



## Subject: Art & Design

### RATIONALE FOR OUR ART AND DESIGN CURRICULUM AT WHITE MEADOWS:

For the pupils of White Meadows, art, craft and design embody some of the highest forms of human creativity. It is vital that each child is given the opportunity to break through the barriers imposed by their environment. This may mean exploring and developing their skills in a more creative area than in the more traditionally academic subjects. The children will be given opportunities to explore their creativity with artistic tools, materials or to explore the work of other artists.

In KS1 and Early Years the children are developing their fine motor skills through 'Dough Disco' and 'Squiggle While You Wiggle'. In Nursery the children express their feelings through making marks, and sometimes give meanings to the marks they make. This can be accessed in both the outdoor and indoor area. The children can make marks on paper, in rice, flour, paint. They can use tools such as pencils, pens, large brushes, small brushes, spray bottles etc. They can use a variety of materials to experiment with colour and texture and consequently express their own ideas. In Reception, the mark making should begin to advance so that children are beginning to draw with increasing complexity, such as representing a face with a circle and including details. At this age, children begin to colour mix and learn which primary colours mix to make a secondary colour. They begin to show emotions in their drawing and can talk about it. As well as this, the children are offered after school clubs in Early Years, KS1 and KS2 involving arts and crafts. They are given the opportunity to paint with large brushes and large pieces of paper, to chalk on the playground and to experiment mark making with different tools, i.e. with cotton buds, paint rollers and finger painting, manipulating playdough etc. The children relish the chance to use paint, chalk, pastels etc to create their own art work. As the children move through KS1 and into KS2, the children are working for a more sustained period, increasing level of detail and refining their skills to produce a more detailed piece of work. They are gathering skills learnt from mimicking other artists and experimenting with these techniques in their own work.

The pressures of modern life mean that children can be susceptible to mental health issues. The chance to work creatively and express themselves provides a valuable outlet for stress and anxiety. Through art, the children can learn that success is subjective and that different types of art are down to the taste of the individual. This will also allow them to evaluate their own work and that of their peers with increasing confidence and also to receive constructive criticism without the feeling of failure.

SEND - Art is a subject that is accessible to everyone allowing SEND children, EAL and gifted and talented to access the curriculum at their own level. Art is a skill that children can continue throughout their lives, taking it as an option at Secondary School, and either on a professional or personal level in adulthood.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils move through the school, they will be able to think critically and develop a more rigorous understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Skills are taught when they fit best with the main topics being taught - ie. Pattern in year 3 when the children are looking at the work of William Morris as part of their study of the Victorians.

Year Group	Knowledge (& great artists & creative works)	Skills *See non-negotiable focus expectations in green	Vocabulary	Club/Visit/Expert
Early Years Nursery	Express feelings and responses to art. This can be paintings, photographs, collage, sculpture, pottery, printing, drawings and sketches. Yellow - Age 0-2 Purple - Age 2 to 3 Turquoise - Age 3 to 4	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Painting Drawing Pencil Crayon Paint Chalk Clay Cardboard Paper Scissors Glue Paintbrush Colour Shape Line	Messy Monsters Club with Mrs Ruffle

		<ul style="list-style-type: none"> <li>• Explore colour and colour-mixing.</li> <li>• Show different emotions in their drawings - happiness, sadness, fear etc.</li> </ul>		
<p>Early Years Reception</p>	<p>Turquoise - Age 3 to 4 Green - Reception Age 4 to 5 Red - ELG ( End of Reception)</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Show different emotions in their drawings - happiness, sadness, fear etc.</li> <li>• Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources, and skills</li> </ul> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>		
<p>Year 1</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><b>Year 1 - (Autumn)</b> Guy Fawkes ICT ART Piet Mondrian Giuseppe Archimboldo Henri Matisse (Spring) Theodore Roosevelt Alex Scheffler</p> <p><b>Year 2 -</b> Jackson Pollock (Autumn) Rembrandt (Spring)</p>	<p><b>Exploring and developing ideas</b> Record and explore ideas from first hand observation, experience and imagination 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. E.g. Annotate sketchbook</p> <p><b>Evaluating and developing work</b> Identify what they might change in their current work or develop in their future work</p> <p><b>Drawing</b> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour</p> <p><b>Painting</b> Use a variety of tools and techniques including the use of different brush sizes and types. Work on different scales.</p> <p><b>Printing</b> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p> <p><b>Textiles/Collage</b> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p><b>3D Form</b> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay.</p>	<p>Colour mixing Pattern Printing Sculpture Ink Pastel Photography Fabric Straight Wavy</p>	

		<p>Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>		
<p><b>Year 2</b></p>		<p><b>Exploring and developing ideas</b> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p><b>Evaluating and developing work</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketches Identify what they might change in their current work or develop in their future work.</p> <p><b>Drawing</b> Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Painting</b> Mix a range of secondary colours, shades and tones. Work on a range of scales e.g. large brush on large paper etc.</p> <p><b>Printing</b> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p> <p><b>Textiles/Collage</b> Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p><b>3D Form</b> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p>Background Repeated pattern Primary colours Collage</p>	<p>RE/Art topic trip to All Saints Church, Wick - Stained glass windows follow up work</p>
<p><b>Year 3</b></p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Maasi Warrior Art (Autumn 1) William Morris (Autumn 2 - The Victorians)</p>	<p><b>Exploring and developing ideas</b> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 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 sketchbook.</p> <p><b>Drawing</b> Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>Painting</b> Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Printing</b> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.</p> <p><b>Textiles/Collage</b></p>	<p>Random pattern Warm colours Cool colours Sharp Ink Pastel Photography Fabric Smudged</p>	<p>Arts and crafts with Mrs Norris Butser Farm Year 3 are currently taking part in an Easter extravaganza art trail. They will be working with a local artist who will inspire them to create their own art work to be displayed in the local community.</p>

		<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.  Name the tools and materials they have used.  Develop skills in stitching. Cutting and joining.  Experiment with a range of media e.g. overlapping, layering etc.  <b>3D Form</b>  Join clay adequately and work reasonably independently.  Construct a simple clay base for extending and modelling other shapes.  Cut and join wood safely and effectively.  Make a simple papier mache object.  Plan, design and make models.</p>		
<p><b>Year 4</b></p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (throughout the year)</p> <p>Roman Mosaics (Spring term)  Andy Goldsworthy/Richard Shilling - (Summer 2)  Quentin Blake - (Summer 1)</p>	<p><b>Exploring and developing ideas</b>  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.  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.  <b>Drawing</b>  Alter and refine drawings and describe changes using art vocabulary.  Collect images and information independently in a sketchbook.  <b>Painting</b>  Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.  Show increasing independence and creativity with the painting process  <b>Printing</b>  Research, create and refine a print using a variety of techniques.  Select broadly the kinds of material to print with in order to get the effect they want  Resist printing including marbling, silkscreen and coldwater paste.  <b>Textiles/Collage</b>  Match the tool to the material.  Combine skills more readily.  Choose collage or textiles as a means of extending work already achieved.  Refine and alter ideas and explain choices using an art vocabulary.  Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.  Experiments with paste resist  <b>3D Form</b>  Make informed choices about the 3D technique chosen.  Show an understanding of shape, space and form.  Plan, design, make and adapt models.  Talk about their work understanding that it has been sculpted, modelled or constructed.  Use a variety of materials.</p>		<p>Arts and crafts with Mrs Norris</p> <p>Brighton Museum</p> <p>Just recently, a group of keen artists from Year 4 and Year 5 were selected to attend an art club at the Creative Heart community Hub in Littlehampton. They attended every Tuesday and were involved in creating artwork alongside talented artists. They did some clay work, some sculptures, some pastel drawings, autumn leaf printing. They updated their own art workbook each week and at the end of the club in December there was an exhibition of their work for the families and friends of the children to attend. Each child received their Discover Arts award certificate.</p>
<p><b>Year 5</b></p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Peter Thorpe Space Topic - Autumn 2</p>	<p><b>Exploring and developing ideas</b>  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.  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.  <b>Drawing</b>  Use a variety of source material for their work.</p>	<p>Foreground  Form  Tone  Texture  Charcoal</p>	<p>Mindfulness, Colouring and Craft with Mrs McCarthy</p> <p>Just recently, a group of keen artists from Year 4 and Year 5 were selected to attend an art club at the Creative Heart community Hub in Littlehampton. They attended every Tuesday and were involved in creating artwork alongside talented artists. They did some clay</p>

		<p>Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p> <p><b>Painting</b> Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p> <p><b>Printing</b> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay Colours</p> <p><b>Textiles/Collage</b> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.</p> <p><b>3D Form</b> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p>		<p>work, some sculptures, some pastel drawings, autumn leaf printing. They updated their own art workbook each week and at the end of the club in December there was an exhibition of their work for the families and friends of the children to attend. Each child received their Discover Arts award certificate.</p>
<p><b>Year 6</b></p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Andy Warhol Roy Litchenstien</p> <p>(Spring 1)</p>	<p><b>Exploring and developing ideas</b> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 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.</p> <p><b>Drawing</b> Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p><b>Painting</b> Create shades and tints using black and white. Show an awareness of how paintings are created (composition).</p> <p><b>Printing</b> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p> <p><b>Textiles/Collage</b> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p> <p><b>3D Form</b> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>		<p>Mindfulness, Colouring and Craft with Mrs McCarthy</p>
<p><b>KS3</b></p>	<p>The national curriculum for art and design</p>	<p>to use a range of techniques to record their observations in sketchbooks, journals and other media</p>	<p>Opaque</p>	

	<p>aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>□ produce creative work, exploring their ideas and recording their experiences</li> <li>□ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>□ evaluate and analyse creative works using the language of art, craft and design</li> <li>□ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	<p>as a basis for exploring their ideas</p> <p>to use a range of techniques and media, including painting</p> <p>to increase their proficiency in the handling of different materials</p> <p>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>Transparent</p> <p>Translucent</p> <p>Vibrant</p> <p>Monochrome</p> <p>Harmonious</p> <p>Clashing</p> <p>Contrast</p> <p>Complex</p> <p>Middle-ground</p> <p>Eye line</p> <p>Atmospheric</p> <p>Dignified</p> <p>Flamboyant</p> <p>Tranquil</p> <p>Derivative</p> <p>Representational</p> <p>Surreal</p> <p>Symbolic</p> <p>Artificial</p> <p>Palette knife</p> <p>Impasto</p> <p>Cross hatching</p> <p>Stippling</p> <p>Scumbling</p> <p>Installation</p> <p>Mixed media</p>	
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