

Helsby Hillside Primary School
Art and Design Essential Learning



With kindness, respect and gratitude, together we aim high in all we do.

Unit of Work	Art - Essential Learning – Year 1
Spirals	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Draw from their fingertips, wrist, elbow, shoulder and body. • Make a drawing using a continuous line for a minute or two. • Draw from observation for a few minutes at a time. • Make different marks with different drawing tools - soft pencil, a graphite stick and a handwriting pen; explore how water affects these. • Explore the use of oil and chalk pastels
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe the work of an artist (Molly Haslund) and listen to how the artist made their work.
Exploring watercolour	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore watercolour and understand the different effects it can achieve. • Work without an end goal in mind – letting the paint lead them. • Name and use primary colours and begin to understand how colours mix to make secondary colours. • Understand that we all see different things in the artwork we make. We all have a different response.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Look at the work of Emma Burleigh / Paul Klee and their use of watercolours
Simple printmaking	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Make simple prints using their hands and feet • Explore their environment and take rubbings of different textures • Use their rubbings to make an image. • Push objects into plasticine and make prints. • Cut shapes out of foam board and stick them on a block to make a plate. Print from the plate. • Draw into the surface of the foam board and print from the plate. • Use colour, shape, and line to make my prints interesting. • Create a repeat print.
Playful making	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore what we mean by “sculpture” and think about what they like about different pieces of sculpture. • Bend, twist, fold, cut and fasten lots of different materials to make small sculptures. • Discover that sometimes working with materials is hard work – things break or your fingers hurt – but that is all okay!
Making Birds	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Look carefully at photographs and films of birds, take in the details and overall shapes, and then make drawings of what they have noticed. • Draw from life looking closely.

	<ul style="list-style-type: none"> • Experiment with a variety of drawing materials and test ways to make marks that describe what they see. • Use colour in their drawings and mix two or more different media together. • Fold, tear, crumple and collage paper to transform it from 2d to 3d. • Use a variety of materials to make their own sculpture.
	Focus artist(s): <ul style="list-style-type: none"> • Look at the work of other artists (Ernst Haeckel) who have been inspired by birds and share their responses to his work.
Inspired by Flora and Fauna	In this unit, the children will: <ul style="list-style-type: none"> • Look closely at insects and plants and make drawings using pen to describe what they see. • Experiment using graphite and oil pastel and make my own insects. • Cut out shapes in different colours, and use these shapes to make an insect or bug.
	Focus artist(s): <ul style="list-style-type: none"> • Enjoy looking at art made by other artists inspired by flora and fauna (Hannah Berger/ Anselmus Boëtius de Boordt)
Essential learning across Year 1	
The children will; <ul style="list-style-type: none"> • Receive their own sketchbook and personalise it to make it feel like it belongs to them. • Use their sketchbooks to make drawings inspired by art they have seen - 'Draw what you see' • Talk about what they like in their own drawings, and what they'd like to try again. • Share their work and listen to what other people like about it. • Look at other people's work and sometimes share what they like about it with them. 	

Unit of Work	Art - Essential Learning – Year 2
Explore and Draw	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore their local environment and collect things which catch their eye. • Explore composition by arranging the things that they have collected. • Talk about what they collected, and how and why they arranged the things they collected. • Use careful looking to practice observational drawing, and focus for 5 or 10 minutes. • Hold an object and make a drawing thinking about the way the object <i>feels</i>. • Combine different drawing media such as wax resist and watercolour; graphite and water; wax crayon and pencil in their observational drawings. • Work on different scales, exploring how they can use line, shape and colour in their work. • Cut out and collage to explore composition.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe how some artists explore the world around them to help them find inspiration (Alice Fox / Nicole White)
Expressive Painting	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Recognise primary colours and mix secondary colours. Experiment with hues by changing the amount of primary colours they add. • Be inventive and use various homemade tools to apply paint in abstract patterns. • Use their gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore how artists, contemporary (Marela Zacarius and Charlie French) and old masters (Van Gogh and Cezanne), sometimes use paint in an expressive, loose way to create paintings full of life and colour.
Stick Transformation Project	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Take a familiar object like a stick, and use their imagination to think about what it might become. • Use a variety of materials to transform their object thinking about form and colour. • Cut materials with simple tools and fasten materials together to construct their sculpture.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of Chris Kenny.
Be an Architect	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Share how architecture makes them feel, what they like and what they think is interesting. • Observe how architects use their imaginations to try to design buildings which make people's lives better and use their own imagination when thinking about architecture they might design. • Make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • Explore a variety of materials and explore how they can reshape the materials and fasten them together to make a model. • See that they don't need to design on paper first; that they can design as they make.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of some architects (Hundertwasser)

Music and Art	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Listen to sounds, and use their mark making skills to make marks in response. • Draw from observation whilst listening to a piece of music, and let the music inspire their drawing. • Use their imagination and work on a larger scale to make drawings of imaginative instruments, or use their hands to invent musical instruments made from construction materials. <p>Focus artist(s):</p> <ul style="list-style-type: none"> • See how some artists (Wassily Kandinsky/Tomoko Kawao) are inspired by other art forms such as music.
Mono Printing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Make drawings using photos from films as their source material. • Look closely, guided by their teachers voice, to make drawings using soft pencil or handwriting pen. • Look closely at small objects close to them and make drawings with soft pencil or handwriting pen at the same scale or size. • Think carefully about which marks they will include in their drawing. • Use carbon paper to make mono prints. experiment with the kinds of marks they make, and think about how they help make their drawings interesting. • Base their drawings upon careful observational looking. They can slow down their looking and mark making and work for 5 to 15 minutes on a drawing. • Explore a theme and make mono prints using their imagination to make their drawings personal. <p>Focus artist(s):</p> <ul style="list-style-type: none"> • Identify what a mono print is and explore the work of an artist who uses mono print - Xgaoc'o X'are
Essential learning across Year 2	
<p>The children will;</p> <ul style="list-style-type: none"> • Start to share their response to the work of other artists. • Use their sketchbook to help them look at different art forms really carefully - using drawings and notes. • Reflect upon what they have made and share their work with the class, talking about how they made their artwork, what they liked and what they would like to try again. • Enjoy the work of their classmates and see how all the work is different. Share their response to some of their work. 	

Unit of Work	Art - Essential Learning – Year 3
Cloth, Thread, Paint	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. • Use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect their response to the landscape.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore how artists combine media and use them in unusual ways to make art (Alice Kettle) • and share their responses to her work. • Explore an artist's use of line (Vincent van Gogh) in their work and explore using line to create different effects.
Working with Shape and Colour	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Cut shapes directly into paper, using scissors, inspired by the artwork. • Collage with their cut elements, choosing colour, shape and composition to make their own creative response to the artwork. • Add to their collage, using line, colour and shape made by stencils. • Explore negative and positive shapes.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore an artwork (Henry Matisse) through looking, talking and drawing.
Gestural drawing with Charcoal	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Experiment with the types of marks they can make with charcoal, using their hands as well as the charcoal. • Work on larger sheets of paper, and make loose, gestural sketches using their body. • Understand what Chiaroscuro (light and dark) is and how they can use it in their work. • Use light and dark tonal values in their work, to create a sense of drama. • Use their body as a drawing tool to make drawings inspired by movement, and observe how other artists do the same.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe how artists (Laura McKendry, Edgar Degas) use charcoal in their work. Talk about the marks produced, and how they feel about their work.
Telling stories through Drawing and Making	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • See how artists are inspired by other artists often working in other art forms. • Make a sculpture using materials to model or construct which is inspired by a character in a book or film. • Reflect and share how the way they made their sculpture helps capture their feelings about the original character. • Understand how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the illustrations of Quentin Blake

Making Animated Drawings	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Use observational skills to look at source material to inspire their character and make drawings. • Use their imagination to think about how their character might move. • Create a background for their character. • Use digital media to film their animation. • Share their moving drawing, either through an animation or by showing classmates how it would move.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Talk about the work of other animators (Lauren Child) who make animations from their drawings. Share what they like, and how it makes them feel.
Using Natural Materials to make Images	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. • Understand how materials can be transformed through their actions. • Make a finished piece, which might be part of a larger class artwork – cyanotypes, primal painting or anthotypes.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Reflect upon artists work (Frances Hatch, Anna Atkins), share their response and listen to the response of their classmates.
Essential learning across Year 3	
<p>The children will;</p> <ul style="list-style-type: none"> • Use their sketchbook to make visual notes capturing ideas that interest them. • Use their sketchbook to test ideas and explore colour and mark making. • Share their work with others and share their thoughts about the process and outcome. Listen to their feedback and take it on board. • Reflect and articulate their thoughts about their own artwork and that of their peers. 	

Unit of Work	Art - Essential Learning – Year 4
Storytelling through Drawing	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Respond to the work of illustrators and/or graphic novelists....., “reading” the visual images and sharing their thoughts. • Explore their use of line, shape, and colour using a variety of materials to test their ideas. • Think about how they might use composition, sequencing, mark making and some text in their drawings. • Create a finished piece which contains sequenced images to describe a narrative.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of artists (Laura Carlin, Shaun Tan) who tell stories through imagery.
Exploring pattern	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. • Explore how they can make drawings inspired by “rules.” and generate lots of different types of patterns. • Make a tessellated design and think about colour and shape, exploring positive and negative shapes. • or • Explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. • or • Fold paper and use pattern to make an object which other people can respond to.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of an artist (Shaheen Ahmed, Andy Gilmore, Rachel Parker, Louise Despont) who creates artwork inspired by pattern.
Sculpture, Structure, Inventiveness and Determination	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about themselves through art. • Feel safe to take creative risks when they work and enjoy the feeling of experimenting with materials. • Learn that they can still feel okay when being challenged by materials and ideas and when they don't know exactly what they're doing. • Use a variety of drawing materials to make experimental drawings based upon observation. • Construct with a variety of materials to make a sculpture. • See their personality in what they have made.
Exploring Still life	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Express their thoughts about other artists' work, and talk about the meanings of objects as artists present them. • Draw from observation and think about how they can use line, colour, shape, texture, form and composition to make their artwork interesting. • Explore – what project?
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of contemporary and more traditional artists (Paul Cezanne, Hilary Pecis, Nicole Dyer, Bas Meeuws, Hirasho Sato) who work within the still life genre.

The Art of Display	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore how some artists choose to display their work on “plinths” and understand how the way a work is displayed can affect the way the audience sees the work. • Use clay to make quick three dimensional sketches of figures sitting on “plinths”. Use the clay to capture character/emotion of the body. • Explore – what project?
Festival Feasts	<p>In this unit, the children will;</p> <ul style="list-style-type: none"> • Draw food using a variety of media, drawing from still images and from life, exploring how they can use line, shape, and colour to capture the texture and form of the food. • Make a sculpture of food, understanding that by working in 3d their sculpture will be seen from different viewpoints. • Explore and experiment using “Design through Making”, and discover how they can transform and construct with different materials to make their sculpture. • Learn how their own sculpture can form part of a larger artwork, and how they can all find inspiration in each others’ ideas. • Explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of artists (Claes Oldenburg, Lucia Hierro, Rowan Briggs Smith, Nicole Dyer) who are inspired by food and share their responses with the class.
Essential learning across Year 4	
<p>The children will;</p> <ul style="list-style-type: none"> • Work in a sketchbook to record their ideas and thoughts generated by looking at other artists’ work. • Use their sketchbook to make visual notes, record and reflect. • Present and share their artwork, and explain how their sketchbook work helped build their knowledge and skills towards their final piece. • Share their work with others and talk about their journey and outcome. Listen to their feedback and take it on board. • Appreciate the work of their classmates and think about similarities and differences between their work. • Take a photograph of their work, thinking about lighting and focus. 	

Unit of Work	Art - Essential Learning – Year 5
Typography and Maps	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • Explore how they can create their own letters in a playful way using cutting and collage. • Draw their own letters using pen and pencil inspired by objects they have chosen around them. They can reflect upon why their letters have a meaning to them. • Make their drawings appear visually stronger by working over maps or newspaper to make their marks stronger. • Use their mark making, cutting and collage skills to create their own visual map, using symbols, drawn elements and typography to express themes which are important to them.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe other artists work (Louise Fili) with typography and share their thoughts on their work. • Observe how some artists (Grayson Perry, Paula Scher, Chris Kenny) use their typography skills and drawing skills to make maps which are personal to them. They will be able to reflect upon what they think their maps mean, what they like about them, and what interests them.
Set Design	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys their interpretation of the mood/narrative of the original stimulus. • Take photographs or film of their artwork thinking about presentation, lighting, focus and composition. • Use their animation set as backdrop to an animation.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore how other artists (Rae Smith, Fausto Melotti, Gabby Savage-Dickson, Rosie Hurley) use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music.
Making Mono types	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Study drawings made by other artists and identify particular marks they have used in their drawings. • Listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in their head, then use these to create imagery which captures the mood of the piece of poetry. • Use their mark making skills to create exciting monotypes, combining the process with painting and collage.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Understand what a Monotype is and can see how artists (Kevork Mourad) use monotypes in their work.
Fashion Design	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Listen to a design brief, and use their sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. • Use their sketchbook work to inform how they make a 2d (or 3d) design, using paint, paper and collage. • Understand how 2d shapes can become 3d form and the relationship they have to our bodies.

	<p>Focus artist(s):</p> <ul style="list-style-type: none"> Explore the work of contemporary fashion designers (Alice Fox/Rahul Mishra/Pyer Moss/Tatyana Antoun) and see how their interests and experiences feed into their work.
Mixed media Land and City Scapes	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Continue their exploratory work outside the sketchbooks, bringing their “sketchbook way of thinking” to larger sheets of paper.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> Observe how artists (Vanessa Gardiner/ The Shoreditch sketcher) respond to land and city scapes in various ways by using inventive mixed media combinations. Observe how artists (Kittie Jones /Saoirse Morgan) work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place.
Architecture: Dream Big or Small	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Explore domestic architecture which is aspirational and large, and the Tiny House movement. Discuss with the class how both these ways of designing might affect our lives. Make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. Explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. Make an architectural model using the ‘design through making’ technique, using their sketchbook to help free their imagination. Photograph their work considering lighting, focus and composition and /or make a short film of their work giving a close-up tour of their architectural model

Essential learning across Year 5

The children will;

- Use their sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.
- Use their sketchbook to explore and experiment, take creative risks and be able to reflect upon what worked and what didn't work.
- Use their sketchbook to make visual notes to capture key ideas about how the designers/artists work. They will articulate and share their responses to the artist's work.
- Share their work with the class, reflecting upon what was successful and be able to give useful feedback on the work of their peers.
- Share their process and outcome with their classmates, articulating their ideas and methods. Listen to their feedback and take it on board.
- Appreciate the artwork made by their classmates and share their response to their work.
- Share their journey and discoveries with others and be able to reflect upon what they have learnt.

Unit of Work	Art - Essential Learning – Year 6
2D Drawing to 3D Making	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Use line, mark making, tonal values, colour, shape and composition to make their work interesting. • Use negative space and the grid method to help them see and draw. • Explore typography and design lettering which is fit for purpose. • Transform their drawing into a three dimensional object. • Photograph their three dimensional work, thinking about presentation, lighting, focus and composition.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore artists (Lubaina Himid) who use their drawing skills to make objects, and share their responses to their work, thinking about their intention and outcome.
Activism	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Explore how they can find out what they care about, and find ways they might share their ideas with us. • See how their classmates may have different things they care about, or share things they care about, but they are all valid. • Create visuals and text which communicate their message. • Use line, shape and colour to make their artwork. • Use typography to make their messages stand out. • Combine different techniques such as print, collage and drawing.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe how artists (Luba Lukova, Faith Ringgold, Kate DeCicco,) use their skills to make art which speaks about things which matter, often on behalf of whole communities.
Brave Colour	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Create a 3d model or 2d artwork which shares their vision with others. • Take photos of their artwork, thinking about focus, lighting and composition. • Present their ideas and vision to others, articulate their thoughts and listen to the response of their classmates, taking on board their feedback. • Listen to the creative ideas of others, and share feedback about their work.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of installation artists (Yinka Iloria, Morag Myerscough, Carnovsky, Olafur Eliasson) who use colour, light and form to create immersive environments. They will imagine what it might be like to be in those environments, and share their thoughts with others. • Create their own 'colour mood board' (Rachel Parker)

Exploring Identity	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Think about how they might adapt techniques and processes to suit them. • Work digitally or physically to create a layered portrait to explore aspects of their identity, thinking about line, shape, colour, texture and meaning.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Observe how artists (Njideka Akunyili Crosby, Yinka Shonibare, Thandive Muriu) explore their identity by creating layered and constructed images and share their response to their work.
Take a Seat	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • See how chair design has changed through the ages. • Experiment with how they can make mini sculptures with lots of different materials, guided by a short sentence to help them. • Use the 'Design through Making' technique to make a model of a chair which expresses an aspect of their personality. • Take photographs of their work, thinking about focus, light and composition.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • Explore the work of a craftsperson / designer (Yinka Ilori) and seen how they bring personality to their work.
Shadow Puppets	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Think about how they might adapt techniques and processes to suit them. • Make a shadow puppet thinking about how the qualities of the materials they use affect the final outcome. • Manipulate the materials using tools so that the puppets they make have character and expression. • Make their puppets move in simple ways by articulating them. • Work with their peers to create a collaborative experience. • Share their work, as a team, and share and listen to feedback. • Photograph or film our puppets and performance.
	<p>Focus artist(s):</p> <ul style="list-style-type: none"> • See how a variety of artists and craftspeople (Lotte Reiniger, Henri Matisse, Philipp Otto Runge, Pippa Dyrлага, Thomas Witte) use their interest in cutouts to generate imagery. Share their response to their work with their classmates.
Essential learning across Year 6	
<p>The children will;</p> <ul style="list-style-type: none"> • Use their sketchbook to make visual notes to record and reflect. • Appreciate how their sketchbook exploration helped them work towards their final outcome, and see what they like and what they would like to do differently. • Use their sketchbook to record and reflect, collecting the ideas and approaches they like which they see other artists use. • Share their work with their classmates, articulate how they feel about the journey and outcome. Listen to feedback from their classmates and respond. • Appreciate the work of their classmates and reflect upon the differences and similarities of their work (and experience) to their own. • Respond to a creative challenge or stimulus, research the area, and make a creative response. 	