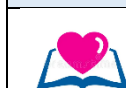




INTENT



Love for Learning:

Children will develop a love and passion for Art and creativity. They will be able to express themselves through styles taught. They will have the tools and knowledge to allow them to be creative and explore their own ideas.



Enquiring Minds:

Children will ask questions in order to understand generating, making and evaluating a piece of artwork. As children progress, they should know how art and design both reflect and shape our history.



World Wise:

Children will enjoy exploring art from around the world and different cultures and times. They will learn about the work of artists from a diverse range. As children progress, they will know how art and design contribute to the culture, creativity and wealth of our nation.

	Design and Develop	Making	Evaluation	Knowledge and Understanding
EYFS	<p>Enjoy exploring using paint.</p> <p>Work purposefully responding to colours, shapes, space, pattern, materials etc.</p> <p>Using particular colours for a purpose.</p> <p>Activities Exploring colours linked to seasons Exploring colour mixing with paints.</p> <p>Creating simple representations of people and other things, with paints and recycled resources.</p> <p>Using printing to make patterns and images.</p> <p>Developing fine motor control through the use of art tools and equipment.</p> <p>Practising drawing linked to learning themes. Free drawing to represent</p>	<p>Mix paint and materials at random.</p> <p>Work spontaneously and enjoy the act of making/creating.</p> <p>Use and explore a variety of materials, experimenting with colour, design, texture, shape, and form.</p> <p>Activities Painting and mark marking on a large scale outdoors. Collaborative work on group paintings, exploring colour, texture, movement and design. Making dens outdoors provides the children with excellent opportunities to explore working with resistant materials such as wood, thick card and ridged plastic. Cutting and joining materials, decision making - how to decide whether different materials are fit for their purpose.</p>	<p>Talk about what they have done.</p> <p>Recognise and describe key features of their own and others' work.</p> <p>Adapt and refine ideas (going back to make changes or add to their pictures).</p>	<p>Show some control or refinement.</p> <p>Know that art is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Activities Andy Goldsworthy – Nature Art – outdoor learning Wassily Kandinsky – Circles – shape, space, colour mixing and contrasts Vicent Van Gogh – Sunflowers – pattern, shape, printing, collage</p>

	<p>own ideas. Observational drawings/paintings. Using natural resources to design and create pattern and representation of artist's work. Using paint brushes and other tools to create purposeful lines, shapes, and patterns. Exploring texture through paint and materials. To represent their ideas through sculpting by using playdough, clay and various materials and tools.</p>	<p>Exploring own creative skills and representing individual ideas. Celebrating artwork through continuous display work.</p>		
<p>Year 1</p>	<p>Respond to ideas. Explore different drawings and painting tools. Explore simple pattern. Design and make images</p> <p>Final pieces:</p> <ul style="list-style-type: none"> • Andy Warhol inspired self-portrait • Henri Matisse inspired Spring landscape • Monarchy: Weaving a royal sash and 3D sculpture of a royal throne (DT cross-curricular) 	<p>Use primary and secondary colours Use and investigate a variety of visual and tactile materials e.g. clay or fabric. Use materials purposefully to achieve particular characteristics or qualities. Sketching using various grade pencils. Sketching self-portraits, natural objects, adding tone and shade. Print with sponge and objects found to create patterns, e.g. plastic mesh, stencils, natural objects such as leaves Paint – mixing primary colours to make secondary colours. Selecting the correct paintbrush size for the purpose. Painting tools – cotton buds, lolly sticks Collage – tearing and layering materials to create texture,</p>	<p>Talk about drawings and paintings and say what they feel.</p> <p>Show interest in and describe what they think about the work of others.</p>	<p>Mix colours randomly Use some control when drawing and painting.</p> <p>Know the names of the tools, techniques, (such as printing, mixing, sketch, collage, model and shape) and the formal elements (colours, both Primary and Secondary, shapes, tones etc.) Specifically: paintbrush, pallet, modelling tool.</p>

		<p>exploring tones and shades of colours</p> <p>Crayons – developing fine motor, selecting colours for a purpose and 3D malleable materials in a variety of ways including rolling and kneading. Bending, folding and joining materials to create 3D structures.</p> <p>Textiles – cut and shape materials and fabrics. Create fabrics by weaving materials e.g. grass through twigs</p> <p>Digital Media – create images and effects</p>		
<p>Year 2</p>	<p>Communicate ideas and meanings very simply.</p> <p>Investigate pattern and shape in the environment.</p> <p>Explore ideas and collect information in a sketch book.</p> <p>Reproduce from memory, observation or imagination.</p> <p>Identify different ways to express ideas.</p> <p>Try out different activities and make sensible choices.</p> <p>Final pieces:</p> <ul style="list-style-type: none"> • Amiria Gale inspired shell painting • Victorian silhouettes and Ink and Pens • Eric Carle inspired animal prints 	<p>Use a range of materials / processes to show ideas / meanings. Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. Create collages with a range of materials and textures.</p> <p>Activities</p> <p>Sketching using various grade pencils. Sketching natural, still objects, self-portraits (side profiles), adding tone and shade. Begin to blend. Begin to show 3D effect. Explore lines, and shapes.</p> <p>Colour using pastels, selecting colours for a purpose.</p> <p>Collage materials to show colour contrasts and select colours or emotions. Use charcoals for contrast.</p>	<p>Talk about their work and explain it, expressing clear preferences and give some reasons for these. Describe what they think or feel about their own and others' work. Think of ways to adapt and improve own work.</p> <p>Begin to use ways to improve work Explore ideas and change what they have done to give a better result.</p>	<p>Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary.</p> <p>Use a range of pens, pencils, pastels, and charcoal.</p> <p>Make a variety of lines, using different sizes and thicknesses.</p> <p>Mix secondary colours to make a widerange of new colours.</p> <p>Use shading to create different effects.</p> <p>Apply colour with marbling when creating pictures.</p> <p>Learn 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.</p>

		<p>Painting – create a background wash</p> <p>Printing -explore patterns in natural environments. Create repeating patterns through roll, rub, stamp, and press.</p> <p>3D change the surface of a malleable material using clay tools and shells to add inprints and patterns.</p> <p>Textiles cut and shape fabrics. Weave fabrics, cards and ribbons. Apply shapes with stitching. Apply decoration using beads etc.</p> <p>Digital media – self-portraits taken with the iPad and images manipulated using computing program/app. Photographs taken of natural print and patterns in the environment.</p>		
<p>Year 3</p>	<p>Make their own choices. Begin to work more abstractly. Collect visual and other information. Use a digital camera to collect ideas. Use a sketchbook to make notes about artists, skills and techniques. Annotate a sketch book. Experiment with mood using colour. Create artwork following an idea or towards a specific purpose.</p> <p>Final pieces:</p> <ul style="list-style-type: none"> • Romans – Mosaic coins and roman coins • David Hockney inspired 3D landscapes 	<p>Mix and use tertiary colours. Design, draw, paint or make images for different purposes using knowledge and understanding. Use watercolour to produce a wash. Use mosaic, montage and other effects. Use a range of materials and techniques in 3D work.</p> <p>Sketching using various grade pencils. Sketch drafts and templates. Practice light sketching and adding pressure to create shade. Hatching and cross-hatching to create texture and tones. Sketching on different textured paper. Explore smudging.</p> <p>Colour – mix colours purposefully and select specific colours. Explore colours with a range of media. Explore metallics. Create a natural</p>	<p>Make comments on the work of others, including both ideas and techniques. Take the time to reflect upon what they like and dislike about their work in order to improve it. Apply previous knowledge to improve work. Adapt and refine work to reflect purpose.</p>	<p>Describe the work of some artists, craftspeople, architects, and designers. Use art to illustrate in other subjects. Create texture by adding dots and lines.</p> <p>Make different tones of colour using black and white. Use pencils of different grades and at different angles to create different effects. Use brushes in different ways.</p>

	<ul style="list-style-type: none"> The Stone Age – Artefacts and Cave drawings 	<p>colour palette using natural materials e.g. spices, leaves, herbs.</p> <p>Collage – create simple mosaic patterns and borders</p> <p>Painting – colour mixing to create tones of colours. Use watercolours,</p> <p>Printing – create repeating patterns.</p> <p>3D Plan, design and make models from observation or imagination. Join pieces so that they are suitable for the model (e.g. clay should be scored before attaching). Create 3D sculptures and effects using recycled materials.</p> <p>Textiles – develop skills in stitching, cutting, and joining. Treading beads.</p> <p>Digital media - Use an ICT paint program with edit. Use a digital camera/iPad to produce artwork. View videos of real-life artwork and natural environments.</p>		
<p>Year 4</p>	<p>Plan work carefully before beginning. Use sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. Select and use relevant resources and references to develop their ideas. Use other cultures and times as a stimulus. Experiment with the styles of different artists.</p> <p>Final pieces</p> <ul style="list-style-type: none"> Henrik Simonsen inspired Poppy 	<p>Apply the technical skills they are learning to improve the quality of their work. Use a combination of visual and tactile ideas. Combine different materials in different ways. Investigate the nature and qualities of different materials and processes systematically. Make specific choices between different processes and materials.</p> <p>Sketching – select a graded pencil for a purpose. Sketch self-portraits. Use light sketching to</p>	<p>Regularly reflect upon their own work and use comparison with the work of others to identify how to improve.</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach.</p>	<p>Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects, and designers that they have studied.</p> <p>Revisit colour mixing from previous years. Show tone and texture using hatching and cross hatching. Use a program to create mood within digital photography. Show shadow or reflection by shading. Select appropriate drawing materials.</p>

composition

- **Henri Rousseau inspired rainforest display**
- **Vikings – Dragon eyes and Viking sails**

show shadows and shading. Develop hatching and cross-hatching techniques to show tone and texture. Explore scribbles, dash, dot, spirals, circle. Draw with pen in different strokes.

Collage – layer artwork using different media, adding a 3D effect. Practice overlapping, tessellation and joining of materials.

Painting – use glass paints with different brush techniques to produce pattern, lines, and shapes. Use watercolours to add backwash and additional details.

Colour - Choose colours to set the mood.

Printing – create repeating patterns. Print with two colour overlays. Print natural materials when exploring patterns in natural environments. Create printing blocks.

3D make clay models. Join clay adequately. Use tools to create finer details e.g. scales, skin, ears, and expression.

Textiles – Experiment with weaving and stitching to create different textural effects. Joining materials together through stitch.

Digital media – Present recorded visual images using software. Use a graphics package to create their own design images and effects.

Art & Design Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Colour, shape, space, pattern, lines, draw, material, texture, print, paint, collage, self-portrait	dark, light, gradient, contrast, primary colours, secondary colours repetition, texture, collage, 3d, sketch, gallery, hardness, stroke, thin, thick, shade, outline, mood/emotion, emotion, weave, pattern	tone, focus, zoom, crosshatching, hatching, smudging, blending, scumbling, secondary colours, complimentary, contrasting, compare, gradual, warm tone, cool tone, effect, mood, smooth, rough, sculpture, mould, form, layers fabric, foreground, background, abstract, needle, thread	mood board, depth, transfer, contour shading, stippling, highlight, shadow, midground, real- life, mosaic, pressure	perspective, proportion, distance, atmosphere, lino print, mono print, accuracy, realistic, complimentary, contrasting, expression, exhibition, gallery, appraisal, washes, precise, symmetrical, layering, expression

SMSC in Art & Design

Spiritual	Social
<p>Children: Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and others' artwork. Develop aesthetic appreciation – through theme, style and resources. Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children can accept that in art often by making mistakes that learning begins. Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as a hall display. Ask questions, offer ideas, and make connections. Display creativity and imagination in developing a design. Ask and answer questions about the starting points for their work and develop their ideas. 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 their future work.</p>	<p>Children: Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. Take part in corporate experiences e.g. workshops organised in school, an art workshop to support a theme. Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. Participate in school events and local competitions in the wider community. Demonstrate leadership skills by acting as an "art expert" in class. Investigate the possibilities of a range of materials and processes e.g. in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint. Investigate different kinds of art, craft, and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet).</p>
Moral	Cultural

Children

Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. Recognise and respect rules and codes of good practice when using equipment. (for example, observing each other’s work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes).

Children:

Engage with a range of images and artefacts from different contexts, e.g. religious artefacts – Hindu murti, statues and images of Ganesh, Jewish artefacts – Torah, Star of David.

Recognise the varied characteristics of different cultures and use them to inform their creating and making –such as Stone Age, tribal

Understand the role of the artist, craftsperson, and designer in a range of cultures, times and contexts.

British Values

The Art and Design Curriculum at The Vaynor First School delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities.

- Tolerance is promoted through listening to each other’s ideas, creative responses and understanding of different cultures and styles within art.
- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- Children discuss and work in the style of a wide variety of artists and designers.
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.