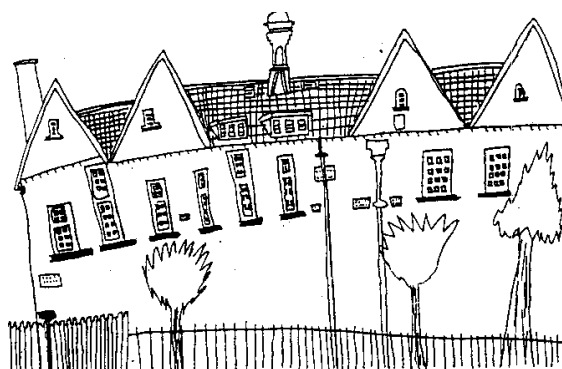


Art and Design at Letchmore Infants' and Nursery School



Subject Intent Statement

At Letchmore Infants' and Nursery we believe our 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.

We aim to ensure that all pupils receive high quality teaching through a varied and well covered curriculum. As pupils progress, they should be able to think more critically and develop their own understanding of art and design, giving them the opportunities to appreciate art around us and the wider environment.

Our vision is that pupils should know how art and design contributes to the culture and creativity of our world. We always encourage and support them to achieve their best in art and craft and celebrate these achievements through discussion and display in our school.

Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure all pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all pupils can access all aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

Implementation

Teaching will be based upon six skill areas and within these areas an age appropriate focus will be placed on colour, pattern, texture, line, tone, shape and form. The six skill areas in art are:

- Drawing
- Painting
- Printmaking
- Texture
- 3D form
- Pattern

The skill areas will be taught individually and through a multi-skilled approach using appropriate guidance. Within these skill areas work from artists will be used when and where appropriate to illustrate different techniques and approaches.

It is intended that all classes should work within these six areas in order to undertake a balanced programme of art and design, which clearly builds on previous experience and takes account of earlier achievement.

Each year group incorporates these within their planning and take a cross-curricular approach. Resources are available for children to further develop these skills within the enhanced curriculum / CIL.

Topics across Letchmore				
	Nursery	Reception	Year One	Year Two
Autumn 1	All about me	Changes/ Dinosaurs	This is me	Our amazing world
Autumn 2	Nursery Rhymes	Celebrations	This is me (Circus)	Our amazing world
Spring 1	People who help us	Super Me, Super You	A Trip around the World	Our amazing Solar system
Spring 2	New Life	Jump into a book	A trip around The world	Our amazing solar system
Summer 1	Growing	Let's Explore	Dinosaur detectives	Our amazing country
Summer 2	Pirates	Let's Explore	On our doorstep	Our amazing country

Sticky Knowledge - What do we mean?

Sticky knowledge is effectively knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory. We could divide sticky knowledge into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum. For the assessment objectives outlined below we are referring to the latter.

In Early years assessment is recorded and monitored through progression against the Early learning goals in early years foundation stage.

Nursery	Reception
• Draw a face using a circle and add details. • Use a variety of tools to draw and experiment with line and shape. • I can talk about the differences between colours and name them. • Explore colour mixing. • Explore different materials and textures and be able to join them.	• Can draw people adding details such as head, body, hands , eyes. • Explore colour mixing techniques and match them to the colours they see around them. • Explore, use and refine a variety of artistic effects to express their ideas. • Use different techniques for joining materials. • Use a range of materials to construct with, discuss and refine their ideas. • Can respond to the work of a range of artists and talk about how they make us feel.

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Using materials
- Drawing
- Use colour, pattern, texture, line, shape, form and space
- A study of a range of artists

	Using Materials	Drawing	Colour, pattern, texture, line, form space & shape	Range Of Artists
	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Develop a range of art techniques in using colour, pattern, texture, line, shape, form and space.	Study a range of artists, craft makers and designers.
Year 1	- I know how to cut, roll and coil materials. - I can use IT to create a picture	- I know how to show how people feel in drawings and paintings. - I can use pencils to create lines of different thickness in my drawings.	- I know how to create moods in my artwork. - I can name primary and secondary colours. - I can create a repeating pattern in print.	- I can describe what I see and give my own opinion about the work of an artist. - I can ask questions about a piece of art.
Year 2	- I can create a piece of art by pressing, rolling, rubbing & stamping. - I can make a clay pot and can use my fingers to join. - I can use different effects when using an IT art package,	- I can choose & use different grades of pencil when drawing. - I can use pencils and pastels in my artwork. - I can use a viewfinder to focus on a specific part of an object whilst drawing it.	- I can mix paint to make secondary colours. - I can create brown with paint. - I know how to add white to create tints. - I can create tones with paint by adding black.	- I can suggest how artists have used colour, pattern and shape. - I can create a piece of art in response to the work of other artists.

Progression of **suggested** skills in art and design for EYFS, KS1 and KS2.

Drawing (ongoing) : pencil, wax, chalk, ink, brushes

EYFS	Year 1	Year 2
Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these on different surfaces and coloured paper. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?)	Extend the variety of drawings tools to include charcoal and felt tips. Explore different textures and experiment with mark - building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man- made world. Explore the work of a range of artists, craft makers and designers and making links to their own work.	Continue as Year 1 to experiment with tools and surfaces. Continue to draw a way of recording experiences and feelings. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Sketch to make quick records of something. Use sketchbook to plan and develop simple ideas. Work out ideas through drawing Explore the work of a range of artists, craft makers and designers and making links to their own work.

Painting : paint, inks, pastels, dyes and tools to apply colour (brushes, sponges, straws etc.)

EYFS	Year 1	Year 2
Experiencing and using primary colours predominantly - to ensure they know their names. Allow for experimentation of mixing, mix and match colours to different objects/artefacts. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers. Look and talk about what they have produced, describing simple techniques and media used.	Ensure they know the names of all the colours. Continues to explore applying colour with a range of tools for enjoyment, different brush sizes and tools. Begin to introduce mixing of colours to make new colours. Explore lightening and darkening paint without the use of black and white. Find collections of colour - different sorts of green, blue, purple etc. Use language to evaluate - light/dark. Start to record simple media explorations in a sketch book. Look at and talk about own work and that of other artists and the techniques they have used.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. Begin to describe colours by objects - 'raspberry pink, sunshine yellow' Make as many tones of one colour as possible using primary colours and white. Darken colours without using black. Mix colours to match those of the natural world - colours that might have a less defined name 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. Discuss own work and others work, expressing thoughts and feelings.

Printmaking : fingers, hands, vegetables, card, wood, string, lino, clay etc.

EYFS	Year 1	Year 2
Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours. Look and talk about what they have produced, describing simple techniques and media used.	Explore printing simple pictures with a range of hard and soft materials. Create patterns and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc. Use equipment and media correctly, to produce clean image. Use appropriate language to describe tools, process, etc. Explore the work of a range of artists, craft makers and designers and making links to their own work. Look and talk about what they have produced, describing simple techniques and media used.	Continue to explore printing simple pictures with a range of hard and soft materials. Create order, symmetry, and irregularity. Extends repeating patterns - overlapping, using two contrasting colours. Still prints with a growing range of objects, including manmade and natural printing tools. Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc Explore the work of a range of artists, craft makers and designers and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.

Texture : collage, weaving, threads, fabrics, wood, clay.

EYFS	Year 1	Year 2
Handling, manipulating and enjoying using materials. Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving - buttons, twigs, dried flowers. Explore colour in weaving. Build on skills of using various materials to make collages - using some smaller items. Use texture to provide information - e.g. manmade/natural materials, a 'journey' of where they have been etc. Discuss how textiles create things - curtains, clothing, decoration	Build on experiences in Year 1 Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch. Use various collage materials to make a specific picture. Use sketchbook to develop simple ideas. Gain experience in applying colour e.g. dipping, fabric crayons. Create own dyes e.g. onion skins, tea.

3D Form: rigid and malleable materials.

EYFS	Year 1	Year 2
Handling, feeling, manipulating materials. Constructing and building from simple objects. Pulls apart and reconstructs. Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc	Use both hands and tools to build. Construct to represent personal ideas. Use materials to make known objects for a purpose, i.e puppet. Cut shapes using scissors. Carve into media using tools. Pinch and roll coils and slabs using a modeling media. Make simple joins by manipulating modelling material or pasting carefully. Discussion of weight and texture.	Awareness of natural and man- made forms and environments. Expression of personal experiences and ideas in work. Also able to shape and form from direct observation. Use a range of decorative techniques: applied, impressed, painted, etc. Use a range of tools for shaping, mark making, etc. Construct from found junk materials. Replicate patterns and textures in a 3-D form. Begin to make simple thoughts about own work and that of other sculptors.

Pattern: painted, printed, dyed, rubbed, embossed etc.

EYFS	Year 1	Year 2
Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns Make irregular painting patterns based on real life - i.e. printing the skin of a tiger/zebra/cheetah Simple symmetry - folding painted butterflies.	Awareness and discussion of patterns around them - pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design. Experiment in sketchbooks. Link to Maths.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Discuss regular and irregular - what does it mean? Use sketchbooks to design own repeated pattern.

Assessment

We assess Art & Design through:

- Observational assessment during lessons - teachers note pupils' skills, creativity, and problem-solving
- In the moment assessments alongside a child as they undertake their learning
- Photographic evidence of pupils' work and the making process
- Pupil self-evaluation - children reflect on their designs and identify what worked well
- Termly summative assessments against key skills and knowledge