



# Princefield First School

## Art and Design



		Early Years	Key Stage 1		Key Stage 2	
		Reception	Year 1	Year 2	Year 3	Year 4
Strand		<b>Represent their own ideas, thoughts and feelings through design and technology and art.</b>	<b>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b>		<b>To create sketch books to record their observations and use them to review and revisit ideas.</b>	
Create and communicate		<ul style="list-style-type: none"> <li>• Build confidence and enjoyment in the use of tools and materials in a lively and dynamic way</li> <li>• Foster willingness and eagerness to explore a variety of basic tools (including hands) and materials, and to enable the children to use them with confidence</li> <li>• Build up experience through seeing, touching and doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Annotate work in sketchbook.</li> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> </ul>		<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> </ul>	

Strand	Reception		Year 1	Year 2	Year 3	Year 4
	<b>Safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</b>		<b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b>		<b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</b>	
Using techniques to create effect.	Drawing	<ul style="list-style-type: none"> <li>• Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes.</li> <li>• Explore big movements with the whole body while drawing.</li> <li>• Experiment with a variety of tools to draw lines e.g. pens, pencils, wax crayons, markers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make spontaneously expressive marks using lines and curves.</li> <li>• Use drawing to represent objects seen, remembered or imagined</li> <li>• Draw to explore shape and space.</li> <li>• Draw to explore pattern.</li> <li>• Use thick/thin, fast/slow in their work and in talking about their work.</li> <li>• Exploring tone using different grades of pencil.</li> <li>• Represent texture using a variety of different marks.</li> <li>• Work out ideas through drawing.</li> <li>• Use drawing to express personal interest and feelings.</li> </ul>		<ul style="list-style-type: none"> <li>• Exploring line and tonal shading using a range of different media [<i>e.g. pencil, felt tips, pastel and chalks</i>].</li> <li>• Talk about different types of mark, and the ways they are created.</li> <li>• Draw familiar objects from different viewpoints.</li> <li>• Confidently use a variety of pencils and a range of different media [<i>e.g. pastels, chalks, felt tips, watercolour pencils</i>] to explore line, tone and texture.</li> <li>• Create a story board.</li> <li>• Compare drawings for different purposes e.g. <i>Cartoons advertisements</i> etc.</li> <li>• Use drawing as a means of designing.</li> </ul>	

	<p>Painting</p>	<ul style="list-style-type: none"> <li>• Explore making marks on a variety of papers</li> <li>• Use a variety of tools to spread paint - straws, matchsticks as well as brushes.</li> <li>• Explore painting using big movements onto big surfaces.</li> <li>• Use 'hot' and 'cold' colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Name primary and secondary colours.</li> <li>• Use primary colours to mix secondary colours.</li> <li>• Hold a brush correctly and clean it before changing colours.</li> <li>• Use a brush to create texture by dabbing etc.</li> <li>• Use colour to express mood.</li> <li>• Develop an understanding of what primary and secondary colours are.</li> <li>• Add different materials to paint to produce different textural effects <i>e.g. sand</i>.</li> <li>• Mix powder paints to create different thicknesses of paint.</li> <li>• Use a limited palette.</li> <li>• Mix black and white with other colours to make different tones. (Light---Dark).</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colours to match an example e.g. skin tone.</li> <li>• Identify warm and cool colours.</li> <li>• Explore blending and washing using watercolours.</li> <li>• Use what they have learnt in an imaginative composition.</li> <li>• Use different types of brushes for specific purposes.</li> <li>• Choose from a range of brush sizes and use appropriately.</li> <li>• Confidently mix colours to make a range of tones.</li> <li>• Use black/white to make a deeper/lighter shade/tint of one colour.</li> <li>• Give reasons why a colour is liked or disliked.</li> <li>• Recognise and use neutral colours [black, white and grey].</li> <li>• Identify and work with 'earthy' colours.</li> </ul>
	<p>Printing</p>	<ul style="list-style-type: none"> <li>• Explore printmaking using different parts of the body e.g. fingers, hands, feet.</li> <li>• Explore simple repeat patterns using found objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with found and natural objects to make a print.</li> <li>• Explore light and dark images <i>e.g. white paint onto black paper</i>.</li> <li>• Make rubbings e.g. leaves.</li> <li>• Use print to explore pattern.</li> <li>• Use stencils.</li> <li>• Explore mono-printing.</li> <li>• Use appropriate ICT software to create simple repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and print with impressed designs on plasticene, clay and polystyrene press print tiles.</li> <li>• Use rollers with printing inks.</li> <li>• Recognise what makes a good print.</li> <li>• Develop a design from a drawing.</li> <li>• Make a 2 colour press-print.</li> <li>• Experiment with overlapping and over printing, contrasting shapes and colours.</li> </ul>

	Collage	<ul style="list-style-type: none"> <li>• Handle different materials from class 'bit box'.</li> <li>• Sort materials according to specific qualities e.g. <i>warm, cold, soft, shiny etc.</i></li> <li>• Cut and stick a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort materials according to specific qualities e.g. <i>warm, cold, soft, shiny etc.</i></li> <li>• Cut and stick a variety of materials.</li> <li>• Cut wide and narrow paper strips.</li> <li>• Explore horizontal and vertical strips.</li> <li>• Overlap and overlay materials.</li> <li>• Describe contrasts in texture and colour.</li> <li>• Use the natural environment or townscape as a stimulus.</li> <li>• Explore families of shapes and arrangements in a variety of manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors to cut complex shapes.</li> <li>• Explore cutting skills through paper collage, low relief, fabric collage etc.</li> <li>• Apply glue accurately.</li> <li>• Use IT to explore collage e.g. <i>cut and paste.</i></li> <li>• Embellish using stitching and appliqué techniques.</li> <li>• Make patterns with interlocking shapes.</li> <li>• Explore positive and negative shapes e.g. <i>making a symmetrical counterchange on both horizontal and vertical axes.</i></li> <li>• Plan and work from a plan to produce a collage.</li> </ul>
	3D	<ul style="list-style-type: none"> <li>• Explore a variety of malleable materials e.g. <i>clay, play dough, plasticine, cooking dough.</i></li> <li>• Explore a variety of 3D materials e.g. <i>straws, sticks, leaves etc.</i></li> <li>• Construct towers, bridges, tunnels using building blocks and cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a variety of malleable materials e.g. <i>clay, playdough, plasticine, cooking dough.</i></li> <li>• Explore a variety of 3D materials e.g. <i>straws, sticks, leaves etc.</i></li> <li>• Construct towers, bridges, tunnels using building blocks and cardboard boxes.</li> <li>• Use clay to make representations of faces and figures.</li> <li>• Explore junk modelling.</li> <li>• Recreate 2D images in a 3D piece.</li> <li>• Show an awareness of texture, form and shape in creating a 3D form.</li> <li>• Build 3D shapes using thick card.</li> <li>• Build hand pots using clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore clay slabbing and coiling.</li> <li>• Build structures using rolled or scrunched up newspaper and masking/parcel tape.</li> <li>• Use papier-mâché</li> <li>• Build structures using rolled or scrunched up newspaper and masking/parcel tape.</li> <li>• Use papier-mâché.</li> <li>• Build structures with white straws.</li> </ul>

textiles	<ul style="list-style-type: none"> <li>• Use graphic materials e.g. <i>oil pastels, pens etc</i> to make marks and drawings onto fabric.</li> <li>• Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphic materials e.g. <i>oil pastels, pens etc</i> to make marks and drawings onto fabric.</li> <li>• Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc.</li> <li>• Cut and glue fabric pieces.</li> <li>• Simple weaving using strong wool and stiff card loom.</li> <li>• Paper weaving using one or two colours.</li> <li>• Print onto fabric.</li> <li>• Use simple stitching using long needles to make straight stitches.</li> </ul>	<ul style="list-style-type: none"> <li>• Use contrasting colours in stitching and weaving.</li> <li>• Dye fabrics using tie dye, batik etc.</li> <li>• Show awareness of natural environment though colour matching.</li> <li>• Use plaiting, pinning, stitching and sewing techniques.</li> <li>• Design tie-dyes, batik and prints for a specific purpose.</li> <li>• Embellish using stitching and applique techniques.</li> </ul>
Digital	<ul style="list-style-type: none"> <li>• Use a simple graphics package to create images.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore idea using digital sources i.e. internet, CD-Roms.</li> <li>• Record visual information using digital cameras, video recorders.</li> <li>• Use a simple graphics programme to create images and effects with:</li> <li>• Lines by changing the size of brushes in response to ideas;</li> <li>• Shapes using eraser, shape</li> <li>• and fill tools;</li> <li>• Colours and texture using simple filters to manipulate and create images.</li> <li>• Use basic selection of cropping tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore idea using digital sources i.e. internet, CD-Roms.</li> <li>• Record visual information using digital cameras, video recorders.</li> <li>• Use a simple graphics programme to create images and effects with:</li> <li>• Lines by changing the size of brushes in response to ideas;</li> <li>• Shapes using eraser, shape and fill tools;</li> <li>• Colours and texture using simple filters to manipulate and create images.</li> <li>• Use basic selection of cropping tools.</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4
	<b>Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes.</b>	<b>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b>		<b>To know about great artists, architects and designers in history.</b>	
Appreciate artists who inspire and influence us.	<ul style="list-style-type: none"> <li>• Introduction to a range of art and design forms, including from other cultures.</li> <li>• Encourage discussion around likes/dislikes and personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• Encourage discussion around likes/dislikes &amp; personal responses.</li> <li>• Visits, excursions around the neighbourhood and further afield.</li> <li>• Artists, designers and craftsmen in school.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Museums and galleries visit.</li> <li>• Artists, designers and craftsmen in school.</li> <li>• Looking at functional design.</li> <li>• Discussing the ways in which things were made- colour, form and techniques.</li> </ul>	