

Subject: ART & DESIGN

Intent- To develop children's **knowledge** and **skills** in the **techniques** of drawing, painting, sculpture, collage, printing and textiles in order for them to **experiment, invent** and **create** their own **imaginative** works of art. The children will explore the different **elements of art and design** (colour, pattern, texture, line, shape, form and space) through the work of others and their own exploration of different **techniques**. Our Art lessons and continuous provision will offer the chance for children to use art to **communicate** their own **ideas, feelings** and **experiences** in a creative way. They will learn that art is a collection of ideas developed through different **processes**, building up **resilience** and teaching children to **evaluate** their own work and the work of others.

ELGs from the EYFS statutory framework and Development matters (Prerequisite skills for art within the National Curriculum)	KS1 National Curriculum Expectations
<p>Physical Development: Fine motor skills-</p> <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing- using tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing. <p>Expressive Arts and Design: Creating with Materials-</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations and the process they have used.• Make use of props and materials when role playing characters in narratives and stories.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to use a range of materials creatively (ch to use a range of art and non-art materials such as pencils, charcoal, crayons, poster/powder/watercolour paint, food colouring, mud, sticks, modelling clay, etc. Have time to explore the potential of the materials as well as creating pieces of art with them) to design and make products (Ch work towards practical outcomes contained within one lesson or spread across a few. Outcomes designed and made by the ch);• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; (Plus collage and printing. Ch use their ideas, experiences and imagination as starting points and stimuli)• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; (The formal elements of art are built into all schemes of work and, where appropriate taught discreetly)• about the work of a range of artists, craft makers and designers, (Ch are introduced to a range of artists who working in a variety of

	media. They discuss and respond to the key art works) describing the differences and similarities between different practices and disciplines, and making links to their own work. (Ch produce practical work in response to these key artworks; making links through the concept, material links through the concept, material, technique or subject.)
--	---

Enrichment Opportunities

Outcomes and Assessment

- Art and Design and it's processes are to be enjoyed by children across school.
- Children to have knowledge and skills in the techniques of drawing, painting, sculpture, collage, printing and textiles and use them to experiment, invent and create their own imaginative works of art.
- Children will experience the different elements of art design (colour, pattern, texture, line, shape, form and space) through the works of others and their own exploration of the different techniques.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- Children use some technical vocabulary accurately and know how to apply and understand the skills and processes specified.
- Children have some knowledge of famous artists, illustrators and designers and their work.

	<u>Foundation Stage</u>	<u>Year One</u>	<u>Year Two</u>
--	--------------------------------	------------------------	------------------------

<p>Exploring and developing ideas To understand how ideas are developed through processes.</p>	<ul style="list-style-type: none"> -To build up resilience to getting things wrong and trying again. -To share their learning and skills with others, receive and offer feedback to improve. -Characteristics of Effective Learning. 	<ul style="list-style-type: none"> -To respond positively to ideas and starting points. -To explore ideas and collect information. -To describe differences and similarities and make links to their own work. -To try different materials and methods to improve. -To use key vocabulary to demonstrate knowledge and understanding eg. Work, work of art, idea, starting point, observe, focus, design, improve. 	<ul style="list-style-type: none"> -To respond positively to ideas and starting points. -To explore ideas and collect information. -To describe differences and similarities and make links to their own work. -To try different materials and methods to improve. -To use key vocabulary to demonstrate knowledge and understanding eg. Work, work of art, idea, starting point, observe, focus, design, improve.
<p>Vocabulary: work, work of art, idea, starting point, observe, look carefully, focus, design, improve.</p>			
<p>Teaching of techniques (Drawing, painting, sculpting, collage, printing and textiles)</p>			
<p>Drawing Skills- use drawing to develop and share their ideas, experiences and imagination. (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Different surfaces- playground, types/different coloured paper, tracing paper, clingfilm, foil, newspaper...</p>	<ul style="list-style-type: none"> - To begin to use a variety of drawing tools. -To experiment with mark making in the environment. - To explore different textures of the surfaces that we can draw on. (Playground, types of paper, tracing paper.) - To investigate different lines. - To use drawings to tell a story. -To draw closed shapes to create a picture. - To encourage accurate drawings of people. -To teach and practise colouring in the lines of a drawing or colouring in. 	<ul style="list-style-type: none"> - To extend the variety of drawing tools. -To control the types of marks made with a range of media. - To continue to experiment with different textures that we can draw on. - To use different lines in our work of different sizes and thicknesses. -To use different shapes in our work. - To observe and draw things within the environment. - To observe patterns and shape. - To observe body shape and limbs. -To teach and practise colouring in the lines of a drawing or colouring in. 	<ul style="list-style-type: none"> - To experiment with different drawing tools and surfaces. (Various pencils.) -To develop observational skills. -To use different dots and lines in our work to demonstrate pattern and texture. -To discuss use of shadows, use of light and dark. Shading. - To sketch to make quick records. -To observe anatomy and faces.
<p>Vocabulary: Portrait, self- portrait, line drawing, shape, detail, landscape, cityscape, building, pastels, drawings, line, bold, size and space.</p>			

<p>Painting Skills- use painting to develop and share their ideas, experiences and imagination. (thick and thin paint applied with brushes, spreaders, straws, string, sponges, foam brushes etc.)</p>	<ul style="list-style-type: none"> -Teach 'care of the materials' and 'tidying away.' (Including not wasting materials.) -To put on an apron. - To hold a paintbrush correctly. -How to load the brush with paint and wipe off excess paint. -How to paint neatly. -To explore making marks on a variety of paper using different brushes thick, thin and medium. eg. Thick and thin lines. -To experiment with and use primary colours and secondary colours. -To name colours. -To mix and experiment with colours (not formally.) 	<ul style="list-style-type: none"> -To experiment using a variety of tools to spread paint and apply paint eg. Thick & thin brushes, spreaders, straws, string, foam brushes. -To continue to practise painting neatly. -To name all the colours. - To mix primary colours to make secondary colours. 	<ul style="list-style-type: none"> - To select an appropriate tool to create a desired affect when painting eg. spreaders to create a wave affect when painting water. -To understand that there are different shades and tones of colours. Warm and cool colours. -To make a number of tones of one colour (using white to lighten or the original colour to darken.) -To use colour on a large scale. -To use colour as a way of recording mood and feelings.
<p>Vocabulary: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke.</p>			
<p>Sculpting Skills – use sculpture to develop and share their ideas, experiences and imagination. (3D work: construction kits, clay, dough, boxes, wire, paper, sculpture, mod roc, natural materials)</p>	<ul style="list-style-type: none"> -Teach 'care of the materials' and 'tidying away.' (Including not wasting materials.) -To handle, manipulate and enjoy using Playdoh for modelling and joining. -To construct using a variety of materials and building kits. -To build and destroy/deconstruct models. -To explore 3D shapes when modelling. 	<ul style="list-style-type: none"> -To construct. Using first hand experience of playing with the materials to help ch to make informed design choices, exploring the potential of the materials, problem solve and discover techniques. -To use materials to make known objects for a purpose. -To create an object using modelling media. -To make simple joins. 	<ul style="list-style-type: none"> - To construct. Using first hand experience of playing with the materials to help ch to make informed design choices, exploring the potential of the materials, problem solve and discover techniques. -To have an awareness of natural and manmade forms. -To create with own ideas and express personal experiences. -To shape and form from direct observation (malleable and rigid materials.)

			-To use decorative techniques when constructing. -To replicate patterns and textures in a 3-D form.
Vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, abstract.			
Collage Skills- use collage to develop a wide range of art and design techniques in using texture, line, shape, form and space. (Different types of paper, card, old magazines, cards, newspaper, fabric, ribbon, other materials...)	-Teach 'care of the materials' and 'tidying away.' (Including not wasting materials.) -To hold and use the scissors properly, moving the scissors properly, moving the paper rather than their bodies as they snip not chop. -To rip, tear, cut and arrange paper/materials on paper. -How to lift pva on a spatula, twisting the spatula, wiping it on the side of the pot. -To apply glue with sticks or spatulas, only dabbing glue onto the edges rather than smothering the whole pieces of paper. -	-To use a combination of materials that have been cut, torn, folded, crumpled and glued. -To sort and arrange materials before gluing them down. -To add texture by mixing materials.	-To use a combination of materials that have been cut, torn, folded, curmpled and glued. -To sort and arrange materials before gluing them down. Teach overlapping of materials. -To add texture by mixing materials. -Refine their work.
Vocabulary: collage, cut, snip tear, rip, place, arrange, glue, stick, spatula			
Printing- to develop a wide range of art and design techniques in using colour, texture and pattern. (Hand/finger/footprints, found materials, fruit/veg, wood blocks, press print using stamps/objects, lino, string)	-Teach 'care of the materials' and 'tidying away.' (Including not wasting materials.) -To take rubbings -To print with a variety of every day objects and body parts. -To begin to create repeating patterns ABABABAB. -To experience a simple monoprint.	-To print with a variety of objects. -To create patterns when printing. Simple repeating patterns ABABAB or ABCABCABC. - To impress images into clay.	-To create more complex patterns when printing, regular and irregular. -To print with a variety of objects. -To experience collography. -To mix colour through overlapping prints.
Vocabulary: Colour, shape, printing, repeating pattern, object, overlapping, regular pattern, irregular pattern, symmetry, rolling, pressing, rubbing.			

Textiles- to develop a wide range of art and design techniques in using colour, pattern and texture. (weaving materials, sewing, fabric etc.)	-To provide wool, ribbon, fabric pieces within the craft provision. -to use threading/sewing cards. -To experience and contribute to a communal weaving.	-To create a weaving with a pattern. -To learn a sewing stitch.	-To cut and shape fabric using scissors. Apply shapes with glue or sewing stitches.
---	--	--	---

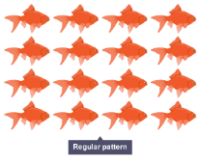
Vocabulary: textiles, fabric, weaving, woven, over, under, decorate, sew.

Teaching The Elements of Art

Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Vocabulary: Names of colours, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, mix etc. (Use in drawing, painting, collage, printing, sculpture, texture)	-To experiment with and use primary colours. -To name colours. -To mix colours (not formally.) -To learn the names of the different tools that bring colour eg. paint, felt tip pens, wax crayons, pencil crayons, pastels, chalks.... -To use a range of tools to make coloured marks on paper.	-To name all the colours. -To understand that there are different shades and tones of colours. - To mix primary colours to make secondary colours. -To apply colour with a range of tools.	-To make a number of tones of one colour (using white to lighten or the original colour to darken.) -To use colour on a large scale. -To use colour as a way of recording mood and feelings.
Pattern (paint, pencil, textiles, clay, printing) Vocabulary: Colour, shape, printing, repeating pattern, object, overlapping, regular pattern, irregular pattern, symmetry.	-To begin to understand a repeating pattern. -To create irregular painting patterns. -To experience simple symmetry.	-To have an awareness and discussion about patterns. -To create repeating patterns. -To understand symmetry.	-To experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. -To create patterns using natural and manmade objects.

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular. How complicated a pattern is depends on what is repeated and the way in which it is repeated. Patterns can be regular or irregular. In regular patterns the motif (or motifs) is repeated in a way that is predictable.

Block repeat: The most basic way of creating pattern is to block repeat. This is where the motif is repeated in exactly the same way in horizontal and vertical lines.



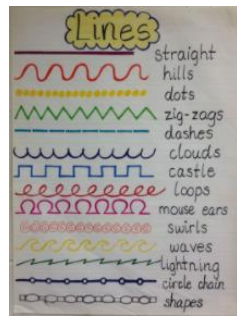
An irregular pattern is one in which the motif changes or the way it is repeated is unpredictable.

<p>Texture (paper- collage, textiles, playdough, clay, sand, plaster, stone)</p> <p>Vocab: Smooth, bumpy, rough, coarse, soft, thin....</p>	<p>Actual Texture</p> <ul style="list-style-type: none"> -To handle, manipulate and enjoy using different materials. -To explore different sensory experiences. -To create simple collages. -To create a simple weaving. -To have access to transient art areas. 	<p>Actual Texture</p> <ul style="list-style-type: none"> -To create a weaving. -To create a collage using different textures. -To sort and select materials for their work according to specific qualities. -To use large eyed needle to create a running stitch using binka. -To have access to transient art areas. <p>Visual Texture</p> <ul style="list-style-type: none"> -To use line, tone and/or colour to represent texture. 	<p>Actual Texture</p> <ul style="list-style-type: none"> -To create different effects in collage through overlapping and overlaying (2D & 3D.) -To begin to explore other simple stitches. -To have access to transient art areas. <p>Visual Texture</p> <ul style="list-style-type: none"> -To use line, tone and/or colour to represent texture.
--	---	---	--

Texture means how something feels.

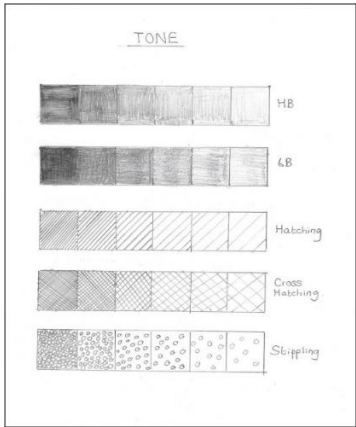
There are two types of texture: actual texture and visual texture.

1.Actual texture, or physical texture, means the actual physical surface of an artwork or design. It describes the tactile feeling you would get if you were able to run your hand over an artwork.

<p>2.Visual texture. Artists and designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture eg. An artist will use their materials and media in a way which will try and make the bottle look smooth, the orange look bumpy and the flower soft, thin and delicate.</p>			
<p>Line (pencils, pastels, chalk, paintbrush, pens.... Etc)</p> <p>(Use in drawing, painting, sculpture)</p> <p>Vocabulary- Types of line: long, short, straight, curved, wavy, spiral, zig-zag, vertical, horizontal, diagonal, perpendicular, parallel, broken, thick, thin. Outline, cross hatching, the closer the lines are together the darker the tone.</p>	<p>-To investigate different lines. -To explore making marks on a variety of paper using different brushes. eg. Thick and thin lines.</p>	<p>-To use different lines in our work. -To select appropriate types of line to represent different things. E.g. water.</p>	<p>- To use different lines in our work. -To select appropriate types of line to represent different things. E.g. water.</p>
<p>A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape. Artists and designers can use lines for many different reasons:</p> <ul style="list-style-type: none"> the outline of shapes and objects details of features and patterns surfaces and texture tone, light and shade 			
<p>Shape (pencils, pastels, chalk, paintbrush, pens, collage, printing, pattern.... Etc)</p> <p>Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show</p>	<p>-To see and draw shapes from observation.</p> <p>-To create and use shapes in drawing, collage, printing etc....</p>	<p>-To see and draw shapes from observation. (Positive shapes.)</p> <p>-To draw shapes in between objects (Negative shapes.)</p> <p>-To invent new shapes.</p>	<p>-To see and draw different forms and shapes from observation.</p> <p>-To experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p>

<p>the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.</p> <p>Vocabulary- 2D shapes: circle, triangle, square, rectangle, hexagon, oval, moon, heart etc.</p> <p>(Use in drawing, painting, sculpture, collage, printing...)</p>		<p>-To create and use shapes in drawing, collage, printing etc....</p>	<p>-To create and use shapes in drawing, collage, printing etc....</p>
<p>Form (clay, dough, boxes, wire, paper, sculpture, mod roc, natural materials)</p> <p>Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).</p> <p>Vocabulary- 3D work: sphere, cube, cone, cuboid, cylinder, prism etc.</p> <p>(Use in sculpture)</p>	<p>-To handle, manipulate and enjoy using different materials.</p> <p>-To construct using a variety of materials and building kits.</p> <p>-To build and destroy/deconstruct models.</p> <p>-To explore 3D shapes when modelling.</p>	<p>-To construct.</p> <p>-To use materials to make known objects for a purpose.</p> <p>-To create an object using modelling media.</p> <p>-To make simple joins.</p>	<p>-To have an awareness of natural and manmade forms.</p> <p>-To create with own ideas and express personal experiences.</p> <p>-To shape and form from direct observation (malleable and rigid materials.)</p> <p>-To use decorative techniques when constructing.</p> <p>-To replicate patterns and textures in a 3-D form.</p>
<p>Space (pencils, pastels, chalk, paintbrush, pens, collage..)</p> <p>Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive</p>		<p>-To understand that space is the area between and around objects.</p>	<p>-To understand that space is the area between and around objects.</p> <p>-To begin to create the feeling of illusion of depth we call it space using overlapping, shading, placement, size and perspective.</p>

<p>space, while negative space is the empty space around them.</p> <p>Vocabulary- consider the composition, draw big, fill the whole paper, lines off the paper, placement in relation to the horizon, smaller in the distance, larger closer up, overlapping, shading.</p> <p>(Use in drawing, painting, collage....)</p>			
<p>Tone (pencils, crayons, pastels, chalk, paintbrush, pens)</p> <p>Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.</p> <p>In real life tone is created by the way light falls on an object.</p> <p>The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.</p> <p>Tone can be used for a range of effects:</p> <ul style="list-style-type: none"> • to create the illusion of form • to create a particular atmosphere 			<p>-To experiment with some techniques such as Shading.</p> <p>Shading is used to create different tones in a drawing. A range of different techniques can be used to build up tones.</p> <p>Hatching</p> <p>Hatching involves building tone using lines. The thickness and number of lines and the distance between them creates the illusion of form. There are different types of hatching:</p> <p>Hatching uses parallel lines.</p> <p>Crosshatching uses lines that cross at different angles to each other.</p> <p>Contour hatching uses curved lines that follow the form of a subject.</p>

<ul style="list-style-type: none"> to create contrast and focus attention to suggest depth and distance <p>The illusion of form can be created by using different tones that suggest different amounts of light hitting the subjects shown. This can fool the eye into seeing a three dimensional object.</p>  <p>(Use in drawing, painting)</p>			<p>Stippling</p> <p>Dots can be used instead of lines to build up tone. This is called stippling. The size, number and distance between the dots will change the tones created.</p> <p>Contrast</p> <p>Contrast refers to the difference between tones.</p> <p>A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a more subtle or calm image.</p> <p>The greater, or higher, the contrast of tones, the more dramatic the atmosphere.</p>
Teaching of the skills and elements of art through the work of.....			
Artists, Illustrators, Craft makers and Designers looked at....	<p>-To look at the works of famous artists, studying their techniques and processes. They will be exposed to range of different artists looking at the different skills and elements of art they use in their work.</p> <p>-To use inspiration from these artists to create their own work.</p> <p>Wassily Kandinsky</p>	<p>-To look at the works of famous artists, studying their techniques and processes. They will be exposed to range of different artists looking at the different skills and elements of art they use in their work.</p> <p>-To describe the work of famous, notable artists and designers.</p>	<p>-To look at the works of famous artists, studying their techniques and processes. They will be exposed to range of different artists looking at the different skills and elements of art they use in their work.</p> <p>-To describe and express opinions about the work of famous, notable artists and designers.</p>

	Matisse Jackson Pollock Andy Goldsworthy	-To use inspiration from these artists to create their own work and make comparisons. Van Gogh Dean Russo Monet Lavery	-To use inspiration to create their own work and make comparisons. Paul Klee Picasso David Hockney
Others.....	LS Lowry, Joan Miro, Robert Delaunay, Pier Mondrian, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.		