



Art at St Andrew's CE (VA) Infant School

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Timetable

At St Andrew's Infant School, the children are taught Art as part of their half termly topic work based on Cornerstone units such as 'The Enchanted Woodland', 'Bright Lights, Big City', 'Land Ahoy' and 'Wriggle and Crawl'. Art is mainly taught in weekly lessons, but in some topics we combine our Art lessons into full afternoon sessions.

Content of Art & Design lessons

Each term, the children focus on selected key skills and are able to build upon their skills from the previous lesson. As a school, alongside Development Matters and the National Curriculum we follow the Cornerstones units to ensure a well-structured approach to this creative subject allowing skills to be revisited and improved upon. At least one piece of work is completed in sketch books every half term in order to show progression. During the learning journey, we focus on teaching a key skill and then give an opportunity to develop that skill independently in the innovate stage of the Cornerstones unit.

Students are introduced to the work of artists, both old masters and contemporary, in order to give inspiration and show examples of different techniques.

There is a focus on observational drawing and wherever possible, the students are encouraged to draw from real life.

We value and celebrate individuality, and although children produce similar styles of art work, they are never required to create copies or use a pre-printed pro-forma (e.g. for Christmas Cards).

Importance is placed on children developing their skills rather than the look of the work.

Planning

We use the Development Matters, National Curriculum, Cornerstones and the Rainbow continuum to aid with planning. We have adopted a more skills based approach to our curriculum so each year builds upon previous skills already taught and to ensure coverage amongst the subject. (Please see P18)

Marking:

In line with the school marking and feedback policy, children's Art and Design work will be acknowledged with a tick and any comments made must relate to the What I Learnt Today (WALT)/learning objective.

In addition, verbal feedback will be given throughout the lesson. Children are to be given advice on how to improve. Wherever possible, examples will be shown to give students ideas and inspiration.

Children will begin to self-evaluate their work and offer their thoughts to others on how they can improve.

Assessment

Each student will be assessed using the progression of skills document for the relevant year group. This document shows what the children will cover throughout the year and what they are expected to achieve.

Lesson Resources

Suggested websites:

<https://www.bbc.co.uk/bitesize/subjects/zn3rkqt>

<https://www.twinkl.co.uk>

<https://www.redtedart.com/art-projects-for-kids-great-artists/>

Resources:

The Tate Gallery, London

Modern Art

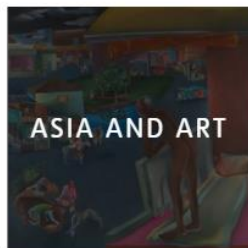
<https://www.tate.org.uk/art>

EXPLORE ART BY THEME



WELLBEING AND ART

Explore mindfulness through the art and artists within Tate's collection



ASIA AND ART

Discover art and ideas by artists working across the Asian continent



DISABILITY AND ART

Explore how artists have portrayed the range of human ability through their art



QUEER LIVES AND ART

Discover LGBTQ+ artists and the queer art



BLACK IDENTITIES AND ART

Discover Black art and artists in Tate's collection

MEET THE COLLECTION ARTISTS



LIST

Five Things to Know about Theaster Gates

Who is Theaster Gates? Meet the artist who revives cities and explores African-American history



TATESHOTS

Raqib Shaw: 'Taking craft to a crazy, romantic extreme'

The Indian-born, London-based artist's extraordinary paintings feature rich colours and intricate detail



TATE KIDS WHO ARE THEY?

Who is Gillian Ayres?

Meet the artist who said her paintings were full of ice cream and seaweed!



INTERVIEW

Billie Zangewa: The Ultimate Act of Resistance is Self-Love

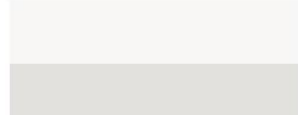
The artist welcomes us at her home in Johannesburg, South Africa

You can find information about individual artists from the directory of artists.

ARTISTS A-Z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Showing 1–100 of 4,285 results



The National Gallery, London

A collection of old master paintings

Teachers notes – scroll down to primary

<https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>

Primary teachers' notes



'A Roman Triumph'
Peter Paul Rubens



'An Autumn Landscape with a
View of Het Steen'
Peter Paul Rubens

The Crafts Council

Organisation to support craft makers in the UK. They have a directory of makers that you can search to look for contemporary makers of specific disciplines.

<https://www.craftscouncil.org.uk/directory/>

EXPLORE THE DIRECTORY

THIS WEEK'S CRAFTS COUNCIL'S TOP MAKER PICKS



From thrown to hand-blown, rugs to trugs, Kent to Stoke-on-Trent and everything in between. Discover craft and makers across the UK on the Crafts Council Directory

Search...



Makers

Projects

All disciplines



All materials



All price levels



Location

The Arts Council England


Digital Art Development Toolkit

<https://www.artscouncil.org.uk/publication/making-digital-work-toolkit>


MOMA New York

There are many links to background information on different art disciplines


https://www.moma.org/learn/moma_learning/




What Is Modern Art?
Late-19th-century artists broke with tradition to create a Modern Art.



Film
Discover the history and development of film, a merging of science, technology, business, and art, and one of the most widely experienced mediums.



Design
Discover the central role of design in everyday life.



Photography
Explore the many different ways photography has been used to document and interpret the modern world.

Watch the five top tips video







<https://www.moma.org/magazine/articles/255>

Search the collection to look for information on a specific artist

Filters

☒ Has image ☐ On view

Showing 73,964 out of 84,916 works online



Intent, Implementation and Impact

Intent

At St Andrew's Infant School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Through a high-quality art and design education, we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Children are taught the basic skills but also a thorough understanding of the skill and medium which will allow them to develop and use their knowledge to create further pieces of work. In addition, children are able to transfer their skills into other areas of the curriculum. As a school, we follow a skills based curriculum alongside the National Curriculum.

At St Andrew's Infant School, we aim to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences.
2. Become confident in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse their work using the language of art, craft and design.
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

To ensure high standards of teaching and learning in Art, we implement a curriculum that is progressive throughout the whole school. Art and Design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that art is given the same importance as the core subjects.

The art and design curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using the Cornerstones curriculum and refer to the Rainbow Continuum. Teachers can use these documents to plan their art lessons to match their pupil's interests and topics that are being covered. These documents ensure the curriculum is covered and that children's skills and knowledge progress year on year.

Our children are introduced to classic and contemporary artists in order to understand and appreciate how their work impacts on daily life and the wider world. We ask children to consider how high-quality art and design makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas.
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques and adapt their work where necessary.

Key stage 1

Pupils are taught:

1. To use a range of materials creatively to design and make products.
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Impact

Assessment of children's learning in Art is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. Assessment is used to inform differentiation and provide support or challenge when required by the children.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using our tracking system. Age related expectation levels are reported to parents at the end of the reception year.

Summative assessment is conducted half-termly by class teachers to inform the subject leader of progress or skills and knowledge still to be embedded. This is then recorded on school tracking sheets. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. The aim is that, through this monitoring, we will be able to see how Art and Design has an impact on all children. It will be through the monitoring of these lessons, monitoring of planning, classwork, conducting learning walks to look at provision and displays, having discussions with children and staff that we will ensure that children are getting the best possible opportunities to achieve the curriculum objectives/skills and knowledge, and that support can be put in place where weakness is identified.



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

Art and Design Policy

Rationale

At St Andrew's CE (VA) Infant School, we believe that the development of art skills will enable the achievement of personal fulfilment and the satisfaction of the whole child. The development of skills in art and design can be applied across the whole school curriculum, providing visual and tactile experiences to which the child can relate. Aesthetic development, awe, wonder and a sense of beauty, together with an appreciation of the work and views of others will be central to our art and design curriculum.

Aims

In teaching Art and Design we aim to:

- Provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
- Encourage the development of imagination, original thought and personal expression.
- Enable children to become visually literate by understanding art as a visual and tactile communication and by developing their ability to appreciate and evaluate images and artefacts.
- To introduce children to, and encourage the use of the correct vocabulary.
- Develop pupils' aesthetic awareness and enable them to make informed critical responses about their own work and that of others.
- Become aware of the work of a range of famous artists to inspire, support and develop their own individual styles of work and encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures and to know how this reflects and shapes our history.
- Help children develop socially through collaborative working and to enable the children to critique, evaluate and test their ideas and the work of others.
- To produce two-dimensional and three-dimensional work.

Planning

- Class teachers will plan their work in relationship to the themed work/topic they are undertaking.
- Class teachers will ensure they plan with the pupils' abilities, experiences and interests in mind.
- Class teachers will refer to the Key Skills and will ensure that adequate coverage of all aspects of art are taught: shape, form and space /texture / colour and tone /pattern and line.
- Class teachers will ensure they set clear, achievable, yet challenging goals for all pupils.
- Pupils will be given the opportunity to look at a range of different artists / styles to inspire, challenge and understand the history and cultural development.
- Through planning, pupils will have the opportunity to use a range of mediums for mark making and develop their understanding of three dimensional art work to include salt dough, junk modelling, clay and modroc.
- Where possible, pupils will have the opportunity to use ICT to support their learning in art and design.
- All classrooms will have a well-resourced art and design area which the children can access freely on a daily basis.

Assessment and reporting

- Class teachers will make continuous assessments and use these to inform future planning. They will assess the on-going development of the children's skills and plan differentiated activities to meet the varying abilities of all children under the headings Emerging, Expected and Exceeding.
- Assessment data will be recorded termly on Early Essence in the Foundation Stage.
- Parents will have the opportunity to discuss their child's progress at Pupil Progress meetings.
- Pupils' progress will be reported on in the end of year report.
- Pieces of children's work or photographic evidence will be kept as evidence of their attainment in Art.

Monitoring

- The Subject Leader will monitor teachers' planning, assessments, work books, displays, conduct lesson observations or learning walks.
- The Subject Leader will review and audit the Key Skills alongside the Head teacher.
- All the teaching staff will be involved in any alterations made to the long term planning of the art and design scheme and have a responsibility to ensure that the policy and Key Skills scheme of work are implemented.
- The policy will be reviewed every two years.

Behaviour & safety

- Pupils will be actively encouraged to take responsibility for their own behaviour & safety & also that of others.
- Resources will only be used if they are considered safe & this will be up to the adult in charge to check it. Class teachers must be aware of safe practice when using equipment.
- Protective clothing will be worn for activities that require it (aprons, glasses etc).
- Any accidents will be recorded in accordance with the school's health and safety policy.
- Glue guns will only be used under adult supervision.
- Stanley knives / craft knives must not be used by children or left where children may have access to them.

Glossary of Terms

| Term | Notes |
|-----------------------|---|
| Line | <ul style="list-style-type: none"> Lines are used to delineate shapes, indicate volume, describe, make patterns and express emotions. They can be bold or sensitive, angled or curved, soft or hard. |
| Shape | <ul style="list-style-type: none"> Shapes can be easily recognised and immediately understood. They can form symbols. They can be 2 or 3 dimensional. |
| Form | <ul style="list-style-type: none"> Shapes 'form' an object whether this is done in modeling work or illusionary through drawing or painting. It is possible to create form in 2D work but it is easier in 3D work. |
| Colour | <ul style="list-style-type: none"> Can be used to convey feelings, emotions, atmosphere, moods and ideas. Children's ability to select, mix and apply colour helps them to communicate. Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this. |
| Tone | <ul style="list-style-type: none"> Tell us how much light and dark can be seen. Tone can help to suggest volume or depth. |
| Pattern | <ul style="list-style-type: none"> Can be seen in the natural and built world. It is related to Maths, decoration, symbolism and cultural styles throughout history. |
| Texture | <ul style="list-style-type: none"> Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this as 3D work. |
| Primary colours | <ul style="list-style-type: none"> Red, yellow & blue. |
| Secondary colours | <ul style="list-style-type: none"> Orange – red + yellow. Green – blue + yellow. Purple – red + blue. |
| The Spectrum | <ul style="list-style-type: none"> Red, orange, yellow, green, blue, indigo, violet. |
| Harmonious Colours | <ul style="list-style-type: none"> Colours that are next to each other in the spectrum that go well together. |
| Complimentary Colours | <ul style="list-style-type: none"> Colours that are opposite each other in the spectrum. |
| Black and White | <ul style="list-style-type: none"> These are not true colours. Use white to lighten the colour, use black to darken the colour. |
| Tertiary Colours | <ul style="list-style-type: none"> Need three colours to be produced e.g. brown = red + yellow + blue (all 3 primary colours). Turquoise = Blue + yellow + white. Mauve = Blue + red + white. Skin tones need a combination of yellow and brown along with red and white. |

STICKY KNOWLEDGE - Art & DT Knowledge and Skills

| | Knowledge | Skills |
|----------|--|---|
| EYFS | <ul style="list-style-type: none"> • What is ART / DT • Primary colours – red, blue and yellow • Language – mix, roll, squash | <ul style="list-style-type: none"> • Explore colour mixing • Use and hold a pair of scissors correctly • Hold a paintbrush correctly • Select relevant equipment for a purpose – use a hole punch, sellotape, masking tape and glue • Use a knife safely and correctly to spread |
| Year One | <ul style="list-style-type: none"> • Secondary colours • Texture / effects with paper – rip, tear, fold, cut • Light / dark • Cut and join using split pins, treasury tags, stapler • Key artists – Andy Goldsworthy, Van Gough (and make links to their own work) | <ul style="list-style-type: none"> • Making bread, biscuits • Select and use construction kits/materials |
| Year Two | <ul style="list-style-type: none"> • Shade • Tone • Pattern • (Line, shape, form and space?) • Evaluation • Shaping Joining and Finishing • Textiles • Artist (local not necessary – Peter Brooks) • Engineer • Build structures and explain how they can be made stronger, stiffer and more stable. • Explore mechanisms | <ul style="list-style-type: none"> • Be confident at selecting and using different media for a purpose. e.g. drawing, painting, sculpture, • Design and Make products in a relevant context |

Greater Depth in Art & Design at St Andrew's Infant School

What *Greater Depth* means in Art

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. Nurturing the pupils who show natural talent and giving all children the opportunity to take an idea or a new skill and adapt it or develop it further independently.

Guidance from professional bodies

A report published by Ofsted in 2008 'Making a Mark: art, craft and design education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.
- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.
- Build partnerships with local art galleries.
- Pupils allowed the time to develop their own ideas, select resources and combine different forms of media, supported by their teacher and demonstrations.
- Opportunities given for children to make decisions about the scale of work.

Planning for Greater Depth

Teach children to self-service and select appropriate tools by providing opportunities to use varied tools throughout the school.

Plan time for experimentation and personalisation, do not have a fixed idea of the outcome.

Plan more imaginatively: To achieve GD in art, children can be encouraged to demonstrate a technique, experiment and test ideas, (Bloom's Taxonomy)

Teaching for Greater Depth

Teach and name techniques so that the children can then use and refine these techniques in subsequent lessons.

What GD Looks Like

Pupils working at Greater Depth will be able to

- work independently, after the initial teaching has taken place
- research and adapt the ideas and processes of a known artist in their own art
- display a higher level of technical skill with a broad range of tools and media
- have a greater breadth of knowledge about artists and can explain, make judgements and offer personal opinions about works of art
- think of innovative ways to use their growing knowledge to enhance creativity and develop a style of their own
- evaluate their work and work independently to assess and improve their art



“Every child is an artist.
The problem is how to
remain an artist
once we grow up”
- Pablo Picasso

twistedstifter.com

Achievement and Assessment of GD

What would it look like?

- **Generating Ideas:** Showing greater complexity
observation, originality, perception, aspiration, creativity
- **Making:** Showing greater technique, skill, control,
complexity, mastery, quality, judgement, creativity
- **Evaluating:** Showing greater judgement,
independence, perception, subtlety
- **Knowledge:** Showing greater breadth, contextual
understanding, explanation, judgement

Art assessment should never be a judgement passed from teacher to pupil, it should be positive guidance for improvement. Art assessment should promote and improve learning and the most important aspect of the assessment process is creativity itself.



Paul Carney Arts, 2020

It is very difficult to assess Art and Design as work cannot be judged as right or wrong as in other subjects.

It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways that is not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.



Work Examples

What GD looks like in **EYFS/Reception**

| Work at the Expected Standard | Work showing elements of Greater Depth |
|---|---|
|  |  |
| <p>The children in class were set a challenge to draw a bridge to save the gingerbread man from the fox. Luca drew this independently. He has selected his own equipment and has drawn using detail. He is aware of the different shapes and is beginning to understand how to draw people.</p> | <p>This child has an artistic flair and has selected equipment carefully to achieve the desired effect, including a narrow brush and has mixed her own colours to achieve the desired colours. She has a clear understanding of how to draw people and has painted features, in detail, very carefully on her princess' face.</p> |

What GD looks like in **Year 2**

Drawing & Painting

| Work at the Expected Standard | Work showing elements of Greater Depth |
|---|---|
|  |  |
| <p>Most of the class have made close observations of the flowers, with some resembling the actual flower and some an interpretation of what the flower looked like. (and contorted hazel)</p> | <p>These 2 pictures show greater detail, close observation, fine pencil work and attention to detail. The second has a layered 3D affect representing what was actually seen. Very intricate petals have been painted in fine detail.</p> |

Skills in Art & Design:

St Andrew's CE (VA) Infant School – Key Stage 1 – Arts Curriculum

Our Aims

- Children will be able to use visual language skillfully e.g. line, shape, pattern, colour, texture, form to express emotions, interpret observations and accentuate their individuality.
- Children will be able to communicate fluently in a visual and tactile form
- Draw confidently and adventurously from observation, memory and imagination.
- Be confident to explore and develop their marks and communicate purposeful drawing in 2D, 3D or digital media
- Have knowledge of other artists and designers, craftmakers and designers.
- Be independent, initiative and original in their work and to explore their creativity.
- Be able to confidently select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- Have the ability to reflect on, analyse and critically evaluate their own work and that of others.
- Develop a love for Art and Design

Exploring and Developing Ideas

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Evaluating and Developing work

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.
- Comment on each other's work as well as famous people's work explaining why they like or dislike a piece of work (local art galleries)

Drawing

| Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media YR2: Pens | | Lines and Marks | Shape | Tone | Texture |
|--|--|---|--|---|---|
| | | Name, match and draw lines / marks from observations Invent new lines Draw on different surfaces with a range of media. | Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. | Investigate tone by drawing light / dark lines, light dark patterns, light / dark shapes | Investigate textures by describing, naming, rubbing and copying. |
| Digital Media | Painting | Printing | Textiles | 3-D | Collage |
| EYFS Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for | Mixing paint correctly Name primary colours Experiment with different sized brushes Variety of paper – Colour, shape, size Self-service and care of equipment. Mix secondary colours Work at a <u>variety</u> surfaces, tables, easels etc. Explore textures of paint | Printing with found objects / body parts / fruits / vegetables Extending patterns Exploring different surfaces that will print Printing on a variety of surfaces, e.g. textured paper, fabrics etc. Create a printed texture and pattern by layering prints Using rollers to print | Sewing with laces Bead threading Weaving on different surfaces with large holes, paper plates, fences, strips of paper, cloth etc. Sorting materials for texture, colour – develop a descriptive language Weaving frames | Joining of different materials e.g., glue, <u>sellotape</u> , masking tape, glue stick, staplers, split pins, treasury tags etc. Develop language for shape, size, <u>position</u> . Explore different types of construction, building blocks, <u>lego</u> , <u>duplo</u> etc. Talk about weak / strong structures, think of ways to | Teach cutting skills, scissors, tearing etc. Work on a variety of back grounds Teach how to use the different glues, <u>glue</u> , sticks, paper mache etc. |

| | | | | | |
|--|--|---|---|--|--|
| Y1 Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with <u>lines</u> by changing the size of brushes in response to ideas <u>shapes</u> using eraser, shape and fill tools. (2paint program) | Colour – Every year must introduce/revisit primary colours by name, mix primary shades and tones. Use a variety of tools and techniques including different brush sizes and types and paint on wet / dry paper. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties Texture – create textured paint by adding sand, plaster Collaborative work – group piece | Print with a range of hand and so f materials e.g. Coils, pen barrels, sponge etc. Make simple marks on rollers and printing palettes – Take simple prints <u>is</u> mono – printing Roll printing ink over found objects to create patterns e.g. mesh / stencils / natural objects Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print / screens Colour – Experiment with overprinting motifs and colours Texture – make rubbings to collect textures and patterns. | Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, weaving, fringing, pulling threads, twisting plaiting. Cut and shape fabric using scissors / snips Random embroidering using thick needle on hessian to apply decoration using beads, buttons, feathers etc. | Constructing with paper, rolls of paper, crumpled paper and shapes Construct using natural materials, e.g. bark, twigs, leaves, stone. Explore ways of joining together e.g. gluing, binding, taping etc. Observational work based on natural objects, pebbles, shells. Exploring with clay and other types of materials to build structures and explore own ideas, e.g. figures, animals. Understand the safety and basic care of materials tools – take responsibility for the cleaning and washing of equipment. | Collages based on textures, colours, types of materials Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Colour – collect, sort name match colours appropriate for an image. Shape – create and arrange shapes appropriately Texture – create, select and use textured paper for an image. |
|--|--|---|---|--|--|

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| Y E A R 2 | <p>As above and</p> <p>YR2 – use basic selection and cropping tools (2 paint etc)</p> | <p>Colour – Every year must introduce/revisit primary colours by name, mix primary shades and tones.</p> <p>Reinforce prior learning</p> <p>Mix a greater range of secondary colours – describing shades.</p> <p>Mix different paint consistencies – (washes / Thick and experiment with different types of paint – oil based, water colours etc.</p> <p>Link to looking at appropriate artists work.</p> <p>Mixing and blending different forms of media together paint / pastels / pencil etc.</p> <p>Explore dark and light tones / mixing adding black or white and to develop control</p> | <p>Look and discuss different types of print – text / fabric/wall/paper/computer</p> <p>Make a simple print block and find ways of making a pattern (repeat / rotate).</p> <p>Teach how to use print rollers with inks etc.</p> <p>YR 2 – Design more repetitive patterns</p> <p>Explore ways of printing, creating patterns working on different coloured back grounds. Discuss and compare.</p> | <p>YR2 – apply shapes with glue or by stitching</p> <p>Create cords and plaits for decoration.</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons.</p> <p>YR2 - Create and use dyes i.e onion skins, tea, coffee</p> <p>Texture</p> <p>Create fabrics by weaving materials, i.e. grass through twigs. Carrier bags on a bike wheel etc.</p> | <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable materials.</p> <p>Manipulate malleable materials for a purpose e.g. pot, tile</p> <p>Understand the safety and basic care of materials tools – take responsibility for the cleaning and washing of equipment.</p> <p>Form – Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-d shapes to create a 3-d form</p> <p>Texture – change the surface of a malleable material e.g. build a textured tile.</p> | <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Colour – collect, sort name match colours appropriate for an image.</p> <p>Shape – create and arrange shapes appropriately</p> <p>Texture – create, select and use textured paper for an image.</p> |
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