

ART & DESIGN/ EXPRESSIVE ARTS

(Creating with materials)

Purpose of Study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art,
- craft and design techniques evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and
- understand the historical and cultural development of their art forms.

The EYFS Learning Goals:

- Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to talk 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.

Intent

Across the Dunchurch Federation, the intent of the Art and Design curriculum is to enable all children to be artists. They will learn to generate ideas, evaluate their own work and the work of other artists, as well as developing a strong understanding of the concepts of colour, texture, line, form, pattern and shape. Through experimentation, risk and innovation, pupils will develop the necessary skills to make choices about and create artwork using a range of media and for different purposes. Pupils will also learn about the holistic benefits of art, how it can be used as a means of communicating beyond their lifetime and as a tool that can unite communities.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is generally taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their Art and Design skills in all areas of the curriculum, seeing the real-life application and value of art. We want pupils to use the art, craft and design techniques they learn as part of a creative journey; where experimenting, reflecting, adapting and refining are just as valued as a finished piece of artwork. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Impact

The high-quality teaching of Art across the Dunchurch Federation will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to express their ideas clearly across different media. All children will feel empowered to create their own pieces of art and will have a wide artistic vocabulary that will help

them voice their ideas and evaluate their own work and the work of others. Children will have learned about artists from different cultures and time periods, racial backgrounds and ideologies. They will learn to see the value of art in a variety of contexts and the scope of art to build towards different careers in the future.

Skills and Knowledge

	<u>Skills and Knowledge</u>				
	Rising 3's	Pre-school	Reception	Y1	Y2
<u>Exploring and generating ideas:</u> <i>Produce creative work, exploring their ideas and recording their experiences</i>	Use imagination as they consider what to do with different materials. Make simple models which express their ideas.	Experiment with a range of art materials in continuous provision. Decide which materials to use when creating.	Develop their ideas about how to use materials and what to make. Decide which materials to use to express ideas To return and build on Their previous learning. To create collaboratively. To create simple representations of people and other things To identify which colours they like and dislike. To develop ideas about texture through experimentation. To express and communicate their discoveries and understanding about texture To recognise lines in the environment e.g. bark, road markings, brickwork ELG: To share their creations, explaining the processes they have used. ELG: (UtW) To make observations and drawing pictures of animals and plants.	To recognise that ideas can be expressed in art work To experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) Understand how ideas are developed through processes and show resilience through getting things wrong and trying again. To recognise repeating patterns around them – natural and man made.	Produce creative work, exploring ideas and recording experiences with increasing accuracy. Try different materials and methods to improve. To try out different activities and make sensible choices about what to do next To use drawing to record ideas and experiences To identify how different colours make them feel.

	Rising 3's	Pre-school	Reception	Y1	Y2
Evaluate: own artwork	Share their creations with others.	To show interest in what they think about the work of others with adult support.	To recognise and describe key features of their own and others' work Share their creations explaining the process they used. Orally state what they like about the work they have created. ELG: To share their creations, explaining the processes they have used.	Compare work created against design brief. State what is liked or disliked about a piece of work. Identify techniques that have been used to create a piece of artwork e.g. marks, direction, brush strokes, blending of colours	State what is liked or disliked about a piece of work and stating what they would change next time Receive and offer feedback in order to improve. Make links between the work of artists studied, and own work. Compare and contrast.
	Rising 3's	Pre-school	Reception	Y1	Y2
Evaluate and Analyse works by other artists.			To talk about what they can see. To recognise shapes – organic and geometric (e.g. square, leaf, cloud etc) ELG: (C&L)To express their ideas and feelings about their experiences using full sentences.	To express an opinion about artwork. To identify what they can see in artwork. To say how artwork makes them feel. To identify how an artwork has been created – materials used. To identify simple similarities between works of art within and across disciplines e.g. subject/colour.	To identify specific features that they like/dislike and explain why. To identify techniques used by artists e.g. printing, sculpting. To begin to recognise that what they see may be a simplification or representation. To identify similarities between works of art – more abstract ideas e.g. style, emotion

				To identify simple differences between works of art within and across disciplines e.g. subject/colour. To use the work of other artists as a stimulus for own work – creating own representation. To ask simple questions about works of art or artists with support.	To identify differences between works of art – more abstract ideas e.g. style, emotion. To use the work of other artists as a stimulus for own work – starting to focus on specific features or techniques. To ask simple questions about artwork and artists. To begin to recognise different line styles in artwork.
	Rising 3's	Pre-school	EYFS	Y1	Y2
	Children will be provided with opportunities to use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.				
Skill: Drawing – mark making, shading and creating texture, sketching from real life and portraiture	Begin to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy drawing freely. Draw and shade on different surfaces, with adults supporting children to notice the effect that this has.	Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings – happiness, sadness, fear etc.	Develop a tripod grip. Look closely at objects and images to copy shape and position to represent what they see. Begin to show accuracy and care when drawing. Begin to accurately copy step by step instructions to draw a familiar object. Notice some detail and include it in their drawing, e.g. eyelashes, spokes on a bicycle wheel, funnels on a train, petals on a flower. Draw and shade on different surfaces, noticing the effect that this has.	Hold a pencil with a tripod grip with control and know how to adjust grip to make effects. Draw outlines of objects / features with increasing accuracy. Draw objects by using knowledge of prepositions to locate objects accurately- on, behind, next to, in front, under etc. Know that the eyes are level with ears on a portrait To draw vertical lines and horizontal lines to place features of the face accurately Create thick and thin lines using a range of pencils.	Know how to use HB, 3B, 3H to make light and dark lines and shaded areas. Know how to press hard for a clear, strong outline. Know how to press lightly to make a lighter mark. Shade inside shapes, keeping inside the lines. Use finger as a guide to help stay inside the lines / slow down towards the line Correctly place the facial features with an understanding of scale Draw so that the background and foreground touch

			To explore different types of patterns. ELG: (PD) To hold a pencil effectively using the tripod grip in almost all cases. ELG: (PD) To begin to show accuracy and care when drawing. ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.	Begin to use dots and lines to demonstrate pattern and texture. To explore different types of line – straight, wavy, zigzag, curved To use lines to create simple outlines	Size of the object in the foreground are proportional to the objects in the background Use dots and lines to demonstrate pattern and texture. Blend and smudge drawing materials such as oil pastels to create effects. To recognise how the size of an object can appear to vary depending on your distance from it. To create organic shapes in own artwork, identifying how these differ to known geometric shapes.
	Rising 3's	Pre-school	EYFS	Y1	Y2
	Children explore using a variety of different brushes and other objects to create paintings using poster paint, ready mixed paint, water colours and acrylic paint.				
Skill: Painting- how to paint, incorporating styles, textures and types of paint.	Paints with large muscle movements. Notice that colours change when they mix them together. With adult support, comment on this accidental change. Explore paint, using fingers and other parts of their bodies (e.g.: feet and hands) as well as brushes and other tools.	Holds a paintbrush comfortably. Explore colour and colour-mixing by experimentation. Experiment with colour to represent ideas.	Explores and safely uses a paintbrush with increasing control. Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, following pictorial or adult guidance. Name the primary and secondary colours of red, yellow, blue, orange, green and purple. Begin to understand how to clean and dry a paintbrush when switching colours.	Hold a paintbrush with a tripod grip for control. Know the names of the primary colours - red, yellow and blue and know that you cannot make these colours by mixing. Name and know how to mix the secondary colours of orange, green and purple by mixing primary colours. Know how to wipe off excess paint Know how to clean a brush to avoid colour contamination.	Add black to a colour make a shade, gradually increasing the quantity of black to make the tone darker. Add white to a colour to make a tint, gradually increasing the quantity of white to make the tint lighter. Keep the paint within an intended area without crossing over the lines. Select a suitable sized brush for the area to be covered.

				To fill a large area with a consistent thickness of paint.	Create a colourwash using watercolour paints as a background.
	Rising 3's	Pre-school	Reception	Y1	Y2
	Children will have the opportunity to experiment with shape and pattern, using different materials to create textures.				
Skill: Printing	Explores the prints objects make in sand/dough. Use parts of the body to make prints.	Uses rollers/ textured paintbrushes to print, noticing the differences and effect of the marks made Explore patterns using print. Notice prints in the natural world, e.g. muddy food prints, bark rubbings, tooth marks in fruit	Use a range of stamps and explore the marks they make (use blocks, sponges, fruits etc.) Prints using 3D shapes, exploring the shapes they make To copy and create a simple repeated pattern using print. Uses paint and folded paper to explore symmetry print Create mono prints by drawing onto foil, painting then pressing paper to reveal the pattern.	Make stamps (using blocks, sponges, fruits etc.), varying the textures by using fabric, glue / other materials. Combine and layer block prints within the same design.	Create a repeated pattern that repeats at different intervals Vary print by applying knowledge of colour mixing. Demonstrate a range of printing techniques – rolling, pressing, stamping and rubbing.
	Rising 3's	Pre-school	Reception	Y1	Y2
	Children will have the opportunity to explore creating a variety of images with a range of media. They will experiment with sorting and arranging materials and refine these to create their work. Children have the opportunity to explore a variety of techniques with textiles, such as weaving and dyeing.				
Skill: Textiles/ Collage/ Digital Media	Experiment with cutting and layering resources to find out what they can do. Enjoy sticking pieces of paper or other materials together. Glue a variety of resources onto paper using glue sticks.	Layer materials e.g. tape, chalk, wax, paint sticks and explore the effects these create. Experiment with collaging, e.g. using glue and masking tape to stick pieces of scrap materials onto old cardboard boxes. Begin to create a scene with adult support, including pictures from magazines and a	Collage with a range of materials in continuous provision, beginning to select purposefully for colour, texture or effect. Use different types of tape and glue to join materials and create effects. Create a scene, including pictures from magazines	To explore different texture materials such as threads, cottons, ribbons, wool, raffia and grass. To select collage materials according to specific qualities e.g. colour, texture. shiny/smooth/rough for a specific purpose.	Select / tear appropriately sized paper or other materials. Cover a designated area by collaging (no gaps unless intended). To plan and use different ways of adding detail to materials through batik, tie dye, fabric printing.

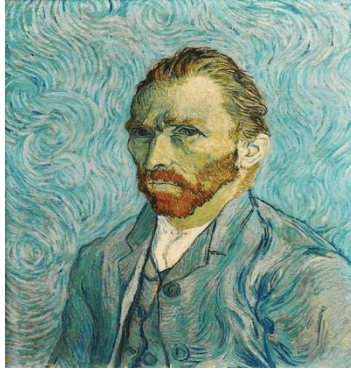
		range of resources e.g. sequins might be added to represent stars in the sky or fabric added for clothing. Take part in a group project of weaving with adult support.	and a range of resources e.g. sequins might be added to represent stars in the sky or fabric added for clothing. Demonstrate a pattern by weaving. To explore texture of different materials ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.	To use materials for simple weaving through a stiff card loom or simple frame. To recognise different materials feel and look different. To use materials to create textures. Layer dry media (charcoal / pastels / oil pastels / cardboard / paper etc.) to add texture and create shapes. Select texture for a purpose, sorting and arranging materials to produce effects. Mix materials to embellish collages with textures using paper / card / wool / fabric etc. Decorate textiles by embellishing with other materials to add detail, colour and effect, using glue or stitching, exploring which will produce the best results.	To embellish weaving using natural materials. To select materials to use according to their specific qualities e.g. colour, texture, 'warm/cold'. To plan and create collages with increasing care To describe the textures of different materials. To select materials to make a specific texture.
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	Rising 3's	Pre-school	Reception	Y1	Y2
	Children will have the opportunity to use a variety of materials (natural, man-made and recycled) for sculpting and experimenting with joining and constructing.				
Skill: Sculpture	Make sandcastles and mud pies to support their play.	Adds items to dough or clay to extend meaning. E.g. puts in	Creates transient art with loose parts.	To use hands to manipulate and mould plasticine and	To begin to recognise how to join sections of a model (cross hatching and slip for clay)

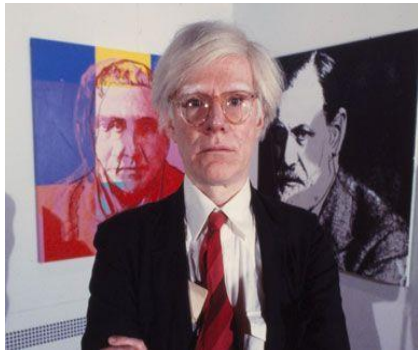
	Explore different materials such as sand, card, playdough and mud, using all their senses to investigate them. Manipulate/play with different materials. Choose from a wide range of found materials ('junk') clay, soft wood, card, off-cuts of fabrics and materials with different textures. Make simple models to express their ideas such as making 'cakes' and rolling sausages using dough.	bits of straw to be candles. Adds buttons for eyes. Begin to link colour when creating, e.g. makes a snowman from white dough Develop creative ideas when using dough or clay, giving meaning to what they make Makes familiar items from dough or other materials, e.g. snowmen and food.	Joins natural materials to represent things, e.g. to make stick man Selects colours appropriately for purpose. Experiments with various tools and found things to create textures and patterns in clay and dough. To explore a range of malleable materials to make models (playdough, plasticine, salt dough, cooking materials, plasticine, clay) To explore how to change shape of malleable materials. To explore the use of different tools to change models. To explore the different use of glue (glue sticks, PVA). ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.	playdough to produce a desired shape. To practise pinching, kneading, patting and rolling techniques and identify the effect on the media. To use hands to manipulate and mould clay to produce a desired shape. To discuss and explore the properties of clay – recognising how it changes when dry, becoming more fragile. To experiment with tools, recognising how they can be used to add detail and texture to models (plasticine/playdough). To apply simple decoration techniques – painting/glazing (PVA). To make lines using a variety of tools To create a simple form through sculpture. To recognise art can be both 3- and 2-dimensional	To use runners to ensure clay is rolled to an even thickness (tiles) To use a simple armature/mould to shape clay. To use tools and techniques to add texture to models To recognise that a form may also be hollow.
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Works of famous artists:

Year 1:



Vincent Van Gogh



Andy Warhol

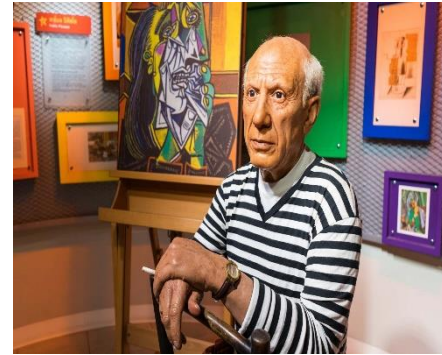
Georges Suratt



Wassily Kandinsky



Year 2:

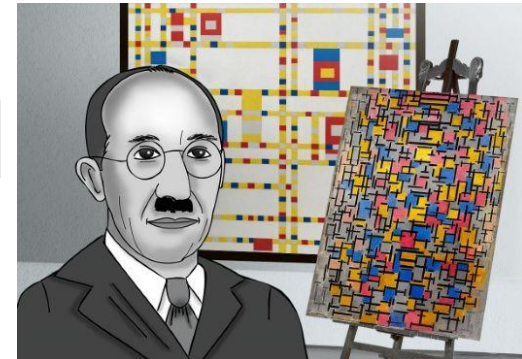


Pablo Picasso

Piet Mondrian



Lisa McKenna (Local Rugby artist)



'Let's Go On Safari' - In the style of Danny Eastwood

