

Art and Design

The study of art at Friars plays an important role in allowing children to express themselves and explore their sense of personal, social and cultural identity, using direct links to our cross-curricular topics. Art and design is used to stimulate creativity and imagination. Our study of art provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Within all year groups, children are able to embed and develop their creativity in the key areas, including drawing, painting, textiles, printing, collage, 3D materials and ICT. As well as developing these skills through a range of ideas linked to their year group topics, the children also explore the works of many great artists, who aid in inspiring and encouraging further creativity and development.

	<u>Foundation</u>	<u>1</u>	<u>2</u>
<u>Drawing</u>	<ul style="list-style-type: none"> -Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. -Use and begin to control a range of media. -Draw on different surfaces and coloured paper. -Produce lines of different thickness and tone using a pencil. -Start to produce different patterns and textures from observations, imagination and illustrations. -Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> - Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. - Begin to control the types of marks made with the range of media. - Draw on different surfaces with a range of media. - Start to record simple media explorations in a sketch book. - Develop a range of tone using a pencil (shading/smudging) - Investigate textures by describing, naming, rubbing, copying. - Look at and talk about own work and that of other artists and the techniques they had used. 	<ul style="list-style-type: none"> - Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. - Draw on different surfaces with a range of media. - Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. - Explore 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. - Discuss own work and others work, expressing thoughts and feelings.
	<ul style="list-style-type: none"> - Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. - Recognise and name the 	<ul style="list-style-type: none"> -Experiment with a variety of media; different brush sizes and tools. -Explore lightening and darkening paint without the use of black or white. 	<ul style="list-style-type: none"> - Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture using brush strokes etc. - Continue to experiment in lighten and

<p><u>Painting</u></p>	<p>primary colours being used.</p> <ul style="list-style-type: none"> - Mix and match colours to different artefacts and objects. - Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. - Look and talk about what they have produced, describing simple techniques and media used. 	<p>Begin to control the types of marks made -with the range of media.</p> <ul style="list-style-type: none"> -Paint on different surfaces with a range of media. -Start to record simple media explorations in a sketch book. -Start to mix a range of secondary colours, moving towards predicting resulting colours. -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between them and making links to their own work. 	<p>darken without the use of black or white. Begin to mix colour shades and tones.</p> <ul style="list-style-type: none"> - Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. - Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between them and making links to their own work.
<p><u>3D work</u></p>	<ul style="list-style-type: none"> -Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. -Impress and apply simple decoration. -Cut shapes using scissors and other modelling tools. -Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. -Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> -Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. -Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. -Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. -Impress and apply simple decoration techniques: impressed, painted, applied. -Use tools and equipment safely and in the correct way. -Explore 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. 	<ul style="list-style-type: none"> -Use equipment and media with increasing confidence. -Shape, form, construct and model from observation and imagination. -Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. -Demonstrate experience in surface patterns/ textures and use them when appropriate. -Explore carving as a form of 3D art. -Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. -Discuss own work and others work, expressing thoughts and feelings. -Identify changes they might make or how their work could be developed further.

		-Look at and talk about own work and that of other artists and the techniques they had used.	
<u>Textiles</u>	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. (fabric crayons/paint etc) Show experience in simple stitch work. Show experience in simple weaving: paper, twigs, bags on fences etc. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.</p>		<p>-Match and sort fabrics and threads for colour, texture, length, size and shape. -Gain confidence in stitching two pieces of fabric. -Explain how to thread a needle and have a go. -Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. -Gain experience in applying colour with printing, dipping, fabric crayons -Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>
<u>Printing</u>	<p>-Enjoy taking rubbings: leaf, brick, coin. -Simple pictures by printing from objects. -Develop simple patterns by using objects. -Enjoy using stencils to create a picture. -Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>-Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. -Demonstrate experience at impressed printing: drawing into ink, printing from objects. -Use equipment and media correctly and be able to produce a clean printed image -Make simple marks on rollers and printing palettes -Take simple prints i.e. mono -printing. -Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. -Experiment with overprinting motifs and colour. -Explore 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. -Discuss own work and others work, expressing thoughts and feelings.</p>	
	<p>- Handle different materials from a class 'bit box.'</p>	<p>- Handle different materials. - Selects and sorts, cuts, tears, stitches and discuss textures and</p>	

<p><u>Collage</u></p>	<ul style="list-style-type: none"> - Selects and sorts, cuts, tears and discuss textures and materials. - Sorts according to specific qualities, e.g. warm, cold, shiny, smooth. - Uses glue effectively to stick. - Develop skills of overlapping and layers. 	<p>materials.</p> <ul style="list-style-type: none"> - Sorts according to specific qualities, e.g. warm, cold, shiny, smooth. - Select appropriate adhesive to stick materials down (pritt stick/PVA) - Develop skills of overlapping and layers. - Embellishes, using a variety of techniques, including drawing, painting and printing - Uses the natural environment or townscapes as a stimulus
<p><u>ICT</u></p>	<p>Using film and photography, paint to create images.</p>	

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	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>Drawing</u>	<ul style="list-style-type: none"> - Representing objects with correct proportions - Observing how shape, colour and tone can be used to describe form. - Using observational drawings as opening studies for more developed work. - Using a sketchbook to record ideas. - Begin to show an awareness of objects having a third dimension and perspective. - Create textures and patterns with a wide range of drawing implements. - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and 	<ul style="list-style-type: none"> - Representing objects with correct proportions and line, tone and texture to represent objects in 3D. - Observing how shape, colour and tone can be used to describe form. - Using observational drawings as opening studies for more developed work. - Using a sketchbook to record and annotate ideas. - Have opportunities to develop further drawings featuring the third dimension and perspective. - Experiment with different grades of pencil and other implements to achieve variations in tone. - Discuss and review own and others work, expressing thoughts and feelings, and 	<ul style="list-style-type: none"> - Using line, tone and texture to represent objects in three dimensions. - Spend longer periods of time on more challenging activities, concentrating on particular views of objects. - Using drawing as part of the investigation process, recording ideas and experiences in sketchbooks. -Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. -Discuss and review own and others work, expressing 	<ul style="list-style-type: none"> - Depicting shadows and reflections using light and shade. - Combining different pressures and shading techniques. - Developing a personal style. - Choosing appropriate techniques to convey meaning, as part of on-going studies within sketchbooks. -Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. - Discuss and review own

	techniques, making links to own work.	identify modifications/ changes and see how they can be developed further, making links to own work.	thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
<u>Painting</u>	<ul style="list-style-type: none"> - Working in stages using different materials for particular effects. - Making some independent decisions about colour. - Beginning to identify complementary colours and warm and cool colours. 	<ul style="list-style-type: none"> - Working in stages using different materials for particular effects. - Making some independent decisions about colour. - Beginning to identify complementary colours and warm and cool colours. - Speaking about the emotinal impact of colours. 	<ul style="list-style-type: none"> - Developing painting skills as parts of work that include initial studies and investigation. - Controlling brushes and materials with confidence. - Adopting a systematic approach when mixing and applying colour. - Using a good vocabulary of art terms related to colour concepts such as opacity and transparency. 	<ul style="list-style-type: none"> - Including texture gained through paint mix or brush technique. - Showing well developed control is to achieve effects. - Mixing appropriate colours to create a suitable colour palette that conveys mood and atmosphere.
<u>3D work</u>	<ul style="list-style-type: none"> - Taking part in extended activities through different stages. - Working independently with a wide range of materials. - Requiring less support when selecting materials and tools. - Make a slip to join two pieces of clay. 		<ul style="list-style-type: none"> - Using a similar range of materials as at earlier levels but with an increased sensitivity and control. - Using more advanced materials like wire and plaster. - Use sketchbooks Plan a sculpture through drawing and other preparatory work. - - Use the sketch book to plan how to join parts of the 	<ul style="list-style-type: none"> - Choosing and applying the most appropriate techniques to give portraiture work a life-like quality. - Making models on a range of scales that communicate observations from the real or natural world. - Producing sculptures that are well-proportioned.

		sculpture.	- Use sketchbooks Plan a sculpture through drawing and other preparatory work. - Use the sketch book to plan how to join parts of the sculpture.
<u>Textiles</u>	<ul style="list-style-type: none"> - Developing more control over the making process. - Collecting materials and ideas for work and experiment with materials before using them. - Using more advanced printing and dyeing techniques, combining different processes. 	<ul style="list-style-type: none"> - Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch and back stitch), applique, embroidery, plaiting and finger knitting. - Displaying precision. - Combining a range of sewing/printing/dyeing/joining techniques to good effect. 	
<u>Printing</u>	<ul style="list-style-type: none"> - Approaching work in stages to use simple processes to make more complex designs. - Developing work from initial studies and investigations. - Understanding how printing differs from other art processes and how it is used in different cultures. 	<ul style="list-style-type: none"> - Using a number of colours built up in sequence. - Using precise repeating patterns by creating accurate printing blocks. - Choosing the appropriate materials on which to print to suit the purpose. - Using drawings and designs to bring fine detail into the work. - Combining printing techniques within one piece of work to create impact and effect. 	
<u>Collage</u>	<ul style="list-style-type: none"> - Using collage to explore wider themes. - Returning to work using a range of techniques to develop the final image. 	<ul style="list-style-type: none"> - Experimenting with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned) - Experimenting with ceramic mosaic techniques to produce a piece of art. - Choosing the most appropriate materials to fit the purpose. - Conveying a definite theme that is apparent to any viewer. 	

ICT

Using film and photography, graphics and video and photo-editing software