



The Hive – The Arts - Art Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore colour, line and pattern within drawing, painting and sculpture. Artists such as Henri Matisse, Paul Klee, Yayoi Kusama, Piet Mondrian, Joan Miro and Keith Haring will be introduced and explored. Through “look and talk” and “copy and create”, the children will experience the art of these artists whilst developing their understanding of colour, line and pattern. The children will also explore the illustrations in our Talk for Writing texts and think about how colour, line and pattern is used. The children will produce artwork linked to the texts either individually or as a group.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I collect and sort colours?</i> • <i>How does a colour make me feel?</i> • <i>What is a primary colour and what is a secondary colour?</i> • <i>Can I create different lines that are straight or curved, thick or thin?</i> • <i>Where can we find patterns and can I make my own patterns?</i> • <i>Can I repeat shapes and lines to make a design?</i> • <i>Ongoing: Can I choose a favourite illustration from our Talk for Writing text? Can I create a piece of artwork linked to our Talk for Writing text using my artist skills?</i> <p>Key skills that children will be focusing on in this phase include:</p> <ul style="list-style-type: none"> • Explore mark-making (particularly creating lines); using a variety of tools and movements; recreate simple shapes and patterns; talk about what their drawings represent; explore paint using fingers, brushes and 	<p>In the Middle Phase, children will develop their understanding of and skills in colour, line and pattern within drawing, painting and sculpture and they will explore shape and form and texture and tone. Artists such as Barbara Hepworth, Henry Moore, Alexander Calder, Vincent Van Gogh, Georgia O’Keefe and Claude Monet will be introduced and explored. Through “look and talk”, “copy and create”, “explore materials” and “tell stories”, the children will experience the art of these artists whilst developing their understanding of shape and form and texture and tone.</p> <p>In all phases, previous artists may be revisited. The children will also explore the illustrations in our Talk for Writing texts and think about how shape and form and texture and tone is used. The children will produce artwork linked to the texts either individually or as a group.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I talk about shapes and include them in my artwork?</i> • <i>Can we make a class mobile in the style of Alex Calder?</i> • <i>What different textures and shapes can we find in the natural world?</i> • <i>Can I make my own sculpture using safe materials and talk about it?</i> • <i>How do I make light and dark tones in my artwork?</i> • <i>Can I use paint to create colour and texture like Van Gogh?</i> • <i>Can I paint a still life drawing or painting using my artist skills?</i> • Ongoing: <i>Can I choose a favourite illustration from our Talk for Writing text? Can I create a piece of</i> 	<p>In the Upper Phase, children will continue to develop their understanding of and skills in colour, line and pattern, shape and form and texture and tone within drawing, painting and sculpture. They will also explore composition. Artists such as Paul Cezanne, Georges Seurat and David Hockney will be introduced and explored. Through “look and talk”, “copy and create”, “explore materials” and “tell stories”, the children will experience the art of these artists whilst developing their understanding of composition.</p> <p>In all phases, previous artists may be revisited. The children will also explore the illustrations in our Talk for Writing texts and think about how composition is used. The children will produce artwork linked to the texts either individually or as a group.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I use objects to set up a scene for a painting or drawing?</i> • <i>When I look at a painting, can I tell you the “thing that stands out?”</i> • <i>Can I create a picture or sculpture using a bright colour for the part I want people to see first?</i> • <i>Can I recreate a painting or sculpture from one of the artists I know (focus artist decided by teacher, as a class)?</i> • <i>When I draw a picture or make a sculpture, can I make choices about placement and size?</i> • Ongoing: <i>Can I choose a favourite illustration from our Talk for Writing text? Can I create a piece of artwork linked to our Talk for Writing text using my artist skills?</i>

<p>tools; mix colours freely and explore clay, playdough and other materials.</p> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language sorting, matching, understanding and using language such as colour, colour names, primary, secondary, line, curved, straight, thick, thin, pattern, draw/drawing, paint/painting and sculpture. Children will use some feelings words linked to colours. They will see and repeat the name of the artist whose work they are learning about.</p> <p>Independence – children will be developing awe and wonder and beginning to form likes and dislikes personal to them. Children will select colours for their art and explore and choose tools with some support.</p> <p>Inclusion – children will explore their local environment with support and will use what they see and collect in their art. They will share their art with others (e.g. peers in class and in their link classes). Children will join their link classes in our first week of a new academic year to immerse in an artist, working and learning together.</p> <p>Success – children will be able to sort, match and/or use new language and resources linked to our art learning. Children will say something they have liked/disliked and learnt in lessons. They will share their work with others and develop a sense of pride in their art. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p><i>artwork linked to our Talk for Writing text using my artist skills?</i></p> <p>Key skills that children will be focusing on in this phase include:</p> <ul style="list-style-type: none"> • Draw from observation and imagination; add detail and texture with techniques like hatching; use drawing to express ideas and emotions; identify and use primary colours; mix secondary colours; use hands and simple tools to shape and join materials and describe textures. <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language sorting, matching, understanding and using language such as shape, 2D, 3D, shape names, round, sharp, long, short, curved, straight, bumpy, smooth, hard, soft, rough and shiny. With support, they will use words linked to skills they are learning such as hatching. They will know some information about the artists they are learning about and be able to recall this. They will begin to explain what they can see in the art they are looking at and use talk to connect ideas.</p> <p>Independence – children will be more confident to share likes and dislikes. They will make safe choices about materials and tools and will use these with increasing independence. Children will be gaining independence in gathering the resources they need for their work and in cleaning/packing away resources when finished.</p> <p>Inclusion – Children will work collaboratively to produce group art, such as a class mobile or big painting. They will share their art (peers in class and in link classes) and begin to comment on the work of others. Children will join their link classes in our first week of a new academic year to immerse in an artist, working and learning together.</p> <p>Success – Children will be able to carry out a new skill such as hatching or using a new brushstroke. Children will say something they have liked/disliked and learnt in lessons. They will share their work with others and, as well as having a sense of pride in their own work, they will be able to celebrate the work of their peers. Celebration of success</p>	<p>Key skills that children will be focusing on in this phase include:</p> <ul style="list-style-type: none"> • Plan and create detailed compositions; develop a personal style; use colour purposefully to show emotion and mood; plan own composition and plan and create more complex sculptures. <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language sorting, matching, understanding and using language such as arrangement, focal point/main part, foreground/background, overlapping and spacing. They will answer questions about the artists they are learning about and begin to pose their own questions. They will explain what they can see in the art they are looking at and use talk to connect ideas.</p> <p>Independence – children will be able to set up a simple still life scene, making their own choices about composition. Children will be growing in independence in gathering the resources they need for their work and in cleaning/packing away resources when finished.</p> <p>Inclusion – children will work collaboratively to produce group art. They will share their art (peers in class and in link classes) and comment on the work of others. Children will join their link classes in our first week of a new academic year to immerse in an artist, working and learning together.</p> <p>Success – children will be able to create a simple composition and explain some of their choices. Children will say something they have liked/disliked and learnt in lessons. They will share their work with others and, as well as having a sense of pride in their own work, they will be able to celebrate the work of their peers. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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