



Hillside Primary School

Art Curriculum Intent

At Hillside Primary School, our Art curriculum is designed to place the needs and aspirations of our pupils at the heart of their learning. Our bespoke curriculum is ambitious and inclusive, empowering every child to be an artist and fostering a deep understanding of the creative process to help them "Be the BEST they can be". Our Art curriculum intent is underpinned by four key attitudes for learning, ensuring our pupils develop the character and resilience needed to thrive in the modern world:

- **Believe**
- **Engage**
- **Succeed**
- **Try**

BELIEVE: Building Confidence & Belonging

- Cultural Representation (Big Ideas) We foster an environment where children believe in their unique potential by exploring artists from a range of genres, times, and cultural traditions.
- Vocabulary for Success: We believe vocabulary is the gateway to high achievement. Pupils are taught to use precise artistic language to describe their work and the work of others, mastering terms related to the formal elements such as 'Static', 'Dynamic', 'Motif', and 'Texture'. Inclusive Achievement:
- Through scaffolding and adaptations, we ensure all pupils believe they can access the creative artistic processes of 2D and 3D art.

ENGAGE: Curiosity & Connection

- The Artistic Process: We spark curiosity through six consecutive lesson types that represent our 'Big Ideas' for Art: exploring the artist, discussing their work, mastering techniques, and designing original pieces.
- Active Exploration: Pupils engage as active researchers in their sketchbooks, moving from exploring simple techniques to evaluating how artists use Line, Shape, Form, Space, Colour, and Pattern to create mood and motion .
- Local and Global Identity: By studying a diverse range of artists, children see themselves within the curriculum and connect their own creative expressions to the wider world.

SUCCEED: Precision & Master

- Progressive Skills: Success is rooted in a precise progression of skills.
- Pupils move from basic exploration to mastering the core areas of Drawing, Painting, Sculpture, Collage, and Printing .
- Disciplinary Mastery: Mastery is shown when pupils can approach artistically-valid questions, such as justifying how an artist makes flat images appear 3D through shading or how colour is varied to evoke a viewer's reaction.

- Evaluation and Reflection: Pupils succeed when they can reflect on their journey, providing feedback to themselves and others to make intentional improvements to their final pieces.

TRY: Resilience & Hard Thinking

- Creative Challenge: Pupils embrace "hard thinking" by tackling challenging artistic mediums and techniques, moving from initial designs to the creation of high-quality final pieces.
- Critical Thinking: We cultivate a culture where children are not afraid to "try" different techniques, debating what they like or dislike about specific styles and understanding that there are many ways to interpret a theme.
- Developing Ideas: Children develop resilience by using sketchbooks to trial ideas, refine their skills, and learn from the experimental nature of the artistic process.

Through this vocabulary-rich, sequential curriculum, Hillside pupils do not just "make" art; they think like artists, building the character and cultural capital needed to thrive in the modern world.

Hillside 'Big Ideas': Substantive Concepts

Our Big Ideas act as the "connective tissue" across the curriculum, helping pupils retain crucial knowledge.

Strand	KS1 (Y1/2)	Lower Key Stage 2 (Y3/4)	Upper Key Stage 2 (Y5/6)
Enquiry & Analysis	Ask simple questions about what they see in an artist's work.	Describe how artists combine shapes and lines to create effects.	Evaluate the usefulness of specific techniques and identify the mood created by colour.
Technique & Skill	Use basic tools to draw, paint, and sculpt.	Develop control over 2D and 3D mediums, refining techniques.	Justify the choice of materials and justify how motifs create complex patterns.
Comparison	Compare two different pieces of art or artists.	Contrast lifestyles and cultural traditions reflected in art.	Explain differences in social class, religion, and race as portrayed through art.
Evaluation	Identify what they like or dislike about a piece of work.	Reflect on their own work and provide feedback to peers.	Analyse the impact of significant artists on modern art and culture.

Art Curriculum: Disciplinary Progress & Knowledge-Rich Sequence

Year Group	Autumn 1 Unit 1: Printing/Drawing	Spring 1 Unit 2: Painting	Summer 1 Unit 3: Sculpture
Year 1	Artist: Kandinsky create patterns through line drawings. draw simple shapes. talk about the artist studying and know some facts about them.	Artist: Monet name the primary colours. know what a secondary colour is and can talk about how to make one. tint and shade using watercolours.	Artist: Andy Goldsworthy manipulate clay into a given 3D shape and add texture using clay tools.
Year 2	Artist: Picasso use drawing techniques to develop and share my ideas through self-portraits. draw simple 2D shapes accurately.	Artist: Van Gogh experiment with different methods for applying paint (e.g., finger, twig, splatter, cotton bud, toothbrush). recreate a Van Gogh painting in his style. name and talk about secondary colors and how to make them.	Artist: Rodney McCoubrey use clay tools to add patterns to a clay slab. understand how to join clay using slip so my sculpture does not fall apart when dry.
Year 3	Artist: Joan Miró mark-make using different materials to plan and create an end product (e.g., produce a careful line drawing. sew using a running stitch.	Artist: Andy Warhol name secondary colours and how to make them. know what a tertiary color is and have explored making them. create a single-layer press print.	Artists: Jon Williams & Sarah Monk make a coil pot using the coil technique with clay. join clay together using slip. make a 3D pot that is solid in structure.
Year 4	Artist: Berenice Sydney draw with accurate proportion to create shapes. create a print using simple marks.	Artist: Jacob Lawrence mix a specific tertiary colour. experiment with a specific painting style used by an artist. paint with accuracy, staying inside the lines, using proportion and shape.	Artist: Michelle Reader create a 3D sculpture. name the joining techniques I have used (e.g., flange/fold, tab, slot, L-brace).
Year 5	Artist: Jamaal Barber create observational drawings from a range of viewpoints. adapt and review drawings using oil pastels. use lino tools effectively and safely.	Artist: Yayoi Kusama combine paint with a range of other materials (e.g., clay, cardboard, charcoal) to create an effect. develop my individual painting style to copy the style of an artist.	Artist: Henry Moore use paint with another material (e.g., oil pastel wax-resist). develop mastery of paintbrush control (e.g., correct use of detail brush, pressure). embellish my painting with other materials.
Year 6	Artists (Modern Architects): Renzo Piano, Anish Kapoor, Zaha Hadid, Norman Foster select the correct implement to suit my drawing task (e.g., black biro, charcoal, felt tip, fineliners). draw with perspective. draw 3D shapes accurately. use shading techniques.	Artist: Frida Kahlo use paint with another material (e.g., oil pastel wax-resist). develop my paintbrush control (e.g., correct use of detail brush, pressure). mix mediums to create an effect.	Artists: Alberto Giacometti & Chris Oakey select appropriate materials to design and make a sculpture. begin to develop an artist's style through my mastery of skills.