an appropriate level of language and vocabulary
- Making sure clear examples of artists/sculptures work are available as models
- Ensuring vocabulary triangles and vocabulary mats are visual and that images are available to match for those who need it
- Share concrete examples, linked to previous learning
- Teachers and TA's to clearly model and provide scaffolds for skills and learning to take place
- Ensure visual input and prompts are available for ALL children to access
- Learning through practical activities with adapted tools and materials
- Checking understanding by careful questioning, asking the children to explain to an ELF buddy what they know.
- ELF buddies available to provide feedback throughout in the style of Austin's Butterfly.