

All Saints C of E Primary School

Continuing the
**Art and Design
Journey**





Good artists copy, great
artists steal.

Pablo Picasso



Art and Design

Strands

1. Exploring and Developing Ideas
 2. Evaluating and Developing Work
 3. Drawing
 4. Digital Media
 5. Painting
 6. Printing
 7. Textiles
 8. 3D
 9. Collage
- Drawing - as well as building on specific drawing skills from the progression it should be included in every unit as a starting point for exploration of ideas.
 - Digital Media - should be linked to Computing.
 - Painting, printing, textiles 3D and collage all need to be covered within a 2-year period (Y1-2, Y3-4, Y5-6)

Unit Planning Frame

Motivation / Stimulus

- Look at examples of work / strand to be taught.
- Discuss similarities and differences to previous work and artists work.
- Ask questions about an example of an artist's work
- Describe and identify shapes / lines / patterns. Interpret meaning / mood and speculate on how items have been made / created.



Generate Ideas

- Use questions about how / what they are going to create.
- Use paper cuttings / sketches / natural world / collected items as examples.
- Explore properties of materials to be used and how to create to effects needed (select materials and tools).



Make

- Allow children time to create their artwork using materials and ideas from preliminary work.



Evaluate and Reflect

- Evaluate their own work and other people's work when displayed.
- Talk about the work makes them feel. Why?
- What would they do differently if approaching the work again?

Fine Motor Skills

To use finger gym activities.

To use one-handed tools and equipment eg making snips in paper with child's scissors.

To hold a pencil using tripod grip.

Begin to use anticlockwise movement and retrace vertical lines.

Use simple tools to effect changes to materials.

Make flowing and fluent movements with a range of writing materials.

Form some letters correctly.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Finger gym * Threading * Dough area * Writing area * Cutting table * Construction area * Outdoor fine motor area 	<ul style="list-style-type: none"> * Fine motor skills groups, table, area. * Letter formation activities. * Cutting skills groups * Pencil control activities. 	<ul style="list-style-type: none"> * Creative area, children select resources and design and make. * Writing area, children select resources and design and make.
	<ul style="list-style-type: none"> * Light boards 	

Creating with materials

Explore different materials freely in order to develop ideas on how to use them and what to make.

Opportunities to explore colour and mixing colour.

Opportunities to explore construction material , stacking, joining, balancing.

Develop their own ideas and then decide which materials/media to use to express them.

Use small world , role play and props to retell and create simple narratives.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Creating area, and free choice resources. * Construction area with variety of materials both inside and outside. * Small world tables both inside and outside. * Dressing up area . 	<ul style="list-style-type: none"> * Modelling of skills for painting, colour mixing, collage, drawing, junk modelling and printing. * Exploring media, materials, fixtures, colour mixing, tools and techniques. 	<ul style="list-style-type: none"> * Designing and creating using skills taught or discovered independently. * Evaluating own or others work. * Improving on work / design. * Toys topic - design and make own toy. * Colour and light - mixing colours independently.
	<ul style="list-style-type: none"> * Doodle buddy 	

Being Imaginative and Expressive

Sing and learn songs about different themes and from different cultures and countries.

Explore small world role play based on familiar themes, topics, stories and interests.

Capture thoughts, feelings and experiences with a range of media.

Engage in role play based on familiar settings and own experiences such as home, hairdressers, shop etc.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> *Outdoor music area and instruments. (Nursery rhyme cues) * Africa topic box, Africa music, box. Dressing up area. Small world Role play area *Chinese new year box. 	<ul style="list-style-type: none"> * Story big talk bags activities for group or independent story telling. * Talking story board. * Singing time. * Singing in assemblies (nativity, church services, whole school song a half term) * Festivals -Harvest, Diwali, Christmas, Chinese New Year, Easter, Eid. 	<ul style="list-style-type: none"> * Opportunities to create own song. * Opportunities to create own rhythm. * Opportunities to create own dance. * Opportunities to express yourself .
	<ul style="list-style-type: none"> * Discovery Espresso 	

Reception

Fine Motor Skills

Use a range of tools competently, safely and confidently
(spoons, knives, forks, pencils, scissors, paintbrushes)

Hold a pencil effectively in a tripod grip.

To learn correct letter formation.

To begin to show care and accuracy when drawing.

To reduce the size of writing.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none">* Writing area* Dough area* Cutting table* Outside area, equipment.* Whiteboards, chalkboards.	<ul style="list-style-type: none">* Fine motor skills groups.* Model how to hold pencil.* Pencil control sessions.* Letter formation modelling.* Model cutting skills.* Model safety, carrying scissors and pencil rules.	<ul style="list-style-type: none">* Creative area* Writing area* Pencil control area
	<ul style="list-style-type: none">* Letter school	

Reception

Creating with Materials

Explore, use and refine a variety of tools, techniques and artistic effects to express their ideas and feeling.

Create with a form and function in mind.

Share their creations, explaining the process they have used.

Return to and build on previous learning, refining ideas and developing their ability to represent them.

Use props and materials to imagine, characters, worlds and wonder during role play and small world activities.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Creative area * Dough area * Construction area inside and outside. * Small world area inside and outside. 	<ul style="list-style-type: none"> * Techniques and skills modelled to children, print, joining techniques, 3d modelling, drawing, textures. * Explain action and evaluation language structures modelled and displayed for children. 	<ul style="list-style-type: none"> * Creative area challenge cards * Design sheets, idea photos in areas. * Encouraging evaluation of own and others work, resources, and function when creating.
	<ul style="list-style-type: none"> * Doodle buddy 	

Exploring and Developing Ideas

KEY STAGE 1

- 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.

KEY STAGE 2

- Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

KEY STAGE 1

- 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.

KEY STAGE 2

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a sketchbook.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Description
Opinion
Evaluation

Comparative language.

Pens, pencils, sketchbooks, iPads, iMacs, voice recording equipment. Books, prints of artist's work.

- To think about the lives of people living in other places, and people with different values and customs.

Description
Opinion
Evaluation

Comparative language.

See above

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Comparison
Evaluation

Comparative language.

See above

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Comparison
Opinion
Evaluation

Comparative language.

See above

Drawing

EYFS

- Explore different media, pencils, pens, chalks, crayons, paint, sticks and brushes.
- Apply different media and make marks on a range of surfaces.
- Explore different types of line using a range of media; use words to describe them like thick, thin etc.
- Create a pattern using different lines.

YEARS 1 & 2

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media (wavy, straight, zig-zag, thick/thin lines).
- Lines and Marks
 - Name, match and draw lines/marks from observations.
 - Invent new lines.
 - Draw on different surfaces with a range of media.
- Shape and Form
 - Observe and draw shapes from observations.
 - Draw shapes in-between objects.
 - Invent new shapes.
- Tone
 - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
- Texture
 - Investigate textures by describing, naming, rubbing, copying.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

Description
Comparison
Thin / thick / wide /
narrow.
Jagged / wavy / broken.
Dark / light.
Straight / curved.

Comparative
language.
Measures.
Shape and space.

See objectives

Description
Comparison
Explanation
Up / down / across /
vertical / horizontal /
diagonal / straight / zig-zag.
Round / square.
Bold / narrow.
Bright / dull / light / dark.
Rough / smooth.

Comparative
language.
Measures.
Shape and space.

See objectives

YEARS 3 & 4

- Lines and Marks
 - Make marks and lines with a wide range of drawing implements (e.g. charcoal, pencil, crayon, chalk, pastels, pens etc).
 - Experiment with different grades of pencil and other implements to create lines and marks.
- Shape and Form
 - 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 (e.g. 3D shading).
- Tone
 - Experiment with different grades of pencil and other implements to achieve variations in tone.
 - Apply tone in a drawing in a simple way (e.g. skin tone).
- Texture
 - Create textures with a wide range of drawing implements.
 - Apply a simple use of pattern and texture in a drawing (e.g. 3D shading).

YEARS 5 & 6

- Lines and Marks
 - Use dry media to make different marks, lines, patterns and shapes within a drawing.
 - Experiment with wet media to make different marks, lines, patterns, textures and shapes.
 - Tone
 - Explore colour mixing and blending techniques with coloured pencils.
 - Texture
 - Use different techniques for different purposes (i.e. shading, hatching within their own work).
 - Start to develop their own style using tonal contrast and mixed media.
- Perspective and Composition
- Begin to use simple perspective in their work using a single focal point and horizon.
 - Begin to develop an awareness of composition, scale and proportion in their drawings (e.g. foreground, middle ground and background).
 - Show an awareness of how drawings are created (i.e. composition).

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

Description
Comparison
Deduction
Dull
Dark / pale
Detail
Broad / fine
Rub
H = hardness
B = blackness

Comparative
language.
Measures.
Geometry.

Pens
Pencils
Felt tips
Pencil crayons
Crayons
Charcoal
Pastels (chalk and
oil)

Description
Comparison
Deduction
Explanation
Blend
Tone
Layer
Neutral
Cool / warm
Contrast
Highlight
Vibrant / vivid
Contour
Depth
Feint
Composition
Scale
Proportion

Comparative
language.
Measures.
Geometry.

As above
Viewfinders
Paper
Card
Rulers

Digital Media

YEARS 1 & 2

- Explore ideas using digital sources (i.e. internet sources, iPads, cameras etc).
- Record visual information using digital cameras, video recorders etc.
- Use a simple graphics package to create images and effects with:
 1. Lines - by changing the size of brushes in response to ideas.
 2. Shapes - using eraser, shape and fill tools.
 3. Colours and Texture - using simple filters to manipulate and create images.
- Use basic selection and cropping tools.

YEARS 3 & 4

- Record and collect visual information using digital cameras and video recorders.
- Present recorded visual images using software (e.g. Photostory, PowerPoint, Keynote, iMovie, Comic Life, Explain Everything etc).
- Use a graphics package to create images and effects with:
 1. Lines - by controlling the brush tool with increased precision and changing the type of brush to an appropriate style (e.g. charcoal).
 2. Shapes - by making selections to cut, duplicate and repeat.
 3. Colours and Textures - by making appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.

YEARS 5 & 6

- Record, collect and store visual information using digital cameras, video recorders.
- Present recorded visual images using software (e.g. Photostory, PowerPoint, Keynote, iMovie, Comic Life, Explain Everything etc).
- Use a graphics package to create and manipulate new images.
- Be able to import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering.
- Create layered images from original ideas (sketch books etc).

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- E-Safety.

**Comparison
Evaluation**
Fill
Select
Crop
Rotate
Copy
Paste
Enlarge / reduce

Comparative
language.
Measures.
Geometry.

iPads
iMacs
Digital Cameras
Video Recorders

- To explore and critique how the media present information.

**Comparison
Evaluation**
Select
Increase
Deduce
Rotate
Crop
Duplicate
Repeat
Minimise
Maximise

Comparative
language.
Measures.
Geometry.

As above

- To explore and critique how the media present information.

**Sequencing
Evaluation**
Slide
Frame
Layer
Insert
Sepia
Monochrome
Fade out
Title

Comparative
language.
Measures.
Geometry.

As above

Painting

EYFS

- Explore the qualities of paint.
- Apply thick/thin paint with fingers, sponges, thick brushes, card and sticks etc.
- Mix powder paint using primary colours.

YEARS 1 & 2

- Use a variety of tools and techniques including different brush sizes and types.
- 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.

● Colour

- Identify primary colours by name.
- Mix primary shades and tones.

Texture

- Create textured paint by adding sand/plaster.

YEARS 3 & 4

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales (e.g. thin brush on small picture etc).
- Create different effects and textures with paint according to what they need for the task.

● Colour

- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE****Description
Deduction**Comparative
language.
Measures.
Shape and space.Paint
Brushes
Palettes**Description
Comparison
Deduction**
Poster paint
Water colour
Acrylic paint
Power paint
Primary colour (red,
yellow, blue)
Shade - darker (add black
to a colour)
Tint - lighter (add white to
a colour)
Rough / smooth
Thick / runnyComparative
language.
Measures.
Geometry.

As above

**Description
Comparison
Deduction**
See Y3/4
Tempera paint
Gouache
Intensity
Pigment
Vibrant
Tonal
Contrasting
Opaque
Wash
Highlight
Outline
Secondary colours -
orange (red + yellow),
green (blue + yellow) and
purple (blue + red)Comparative
language.
Measures.
Geometry.
Fractions

As above

YEARS 5 & 6

- Develop painting from a drawing.
 - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
 - Create imaginative work from a variety of sources (e.g. observational drawing, themes, poetry, music).
- Colour
- Mix and match colours to create atmosphere and light effects.
 - Be able to identify primary, secondary, complimentary and contrasting colours.
 - Work with complementary colours.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

Description
Comparison
Deduction
Colour wheel
Complimentary colours
Canvas
Blend / combine

Comparative
language.
Measures.
Geometry
Fractions.

As above
Colour wheel

Printing

EYFS

- Explore different kinds of printing (potato, sponges etc).
- Apply finger paint on a shiny surface and take a mono print of it.
- Print with found objects using a growing selection of colours.

YEARS 1 & 2

- Print with a range of hard and soft materials (e.g. corks, pen barrels, sponge etc).
- Make simple marks on rollers and printing palettes.
- Make simple prints (i.e. mono-printing).
- Roll printing ink over found objects to create patterns (e.g. plastic mesh, stencils etc).
- Build repeating patterns and recognise pattern in the environment.
- Create simple printing blocks with press print.
- Design more repetitive patterns.

● Colour

- Experiment with overprinting motifs and colour.

Texture

- Make rubbings to collect textures and patterns.

YEARS 3 & 4

- Create printing blocks using a relief or impressed method.
- Create repeating patterns.
- Print with two colour overlays.

YEARS 5 & 6

- Create printing blocks by simplifying an initial sketch book idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media (e.g. pens, colour pens and paints).

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE****Description
Evaluation**

Comparative
language.
Shape and space.

Sponges
Potatoes
Finger paint

- Use equipment safely.

**Description
Evaluation**

Stencil
Crisp
Mono
Squeegee
Mould
Relief / impression
Motif
Pressure
Deep / shallow

Comparative
language.
Geometry.
Tessellation.
Fractions.

Corks
Sponges
Rollers
Palettes
Cardboard
Scissors
Glue
Crayons
String
Squeegee
Foam

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.

**Description
Sequencing**

Comparative
language.
Geometry.
Tessellation.
Fractions.

Cardboard
Scissors
Glue
String
Squeegee
Foam

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this is an opportunity to build resilience.

**Description
Sequencing**

Measures.
Geometry.
Tessellation.
Fractions.

Cardboard
Craft knife
String
Glue
Squeegee
Foam

Textiles

EYFS

- Glue a selection of materials onto card or fabric.
- Talk about the different textures.
- Sort materials, threads, fabrics, yarns etc into colours, textures and arrange in a pattern.

YEARS 1 & 2

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.

● Colour

- Apply colour with printing, dipping, fabric crayons.
- Create and use dyes (i.e. onion skins, tea, coffee etc).

Texture

- Create fabrics by weaving materials (i.e. grass through twigs, carrier bags on a bike wheel).

YEARS 3 & 4

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- Match the tool to the material.
- Develop skills in stitching, cutting and joining.
- Experiment with paste resist.

YEARS 5 & 6

- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Use equipment safely.

Description
Explanation

Comparative
language.
Shape and space.

See below

- Use equipment safely.

Description
Explanation
Bright / dull
Rough / smooth
Shiny
Colourful
Flexible
Coarse / fine
Tie / knot
Fray
Fold
Fringe
Plait
Thread
Secure
Weave
Fasten
Dye
Fold

Comparative
language.
Geometry.
Fractions.

Pasta
Shells
Rice
Matchsticks
Sequins
Feathers
Cotton
String
Buttons
Yarn
Needles
Wax
Fabric
Binca
Beads
Twigs
Plastic bags
Fabric crayons
Wool
Hooks & eyes
Velcro

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.

Description
Comparison
Evaluation
Resist
Penetrate
Embroider
Dowel
Loom
Tapestry
Quilt

Comparative
language.
Geometry.
Fractions.

See above

- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this is an opportunity to build resilience.

Description
Comparison
Evaluation

Measures.
Geometry.
Tessellation.
Fractions.

See above

YEARS 1 & 2

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose (e.g. put, tile etc).
- Understand the safety and basic care of materials and tools.

Form

- Experiment with constructing and joining recycled, natural and manmade materials.
- Use simple 2D shapes to create a 3D form.
- Change the surface of a malleable material (e.g. build a textured tile).

YEARS 3 & 4

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.
- Use papier mache to create a simple 3D object.

YEARS 5 & 6

- Shape, form, model and construct from observation or imagination.
- Use recycled, natural and manmade materials to create sculptures.
- Plan a sculpture through drawing and other preparatory work.
- Develop skills in using clay including slabs, coils, slips etc.
- Produce intricate patterns and textures in a malleable media.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- Use equipment safely.

Description
Comparison
Explanation
Papier Mache
Paste
Roll
Flatten
Fix
Connect

Comparative
language.
Geometry.
Fractions.

Plasticine
Playdoh
Mod roc
Chicken wire
Plaster of Paris
Junk boxes
Newspaper
Balloons
Clay
Clay tools
Wooden boards
Rolling pins

- Use equipment safely.

Description
Opinion
Explanation
Mould
Rigid
Pliable
Construct
Cast

Comparative
language.
Geometry.
Fractions.

See above

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.

Description
Comparison
Explanation
Sculpture
Sculptor

Comparative
language.
Geometry.
Tessellation.
Fractions.

See above

Collage

EYFS

- Explore different papers, tear and cut to make a collage of a variety of textures.
- Explore a growing range of collage materials.
- Sort into groups of smooth, rough, shiny etc and create corresponding collages.

YEARS 1 & 2

- 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 and match colours appropriately for an image.

Shape

- Create and arrange shapes appropriately.

Texture

- Create, select and use textured paper for an image.

YEARS 3 & 4

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

YEARS 5 & 6

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Use equipment safely.

Description
Explanation
Evaluation

Comparative
language.
Geometry.
Fractions.

See below

- Use equipment safely.

Description
Comparison
Evaluation
Scratch
Arrange
Overlap
Layer
Rip
Paper sizes (A4, A5 etc)
Handmade paper

Comparative
language.
Geometry.
Fractions.

Card / paper
Beads
Cotton wool
Feathers
Pasta
Felt
Dried peas / beans
Tissue paper
Twigs / pebbles /
leaves etc
Cellophane
Plastic bags

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.

Comparison
Evaluation
Tear / rip

Comparative
language.
Geometry.
Fractions.

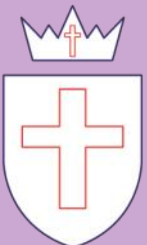
See above

- Differentiate between the terms, 'risk', 'danger' and 'hazard'.

Sequencing
Evaluation
Combine
Overlap
Applique

Comparative
language.
Geometry.
Fractions.

See above



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