



Hoylake Holy Trinity Primary School

A Hoylake Holy Trinity Artist

*Learning for Life
Caring for All
Living each Day to the Full
Together as a Community
With Jesus by our Side*

We want our curriculum to be

- enjoyable - engaging - meaningful - relevant - progressive - risky - empowering- memorable - develop a love of learning -challenging -accessible/inclusive - creative -knowledgeable -experiences

We want our learners to be

-curious- obsessed - inspired - invested - engaged - happy - safe - confident- risk-takers - comfortable in failure - reflective - collaborators - resilient - bothered - global citizens -empathetic

Hoylake Holy Trinity C of E Primary School
Market Street
Hoylake
Wirral
CH47 3BH
Telephone: 0151 632 4153
schooloffice@hoylakeholyltrinity.wirral.sch.uk
@HoylakeHolytrin



Why is Art important?

Hoylake Holy Trinity's vision for Art

National curriculum for Art

Early Years Foundation Stage: Expressive Arts and Design



Why is Art Important?

Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, architects, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Hoylake's Vision for Art

On completion of the art curriculum at Hoylake Holy Trinity, pupils will have developed:

- The ability to use art vocabulary (for example line, shape, pattern, colour, texture, form) to talk about my own work and that of others.
- Experience in using a range of art materials and tools, e.g. textiles, acrylic, clay, pastel, collage, and pencil.
- Experience in using a computer to create and manipulate artwork.
- The ability to draw and paint from observation and imagination.
- Knowledge and understanding of other artists, architects and designers.
- The ability to select and use materials, tools and techniques to create a range of 2D and 3D artwork.
- The ability to reflect on and evaluate my own work and that of others.
- Enjoyment of art



National Curriculum for Art

Key stage 1

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 my 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 my own work.

Key stage 2

Pupils should be taught to develop 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 sketchbooks 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 National Curriculum for Art at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Hoylake Holy Trinity school website.



Early Years Foundation Stage (EYFS): Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in are crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Art in the Early years		
F1	Expressive Arts and Design	• I can explore different materials freely, to develop their ideas about how to use them and what to make. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can explore colour and colour-mixing. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
F2	Expressive Arts and Design	• I can explore, use and refine a variety of artistic effects to express their ideas and feelings. • I can return to and build on their previous learning, refining ideas and developing their ability to represent them. • I can create collaboratively, sharing ideas, resources and skills.
ELG	Creating with Materials	• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • I can share their creations, explaining the process they have used. • I can make use of props and materials when role playing characters in narratives and stories.



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Year Group	Colour	Drawing	Pattern	Texture and Textiles	Painting	Sculpture	Printing	Evaluating
Year 1	I can mix different colours. I can sort, select and discuss different colours.	I can draw on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal and chalk. I can begin to control the types of marks I make with the range of media. I can experiment with drawing on different surfaces. I can draw to represent my own world, experiences, and ideas.	I can create repeating patterns. I can demonstrate an awareness of and discuss different patterns. I can create patterns with symmetry	I can begin to identify different forms of textiles. I have some experience in colouring textiles: printing, fabric crayons. I have some experience of simple weaving and understand the process. I can begin to identify different types and textures of fabric and materials for collage. I can use appropriate language to describe colours, media,	I can experiment with a variety of media when painting – e.g. different brush sizes and tools. I can explore lightening and darkening colours. I can begin to control the types of marks made with the range of media. I can start to mix a range of secondary colours, moving towards predicting the resulting colours.	I can experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc. I can shape and model materials for a purpose. I can manipulate malleable materials in a variety of ways including rolling, pinching and kneading. I can impress and apply simple decoration techniques. I can use tools and equipment safely and in the correct way.	I can explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. I can explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. I can explore printing in relief.	I can explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices. I can talk about my own work and that of other artists and the techniques they have used.



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				equipment and textures.				
Year 2	I can begin to describe colours. I can make different tones of one colour, lightening and darkening by using different colours.	I can draw on different surfaces with a range of media, such as pastels, felt tips, charcoal, pen and chalk. I can control the types of marks made with different media. I can investigate tone by drawing light/dark lines using a pencil. I can draw lines/marks from observations. I can use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.	I can create and experiment with regular and irregular patterning. I can create natural and manmade patterns. I can discuss the difference between regular and irregular patterns	I can begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. I can practise threading a needle and learn simple stitches. I can begin to practise weaving, both 3D and flat e.g. grass through twigs. I can begin to apply colour with printing, dipping, fabric crayons. I can create and use dyes e.g. tea, coffee.	I can explore a range of painting techniques. I can begin to mix colour shades and tones, lightening and darkening colours. I can use a brush to produce marks appropriate to work – e.g. a small brush for small marks.	I can manipulate malleable materials in a variety of ways including rolling, pinching and kneading. I can use equipment and media safely and with increasing confidence. I can shape, form, construct and model from observation and imagination. I can demonstrate experience in surface patterns/ textures and use them when appropriate.	I can explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge. I can produce a clean printed image with different objects. I can make simple marks on rollers and print palettes. I can create simple prints i.e. mono-printing.	I can explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to my own work. I can talk about my own work and that of other artists and the techniques they have used.



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Year 3	I can create and use different tones of one colour, lightening and darkening by using different colours.	I can produce close observational drawings of people and objects. I can use a wide range of drawing implements on a variety of media. I can use a sketchbook to test ideas and record media explorations. I can experiment with the potential of different grades of pencil while applying different drawing techniques. I can begin to show an awareness of objects having a third dimension and proportion.	I can study and recreate patterns in the environment. I can design patterns using ICT. I can make patterns on a range of surfaces. I can create patterns with symmetry.	I can show awareness and name a range of different fabrics. I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching. I can apply decoration using beads, buttons, feathers etc. I can continue to gain experience in applying colour with printing. I can show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. I can look at fabrics from other countries.	I can explore different effects and textures – e.g. washes and thickened paint. I can use light and dark within painting and begin to explore complimentary colours. I can mix colour, shades and tones with increasing confidence.	I can use equipment and media with confidence. I can learn to secure work to continue at a later date. I can join two parts successfully. I can construct a simple base for extending and modeling other shapes. I can produce more intricate surface patterns. I can use pinch, slab and coil techniques.	I can print simple pictures using different printing techniques. I can continue to explore both mono-printing and relief printing. I can combine prints taken from different objects.	I can begin to explore a range of great artists, architects and designers in history. I can discuss my own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
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Year 4	I can create and use different tones of one colour, lightening and darkening by using different colours. I can use colour to express feelings.	I can draw for a sustained period of time at an appropriate level. I can experiment with different grades of pencil and other implements to achieve variations in tone. I can use sketchbooks to record and evaluate media explorations. I can include in my drawing a range of techniques and begin to understand why they best suit. I can develop drawings featuring the third dimension and proportion.	I can explore environmental and man made patterns. I can design patterns using ICT. I can create patterns using tessellation.	I can use a technique as a basis for stitch embroidery. I can apply colour with printing and tie dye more confidently I can adapt work as and when necessary and explain why they have done so. I can change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. I can use language appropriate to skill and technique. I can demonstrate experience in looking at fabrics from other countries.	I can experiment with different textures for effect – e.g. washes and thickened paint. I can use light and dark within my paintings and continue to explore complimentary colours. I can mix colour, shades and tones with an intended purpose. I can begin to choose appropriate media to work with.	I can work in a safe, organised way, caring for equipment. I can make a slip to join two pieces of clay. I can use recycled, natural and man-made materials to create sculptures. I can adapt work as and when necessary and explain why I have done so. I can show awareness of the effect of time upon sculptures. I can use pinch, slab and coil techniques.	I can demonstrate an increasing awareness of mono and relief printing. I can demonstrate experience in fabric printing. I can combine prints taken from different objects to produce an end piece.	I can begin to explore a range of great artists, architects and designers in history. I can discuss and review my own and others' work, expressing thoughts and feelings, identify modifications and see how they can be developed further.
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Year 5	I can create and use different tones of one colour, lightening and darkening by using different colours. I can use colour for purpose – e.g. to express mood and feelings.	I can work in a sustained and independent way to create a detailed drawing. I can use different techniques for different purposes i.e. shading, hatching within my own work. I can develop close observation skills. I can develop a simple perspective in my work. I can begin to develop an awareness of composition, scale and proportion in my work. I can use sketchbooks to plan, record and evaluate artwork.	I can express mood through patterns. I can create patterns using tessellation.	I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. I can demonstrate experience in 3D weaving. I can produce two colour tie dye. I can gain experience in batik. I can demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye. I can show awareness of the skills involved in	I can apply different effects and textures with a purpose in mind – e.g. washes and thickened paint. I can mix and match colours to create atmosphere. I can mix colour, shades and tones with confidence building on previous knowledge. I can start to develop my own style using different tones and mixed media.	I can work in a safe, organised way, caring for equipment. I can show experience in combining pinch, slab and coiling to produce end pieces. I can develop an understanding of different ways of finishing work: glaze, paint, polish. I can use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. I can adapt work as and when necessary and explain why they have done so. I can use language appropriate to skill and technique.	I can gain experience in overlaying colours. I can start to overlay prints with other media. I can show experience in a different mono and relief print techniques.	I can explore a range of great artists, architects and designers in history. I can discuss and review my own and others' work, expressing thoughts and feelings, identify modifications and see how they can be developed further. I can identify artists who have worked in a similar way to my own work.



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				aspects such as knitting. I can use language appropriate to skill and technique.				
Year 6	I can control and experiment with particular qualities of tone, shades and mood. I can use colour for purpose and explain the reasons for my choices.	I can draw for a sustained period of time over a number of sessions working on one piece. I can develop a sense of perspective in my artwork. I can demonstrate an awareness of composition, scale and proportion. I can use different techniques for different purposes, such as shading and hatching, understand which works well in my work and why.	I can express mood through patterns. I can create my own abstract patterns to reflect personal experiences.	I can experiment with a variety of techniques. I can use a number of different stitches creatively to produce different patterns and textures. I can work in 2D and 3D as required. I can design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. I can adapt my work according to my views and describe	I can confidently apply different effects and textures with a purpose in mind – e.g. washes and thickened paint. I can mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge. I can work in a sustained and independent way to develop my own style of painting.	I can work in a safe, organised way, caring for equipment. I can model and develop work through a combination of pinch, slab, and coil techniques. I can demonstrate experience in different ways of finishing work: glaze, paint, polish. I can demonstrate experience in relief and freestanding work using a range of media.	I can create positive and negative shapes. I can demonstrate experience in a range of printmaking techniques. I can describe the techniques and processes they have used. I can develop my own style using tonal contrast and mixed media.	I can explore a range of great artists, architects and designers in history. I can discuss and review my own and others' work, expressing thoughts and feelings, explaining my views, identifying modifications and seeing how they can be developed further. I can identify and evaluate artists who have worked in a similar way to my own work.



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		I can use sketchbooks to plan, record and evaluate artwork.		how they might develop it further. I can use language appropriate to skill and technique.		I can recognise sculptural forms in the environment, such as furniture and buildings. I can solve problems as they occur. Use language appropriate to skill and technique.		I can annotate work in a sketchbook.
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