

Tonacliffe Primary School Art and Design

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|  | EYFS | KS1 | LKS2 | UKS2 |
| Theory | Children to reflect on and talk about their  learning through using photographs and learning  journeys.  Share in children’s pride about their  achievements and their enjoyment of special  memories.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills | Know the name of the artist that has made the work.Know when and where the art was made.Identify colour, texture, patterns, lines and shapesExplain their opinion of art and why they think thatExplain how art makes them feel and why it makes them feel that way e.g the colours, shapes. | Know the name of the artist and their intended meaning Know when and where the art was made. Discuss in further meaning what does this mean for the art workReproduce sections of the art work closely to learn the artist techniquesIdentify colour, texture, patterns, lines and shapes in art and discuss hidden objects that might infer different things about the art work | Describe the subject matter about the work. Identify historical and social facts about the art work. Investigate techniques used by the artist and apply to own art work  Produce opinion about art work incudling why the artist has used different colour, texture, patterns, lines and shapes.  Analyse the artist use of different skills. How do these elements combine to use different artist affects. |
| Drawing | Draw with increasing complexity and detail, such as representing a face with a circle and including detailsUse drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.Explore colour and colour mixing.Show different emotions in their drawings – happiness, sadness, fear etc.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | To use a range of materials to drawTo draw using their experiences and imaginationTo use colour, pattern, texture, line, shape, form and spaceMake drawings through observationsReflect on their drawings | Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings.  Create light and dark images using shading | Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Combine drawing with making  Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. |
| Painting | Explore colour and colour mixing.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | Make prints using primary colours and textured objectsPaint with out a fixed imageExplore colour mixingCreate an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. | Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Use close observation and try different hues and tones to capture 3d form in 2 dimensions  Explore painting on different surfaces, e.g. fabric, and combine paint with 3d making | Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.  Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.  Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. |
| Sculpting | Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | Use a combination of two or more materials to make sculpture.Use construction methods to build.Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. | Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric.Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.To combine modelling with construction using mixed media and painting to create sculpture. | Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”  Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.  Use a variety of materials to design (through making) and construct a scaled piece of furniture.  Combine making with drawing skills to create using cut and constructed lines, shapes and forms from a variety of materials.  Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention |