



# Whitehall Nursery and Infant School

## **Art and Design Policy**

### **Rationale:**

At Whitehall Nursery and Infant School, we believe all children should be given opportunities to express their inner creativity through the outward expression of art, in an environment where it is both nurtured and passionately valued. We believe that art should be awe-inspiring and exposure to a variety of art should be part of the children's day-to-day cultural and spiritual development. Children at Whitehall should be taught to value art and be inspired by artists from the present day and the past. We want our teaching to be focused on the individual child to facilitate their unique creativity and enable them to develop artistic skills, knowledge and critical awareness; children should feel encouraged to express themselves through their art work and value one another's creative efforts. Rather than being goal specific we focus our efforts on the teaching and learning that is knowledge and skill specific to allow greater freedom and movement for the children's expression and own thought.

### **Aims and objectives:**

#### **To encourage all pupils to:**

- see Art and Design as a valuable part of their Social, Moral, Spiritual and Cultural (SMSC) development; to develop awe and wonder, value and appreciation of art from a variety of cultures and eras.
- examine a variety of art forms to provide an enriching and personal experience that encourages pupils to explore feelings and meanings and gain expertise and confidence.
- enable children to work individually, organise their own thoughts, and interact collaboratively promoting reflection and critical judgements about artworks and the creative process.
- share art experiences, and present artworks to others developing appreciation and enjoyment of art, promoting a sense of achievement and raising self-esteem.
- realise the economic well-being that can be achieved through art.

#### **The objectives, here at Whitehall, are to:**

- give value to art by teaching it with enthusiasm and enjoyment which will stimulate the children's attention and so encourage learning.
- explore art by ensuring all children have frequent access to a wide variety of media and stimulus.
- create an awareness of art both in school and the wider community using cross and extra-curricular approaches delivered by teachers and artists.
- encourage and develop an appreciation of a variety of styles of art from different cultural heritages.

- develop an understanding of a range of skills that can be implemented to create a range of interesting outcomes.
- learn how to create and to be creative with what they see, touch and experience. Developing into a representation of thoughts and feelings and the opportunity to plan, present, self-evaluate and improve.
- understand that the appreciation of art is subjective and so to develop opinions that can be fairly unbiased.
- encourage the voicing of such opinions whilst also developing critical awareness of themselves and others.
- gain confidence in producing and participating in small and large scale artwork and exhibiting to a variety of audiences making a positive contribution.
- enjoy and achieve with an understanding of their different strengths and weaknesses.
- ensure staff are supported in their delivery of the arts and their own professional development so that creativity can be enhanced.

### **Art and Design and the National Curriculum:**

In Key Stage 1, Art and Design is delivered through the school's Creative Curriculum and centred around the topics influenced by the Cornerstones scheme. Each term both Year One and Year Two will work through one of their chosen topics and, in line with the Art and Design Curriculum Progression Map linked to their topics, will deliver sessions that promote the knowledge and skill needed to work through the aims and purpose of study within the Art National Curriculum.

The Art and Design Curriculum Progression Map is mapped out, in line with the topic ideas from Cornerstones, to support staff with their teaching and coverage of content within the Art and Design lessons taught through the creative curriculum. This map will allow staff to see the real focus on knowledge and skill required to deliver the content based on the key intentions from the National Curriculum. This focus will ensure that children are being exposed to high quality, relevant and purposeful learning, crucially developing their level of knowledge and skill. The map also highlights progression between year groups as well as progression within a year group to make it clear as to what learning is revisited and what new learning is taking place.

To help teachers in the delivery of facilitating and to understand the progression of the knowledge and skills in the areas above, staff can use the Knowledge and Skills Progression documents (Appendices 1 and 2).

Children will study famous artists including Warhol, Matisse, Goldsworthy, Wiltshire, O'Keefe and Van Gogh for inspiration, comparisons and to learn about a variety of art styles.

Sketchbooks are given to those children in KS1 to use, record, explore and store their artistic ideas; practise and refine on skills; and share the knowledge they have learnt through their artwork. This will give children the knowledge that art is a project that requires experimentation and exploration.

All pupils will experience a variety of different art and design skills and techniques, including:

- Drawing
- Painting

- Texture work (collage)
- Form (clay, model making from recyclable materials, foil sculptures)
- Experiencing use of colour
- Experiencing use of pattern
- Printing
- Textile work (batik)

As well as experiencing the skills and techniques, children are also taught to:

- Handle materials
- Use a variety of different media to achieve desired effects
- Work safely in their environment
- Use specific tools appropriate to their work

To help teachers in the delivery of facilitating and to understand the progression of the skills in the areas above, staff can use the Knowledge and Skills Progression document (Appendix 2).

Planning and delivery of art and design will be carried out by class teachers and the art co-ordinator. Short term planning will be planned and evaluated by class teachers and year groups collectively using the supporting long and medium term plans created by the art co-ordinator. The art co-ordinator will oversee monitoring of planning across all year groups within school to ensure that coverage and progression is being implemented.

### **Art and Design in the EYFS:**

In EYFS, both Nursery and Reception will also follow their chosen topics in the Cornerstones curriculum and will deliver their teaching of art through the Expressive Arts and Design (Using Media and Materials and Being Imaginative), again following the Art and Design Coverage Map for the respective half term. Children can build upon the knowledge and skills acquired during their free flow sessions in child initiated time every afternoon and will have access to art resources freely available.

Practitioners will plan for art and design links to be incorporated within their classroom small world environments as well as provision outdoors. Key questioning will be asked to enable pupils to consider all elements to their art and craft creations, understanding the purpose of what it is they are making.

### **SMSC and PHSE:**

The children's artwork is celebrated here at Whitehall and is displayed in many areas. Our children will be exposed to a wide variety of cultures, beliefs and religions. This will enable the children to consider and investigate artwork from around the world and from different cultures, developing a wider understanding of the meanings behind artworks.

Children are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

When experimenting and finding ways of developing new skills within art, it's important for our children to work together and advise each other. Children will work in pairs, groups or teams to develop their own artistic skills. This will help children recognise that they have a supportive network between each other.

### **Pupils' Experiences:**

In Art and Design opportunities will be created for pupils to:

- have the freedom to use media and materials as a starting point for their learning to practise techniques and processes.
- aid the development of the children's appreciation of art through research of other artists and meanings behind works.
- where applicable, the experience of working with an artist in residence to offer the children the opportunity to work with a 'real artist'. They offer inspiration as well as creative ideas for children and teaching and support staff in their sessions.

Here at Whitehall, we have a brilliant display of children's artwork in Whitehall's Art Gallery, displayed in the corridor. It is used to stimulate the imagination of pupils from both EYFS and KS1 and support them and teachers in art processes. Children from all year groups have the opportunity to contribute to the gallery. This celebration of children's artwork is displayed to showcase the appreciation and the value of art within our school and provide a stimulus to promote further learning, enjoyment and interest within the subject. Whitehall's Art Gallery is updated every 3 years as children move on up.

Throughout the year, art, design and craft clubs are offered after school to help those who have a real interest within this field to further develop their skills. Staff across school will offer this at various points to enable pupils to see that art and design is appreciated by all.

### **Art and Design and Inclusion:**

Every child at Whitehall is able and encouraged to participate in a variety of art activities. We actively seek to support a range of different groups within school. Art is taught through many varied approaches to cater for race, gender, ability (including disability) and inclusion:

- Working in ability groups, gender groups, mixed ability and mixed gender, whole class and individual work.
- All pupils should be given the opportunity to enjoy a variety of creative experiences and express themselves through art, music, dance, drama and ICT.
- Every child will have the opportunity to work with visiting artists.
- All children will contribute to the aspirational art corridor and will become artists that are celebrated and encouraged.

Through directed Art lessons taught, teachers will:

- Set suitable learning intentions with appropriate challenge.
- Consider the pupils' diverse learning needs and respond appropriately.
- Make accurate use of learning and assessment to overcome barriers for individuals or groups of learners.

Differentiated tasks in art and design lessons will help those with a SEND to integrate within lessons and enable them to take part and enjoy their own artistic successes. Class teachers will liaise with Learning Support Assistants to best alter and differentiate the level of challenge and access for individual pupils with a SEND so that they can still achieve the intentions set out. Class teachers will report to the art co-ordinator those pupils they deem to be more able in art and design. These children will also come to the

attention of the school's more able co-ordinator too. Provision will be made to encourage pupils to perform at a level that exceeds their expected age related development and help them develop their own personal potential too. Class teachers can seek advice from the art co-ordinator to plan for their specific needs at an exceeded level.

### **Assessment for learning:**

Children demonstrate their ability in Art and Design in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgements about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader looks at examples of children's work across the year groups and monitors these against the expected attainment for the end of Key Stage. Subject Matrixes are gathered in termly by Subject leaders to monitor progress of individual children within classes.

### **Resources:**

Art and Design is extremely well resourced in school. Our FLAC building houses a great variety and range of art materials and medias for children to use and experiment with when creating their artwork.

Painting – selection of paint tubs in different colours, including metallic. Powder paints in primary colours and black and white to enable the process of colour mixing to be seen more effectively.

Sculpture – wire is resourced, lots of mod roc, clay, newspaper and masking tape to enable children to experience different forms of sculpture.

Printing – printing ink, rollers, paint trays, polystyrene blocks, plasticine to make blocks, string and cardboard, silk screen board.

Drawing – pencils, charcoal, shading sticks, variety of oil pastels and metallic pastels.

### **Monitoring:**

The coordination and planning of the Art and Design curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes Art and Design lessons taught by class teacher in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- Provide a termly summary to Governors.

**This policy will be reviewed every three years.**

Signed: **C Dinsdale** Art and Design Co-Ordinator

Date: October 2023.

# Appendix

## **Appendix 1**

Knowledge Progression

## **Appendix 2**

Skill Progression

# **Appendix 1**

## **Knowledge Progression**

## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

| Knowledge           | EYFS  | Year 1   | Year 2  | Year 3 (Greater Depth)  |
|---------------------|---|--|---|---|
| Create              | <ul style="list-style-type: none"> <li>➤ Drawing upon previous <b>experiences</b> and frequent <b>observation</b></li> </ul>  | <ul style="list-style-type: none"> <li>➤ Ideas can be created through <b>observation</b> (looking closely), <b>imagination</b> (creating pictures in the mind) and <b>memory</b> (remembering experiences from the past).</li> </ul> | <ul style="list-style-type: none"> <li>➤ Materials and techniques that are well suited to <b>different tasks</b> include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>Visual elements</b> include colour, line, shape, form, pattern and tone.</li> </ul>   |
| Generation of ideas | <ul style="list-style-type: none"> <li>➤ Creating <b>simple</b> ideas in a range of styles based on <b>observations</b> which express their thoughts and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Discussion and initial sketches can be used to <b>communicate ideas</b> and are part of the artistic process.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ A sketch is a quickly-produced or unfinished drawing, which helps artists <b>develop their ideas</b>.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Preliminary sketches are quick drawings that can be used to <b>inspire a final piece of artwork</b>. They are often line drawings that are done in pencil.</li> </ul>  |
| Evaluate            | <ul style="list-style-type: none"> <li>➤ Aspects of artwork that can be <b>recalled</b> include subject matter and use of colour and shape.</li> </ul>                        | <ul style="list-style-type: none"> <li>➤ Aspects of artwork that can be <b>discussed</b> include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</li> </ul>                       | <ul style="list-style-type: none"> <li>➤ Aspects of artwork to <b>analyse and evaluate</b> include subject matter, colour, shape, form and texture.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Suggestions for <b>improving or adapting artwork</b> could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</li> </ul> |

This section highlights the knowledge progression needed for the process of **ideas and evaluation** in A&D



## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

|                                       |  |   |  |   |
|---------------------------------------|--|---|--|---|
| <p>Malleable materials<br/>(Form)</p> | <ul style="list-style-type: none"> <li>➤ Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc.</li> <li>➤ Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</li> </ul>    | <ul style="list-style-type: none"> <li>➤ Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Malleable materials, such as clay, papier-maché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</li> </ul> |
| <p>Paper and Fabric<br/>(Collage)</p> | <ul style="list-style-type: none"> <li>➤ Use the senses to explore a range of media such as fabric, crepe paper, magazines</li> <li>➤ Experimenting by layering and sticking materials is ways which represent their thinking.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Collage is art techniques where different materials are layered and stuck down to create artwork.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.</li> </ul>   |

This section highlights the knowledge progression needed for the use of **media and materials** in A&D

## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

|  |  |  |   |  |
|--|--|--|---|--|
| <p>Paint</p>                                       | <ul style="list-style-type: none"> <li>➤ Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc.</li> <li>➤ Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes.</li> <li>➤ Begin to understand what happens when colours are mixed together.</li> <li>➤ Combining paint and other materials to create texture.</li> </ul> | <ul style="list-style-type: none"> <li>➤ The primary colours are red, yellow and blue.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.</li> </ul> |
| <p>Pencil, ink, charcoal and pen<br/>(Drawing)</p> | <ul style="list-style-type: none"> <li>➤ Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.</li> <li>➤ Use marks and pictures to express thoughts and feelings.</li> <li>➤ Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.</li> <li>➤ Begin to use some different lines – thick, thin, wavy, straight.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto</li> </ul> | <ul style="list-style-type: none"> <li>➤ Hatching, cross-hatching and shading are techniques artists use to add texture and form.</li> </ul>   |

This section highlights the knowledge progression needed for the use of **media and materials** in A&D

## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

|          |  |   |  |   |
|----------|--|---|--|---|
|          |  |   | paper and smudged.   |   |
| Printing | <ul style="list-style-type: none"> <li>➤ Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</li> <li>➤ Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc Polystyrene tiles</li> </ul> | <ul style="list-style-type: none"> <li>➤ A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</li> </ul> | <ul style="list-style-type: none"> <li>➤ A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</li> </ul> | <ul style="list-style-type: none"> <li>➤ A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</li> </ul> |

This section highlights the knowledge progression needed for the use of **media and materials** in A&D

## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

|             |   |   |   |  |
|-------------|---|---|---|--|
| Human form  | <ul style="list-style-type: none"> <li>➤ Basic facial features in the correct proportion e.g. nose in the centre of the face.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ A drawing, painting or sculpture of a human face is called a portrait.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Artists draw, paint or sculpt human forms in active poses.</li> </ul>                     |
| Natural Art | <ul style="list-style-type: none"> <li>➤ Frequently experimenting with a range of natural materials in a variety of environments, especially outdoors, to make structures and creations.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Nature and natural forms can be used as a starting point for creating artwork.</li> </ul> |
| Landscapes  | <ul style="list-style-type: none"> <li>➤ Drawings or paintings based on familiar locations to them inspired by previous experiences and frequent observation.</li> </ul>                            | <ul style="list-style-type: none"> <li>➤ Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</li> </ul>   | <ul style="list-style-type: none"> <li>➤ A landscape is a piece of artwork that shows a scenic view.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ An urban landscape is a piece of artwork that shows a view of a town or city.</li> </ul>  |

This section highlights the knowledge progression needed for the process of **exploring subjects** in A&D

## Progression of Knowledge in Art and Design for EYFS, KS1 and extension to early KS2

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Comparing and contrasting artwork</p>         | <ul style="list-style-type: none"> <li>➤ Commenting on subject matter, colour, shape and line of pieces of art.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</li> </ul> |
| <p>Significant people, artwork and movements</p> | <ul style="list-style-type: none"> <li>➤ Exploring and being exposed to works by significant artists.</li> </ul>           | <ul style="list-style-type: none"> <li>➤ Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> </ul>                           | <ul style="list-style-type: none"> <li>➤ Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</li> </ul> | <ul style="list-style-type: none"> <li>➤ The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</li> </ul>                        |

This section highlights the knowledge progression needed for the use of **media and materials** in A&D

# **Appendix 2**

## **Skills Progression**

| Skill  | EYFS  | Year 1   | Year 2  | Year 3 (Greater Depth)   | Suggested Artists   |
|--|---|--|---|--|---|
| Drawing<br>(pencil, charcoal, inks, chalk, pastels, ICT software)  | <ul style="list-style-type: none"> <li>➤ <b>Begin to</b> use a variety of drawing tools.</li> <li>➤ <b>Use drawings</b> to tell a story.</li> <li>➤ <b>Investigate</b> different lines.</li> <li>➤ <b>Encouraging accurate</b> drawings.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>Extend</b> the variety of drawing tools.</li> <li>➤ <b>Observe</b> and draw landscapes.</li> <li>➤ Observe <b>patterns</b>.</li> <li>➤ Observe <b>anatomy</b> (faces, limbs, etc.)</li> </ul>                    | <ul style="list-style-type: none"> <li>➤ <b>Experiment</b> with tools and surfaces.</li> <li>➤ Draw a way of <b>recording experiences and feelings</b>.</li> <li>➤ Discuss use of <b>shadows, use of light and dark</b>.</li> <li>➤ <b>Sketch</b> to make quick records.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Experiment with <b>potential*</b> of various drawing tools.</li> <li>➤ <b>Close</b> observation.</li> <li>➤ Draw both <b>negatives and positives of shapes</b>.</li> <li>➤ <b>Accurate</b> drawings of people – <b>particularly faces</b>.</li> </ul> | Leonardo Da Vinci, Vincent Van Gogh, Stephen Wiltshire                      |
| Colour<br>(painting, ink, dye, textiles, pencils, crayon, pastels) | <ul style="list-style-type: none"> <li>➤ <b>Exploring with and using</b> primary colours.</li> <li>➤ Mixing colours through <b>experiential</b> learning.</li> <li>➤ <b>Understanding and using</b> a range of tools to make colour.</li> </ul>     | <ul style="list-style-type: none"> <li>➤ <b>Naming</b> all colours and <b>beginning to use</b> them effectively.</li> <li>➤ Mixing colours and <b>finding the collection of</b> colours.</li> <li>➤ <b>Applying</b> colour with a range of tools.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>Beginning to describe</b> colours.</li> <li>➤ <b>Making lighter and darker tones</b> of colour.</li> <li>➤ <b>Beginning to use and apply</b> different techniques with tools.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ <b>Describing colours</b> and their <b>effectiveness</b>.</li> <li>➤ <b>Showing and making</b> colour wheels.</li> <li>➤ <b>Applying and evaluating</b> different techniques with tools.</li> </ul>   | Jackson Pollock, Claude Monet, Ben Moseley, Vincent Van Gogh, Bridget Riley |
| Texture<br>(textiles, clay, sand, plaster, stone)                  | <ul style="list-style-type: none"> <li>➤ <b>Handling and manipulating</b> materials.</li> <li>➤ <b>Sensory experience</b></li> <li>➤ <b>Simple</b> collage and weaving.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ How <b>specific materials</b> can <b>create</b> things</li> <li>➤ <b>Sorting</b> according to <b>material qualities</b>.</li> <li>➤ <b>Experimental</b> collage and weaving</li> </ul>                              | <ul style="list-style-type: none"> <li>➤ <b>Overlapping and overlaying</b> to create effects.</li> <li>➤ <b>Exploring variety of textures</b> and <b>properties</b> of materials.</li> <li>➤ <b>Purposeful</b> collage and <b>exploring</b> techniques.</li> </ul>                  | <ul style="list-style-type: none"> <li>➤ <b>Describing effectiveness</b> of specific materials.</li> <li>➤ Finding out about <b>different joins and simple stitches</b>.</li> <li>➤ <b>Tie dying and batik work</b>.</li> </ul>  | Linda Caverley, Molly Williams, William Morris, Gustav Klimt                |

|  |  |  |   |   |  |
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| <p>Form<br/>(3D work, clay, dough, boxed, wire, paper sculpture, mod roc)</p>            | <ul style="list-style-type: none"> <li>➤ <b>Enjoying and constructing</b> with materials.</li> <li>➤ <b>Building and destroying.</b></li> <li>➤ <b>Shaping and modelling.</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>Using materials</b> to make known objects <b>for a purpose.</b></li> <li>➤ <b>Carving, pinching and rolling.</b></li> <li>➤ <b>Making simple joins.</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Awareness of <b>natural and man-made</b> forms.</li> <li>➤ <b>Expression of ideas</b> to shape and form from direct observation.</li> <li>➤ <b>Replicate patterns and textures</b> based on work of <b>other sculptors.</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ <b>Plan and develop</b> understanding of <b>different methods</b> of construction.</li> <li>➤ Shape, form, model and construct <b>malleable and rigid materials.</b></li> <li>➤ <b>Aesthetic modelling.</b></li> </ul> | <p>Henry Moore, Barbara Hepworth, Andy Goldsworthy</p> |
| <p>Printing<br/>(found materials, fruit/veg, wood blocks, press print, lino, string)</p> | <ul style="list-style-type: none"> <li>➤ Producing <b>rubbings.</b></li> <li>➤ Printing with a <b>variety of objects.</b></li> <li>➤ <b>Using block colours</b> to print.</li> </ul>     | <ul style="list-style-type: none"> <li>➤ <b>Creating patterns</b> when making impressions.</li> <li>➤ Developing <b>impressed images.</b></li> <li>➤ <b>Relief</b> printing.</li> </ul>                        | <ul style="list-style-type: none"> <li>➤ Experimenting with different <b>forms of printing.</b></li> <li>➤ Exposure to <b>monoprinting.</b></li> </ul>  | <ul style="list-style-type: none"> <li>➤ <b>Recording</b> textures and patterns.</li> <li>➤ <b>Overlapping colour prints</b> and exploring colour mixing.</li> </ul>  | <p>Pablo Picasso, Dan Mather, Andy Warhol</p>          |
| <p>Pattern<br/>(paint, pencil, textiles, clay, printing)</p>                             | <ul style="list-style-type: none"> <li>➤ Making <b>simple repeating patterns.</b></li> <li>➤ Some <b>simple symmetry and regularity.</b></li> </ul>                                      | <ul style="list-style-type: none"> <li>➤ Awareness and discussion of pattern.</li> <li>➤ <b>Irregular patterns.</b></li> <li>➤ <b>Symmetry</b> within artwork.</li> </ul>                                      | <ul style="list-style-type: none"> <li>➤ <b>Discussing regular and irregular</b> pattern work.</li> <li>➤ <b>Natural and manmade</b> pattern work.</li> <li>➤ <b>Experimenting by arranging, folding and overlapping</b> to make patterns.</li> </ul>                           | <ul style="list-style-type: none"> <li>➤ <b>Using ICT</b> to make pattern.</li> <li>➤ <b>Patterns in the environment.</b></li> <li>➤ Design and make <b>pattern on range of surfaces.</b></li> </ul>  | <p>Joan Miro, Bridget Riley, Paul Klee, Matisse</p>    |

\* In Drawing, the word '**potential**' outlined in 'Year 3' is used as a means in which children should evaluate, predict and consider what affect a chosen drawing tool will have on their work and compare end results to review.