



Hill West Art Curriculum Overview

Year ONE Outcomes

Spirals

- To know that drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- To understand we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- To know we can draw from observation or imagination.
- To understand we can use colour to help our drawings engage others.

Simple Printmaking

- To know we can make a “plate” from which to “print”
- To understand there is a relationship between plate and print: e.g. negative / positive.
- To know we can use print to create “multiples”
- To explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.

Playful Making in 3D

- To know when we make art in 3 dimensions it is often called Sculpture.
- To understand we can generate ideas through playful exploration.
- To build understanding of the properties of materials through manipulation.
- To know making sculpture is a partnership between materials, ideas, hands and tools.
- To reflect upon our intention when we see our ideas made physical.

Exploring Watercolour

- To understand watercolour paint has special characteristics.
- To embrace how we can use the elements of surprise and accident to help us create art.
- To develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.

Making Birds

- To know there is a relationship between drawing & making – we can transform 2d to 3d.
- To use observational drawing and experimental mark-making together to make art.
- To work from similar stimulus or starting point but end up with very different individual results.
- To know the individual results can then be brought together to make a whole artwork.

Inspired by Flora and Fauna

- To understand how artists can be inspired by the flora and fauna around them.
- To use careful looking to help drawing, and use drawing to help looking.
- To use a variety of materials to make images, and know that the images we make can become imaginative.
- To create individual artwork, and that we can bring that artwork together to make a shared artwork.

1. Drawing and Sketchbooks

2. Print, Colour and Collage

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Year TWO Outcomes

Explore and Draw

- To understand artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- To explore our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- To know we can use the things we find to draw from, using close observational looking.
- To explore and use art materials and be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- To know we can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like

Exploring the World through Mono print

- To understand when we make mono prints we use mark making to create one off prints.
- To know when we make mono prints we create an impression of a drawing.
- To generate playful narratives and inventions through drawing.
- To understand that using a range of marks will generate different effects when creating mono prints.
- To create creative responses to different stimuli and make the work our own.

Be an Architect

- To know architects design buildings and other structures which relate to our bodies and which enhance our environment.
- To understand architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- To use drawing as a way to help us process and understand other people's work.
- To use digital tools such as drones and film to inspire us.
- To use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.
- To know we can "Design through Making" (some call it Make First) as a way to connect our imagination, hands and materials.

Expressive painting

- To know artists sometimes use loose, gestural brush marks to create expressive painting.
- To be expressive through painting and know this can be representational or more abstract.
- To understand that Artists use impasto and sgraffito to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- To enjoy, and respond to, the way paint and colour exist on the page.

Stick Transformations

- To know artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.
- To know that making art can be playful and fun. That we can create things for other people to enjoy/use.
- To use imagination to help us shape the world.

Music and Art

- To understand artists sometimes use sound to inspire their work.
- To know artists sometimes work in partnership with musicians.
- To use both aural and visual senses to make art.
- To draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.
- To be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.



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Year THREE Outcomes

Gestural Drawing with Charcoal

- To know that when we draw we can use gestural marks to make work.
- To understand when we draw we can use the expressive marks we make to create a sense of drama.
- To know when we draw we can move around.
- To understand when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Working with Shape and Colour

- To know we can be inspired by key artworks and make our own work in creative response.
- To use shape and colour as a way to simplify elements of the world.
- To know shapes have both a positive and negative element.
- That we can arrange shapes to create exciting compositions.
- To understand that we can build up imagery through layering shapes.
- To know we can use collage to inspire prints.

Telling Stories through Drawing and Making

- To take inspiration from other art forms such as film and literature and make work in 3 dimensions in response.
- To know when we make work in another medium we can make the work our own, re-interpreting and re-inventing.
- To explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.

Cloth, Thread and Paint

- To understand artists can combine art and craft using painting and sewing together to make art.
- To know when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
- To understand the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- To know we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art

Making Animated Drawings

- To understand artists can make animations by creating drawings which move in a sequence.
- To use all our mark making skills and imagination to make our drawings visually engaging.
- To know we can use our moving drawings to share narratives.

Using Natural Materials to make Images

- To understand we can use the world around us as “ingredients” with which to make art.
- To know photographs are created when a light sensitive surface is exposed to light.
- To understand that we can manipulate the world around us, transforming it into art.



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Year FOUR Outcomes

Storytelling Through Drawing (Manga)

- To tell stories through drawing.
- To use text within our drawings to add meaning.
- To sequence drawings to help viewers respond to our story.
- To use line, shape, colour and composition to develop evocative and characterful imagery.

Exploring Pattern

- To know the act of making drawings can be mindful.
- To use line, shape and colour to create patterns.
- To use folding, cutting and collage to help us create pattern.
- To create repeated patterns to apply to a range of products or outcomes.

The Art of Display

- To know that artists think carefully not just about *what* they make, but also how they *present* what they make.
- To know when we view sculpture (or other art), the context (way it is presented) affects how we react to it.
- To understand that how something will be seen can help us shape what is made.
- To give thought to how we display the art we make, to help us understand how people will view our work.

Exploring Still Life

- To know when artists make work in response to static objects around them it is called still life.
- To understand that still life has been a genre for many hundreds of years, and is it still relevant today.
- To know when artists work with still life, they bring their own comments and meaning to the objects they portray.
- To make a still life creative response in many media: drawing, painting, collage, relief...
- To know we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Sculpture, Structure, Inventiveness and Determination

- To understand that artists can learn from the world around them.
- To know that artists can draw parallels with other beings/events to help us understand things about ourselves.
- To understand that artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.
- To feel comfortable in the knowledge that we can feel safe enough to take creative risks in our own work.
- To explore materials and ideas feeling free from criticism.
- To express our personality through the art we make.
- To use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.



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- To understand that making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

Festival Feasts

- To respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.
- To know we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.
- To know we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.
- To understand that making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.

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Year FIVE Outcomes

Typography and Maps

- To understand that when designers work with fonts and layout it is called Typography.
- To use the way words look to help us communicate ideas and emotions.
- To understand that we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

Making Monotypes

- To know that Monotype is a process where we make images by transferring ink from one surface to another to make a single print.
- To understand that we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.
- To know that we can combine monotype with other disciplines such as painting and collage.
- To understand we can make art by expressing our own personal response to literature or film.

Set Design

- To know designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation).
- To understand that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.
- To know we can create our own "sets" to create models for theatre design, or backgrounds for an animation.
- To understand we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.

Mixed Media, Land and Cityscapes

- To know artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.
- To understand that artists often work outside (plein-air) so that all their senses can be used to inform the work.
- To know that as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".
- To share our artistic discoveries with, and be inspired by each other.
- To use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.

Architecture: Dream Big or Small



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- To understand that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.
- To know we can make creative choices which both serves ourselves as individuals and the communities we belong to.
- To use form, structure, materials, and scale to design innovative buildings.
- To build architectural models to test out our ideas and share our vision.

Fashion design

- To understand designers bring their own culture, experiences and passions into their designs, for other people.
- To know as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.
- To use colour, pattern, line, shape, form, material, texture to express our creativity.
- To know that when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?
- To understand that when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.

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Year SIX Outcomes

2D drawing to 3D making

- To know drawing and making have a close relationship.
- To understand that drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- To know that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- To use methods such as the grid method and looking at negative space to help us draw.
- To know there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

Activism

- To understand that artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- To know that artists acting as activists often use print because it allows them to duplicate and distribute their message.
- To understand that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- To know that through art as activism we can come together.

Brave Colour

- To understand that as humans we react emotionally to colour.
- To know artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.
- To use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.
- To test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.

Exploring Identity

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- To understand artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.
- To know that people are the sum of lots of different experiences, and that through art we can explore our identity.
- To use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- To know as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

Take a Seat

- To know that artists who create furniture are often called craftspeople or designers.
- To understand that furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.
- To use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.
- To know there are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.
- To think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

Shadow Puppets

- To know there are many traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories.
- To understand that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.
- To know we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.
- To work in collaboration with others to make a shared experience.

Drawing and Sketchbooks	Print, Colour and Collage	Working in 3 Dimensions
Paint, Surface and Texture	Working in 3 Dimensions	Collaboration and Community