

ART POLICY

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P R E F A C E

“Art is an intellectual and emotional recording of an attitude or experience presented in a personal manner”.

James A. Schinnder

“Art to the child is more than a matter of painting pictures or making objects. It is a means by which he/she expresses his/her individuality and communicates his/her ideas about him/herself about his/her world”.

Jane Cooper Bland

“Since every child is born with the power to create that power should be released early and developed wisely. It may become the key to joy and wisdom and possibly self realisation. Whether the child becomes an artist is immaterial”.

Florence Case

Matisse on children’s art:

“We must see all of life as if we were children”.

Art

“Pupils should be encouraged through research, investigation and experimentation to explore all aspects of society and their place within it. Contextual studies should allow pupils to understand cultural differences and the diversity of belief. Individuality and personal response should be valued within the department and pupils should be encouraged to discuss and present, through their work, opinions, values, beliefs and experiences.”

Croner 182 CCH

INTRODUCTION

THIS POLICY AND SCHEME OF WORK IS DESIGNATED TO BE A WORKING DOCUMENT OFFERING GUIDANCE TO TEACHERS WHEN PLANNING ART, CRAFT AND DESIGNING ACTIVITIES.

The aim of this scheme of work for ART is:

To ensure the progression and continuity of each child's knowledge and understanding of art, craft and design to enable them to develop their ability to work with visual elements and use skills and processes to make their own creative art, craft and design.

This scheme is to ensure progressive coverage of the National Curriculum (NC) programmes of study (POS) for Art. To ensure the breadth and depth of coverage to achieve the requirements of each attainment target (AT1 "**Investigating and Making**," AT2 "**Knowledge and Understanding**") each unit of work planned for each half term covers elements of various attainment targets. At its core the scheme is developed through the progressive teaching of art skills and visual elements coupled with the knowledge and understanding of the work of artists, designers and craft workers. Each unit of work has a focus although due to the broad and diverse nature of this subject the children will bring to it different knowledge, abilities and creative experiences. This should be seized upon and exploited and other aspects of art should be taught alongside the set objectives for each unit of work. Within each unit of work there is an art skill focus and a visual element focus.

Although the objectives and focuses must be followed to ensure the breadth and depth of coverage of the NC and the progression and continuity of learning, as the nature of art, craft and design is so broad and because the creative experiences each child brings to the subject are so diverse it is impossible and inappropriate to write a prescriptive system for learning that will mechanically work for all children. The suggested activities within each unit of work are, therefore, to prompt ideas and are not designed to be tablets of stone that would only serve to stifle the professional integrity of the teacher and the creativity of the individual child. The planning although essential should not necessarily lead to predictable outcomes. Art should include an element of surprise that enable us to share the joys that simply happen. All planning needs to be flexible enough to encourage the unexpected and enable changes to take place when necessary.

Art is often considered by children to be a fun subject. This must be kept in mind when teaching the subject as interest and humour are important characteristics of creativity.

FLEXIBILITY CONSULTATION THE CELEBRATION OF CHILDREN'S WORK

are the dominant factors that should be taken into account to ensure sensitivity when planning units of work to maximise the children's creative potential.

Enjoy it!

P A R T 1

PROGRAMMES OF STUDY AND ATTAINMENT TARGETS

Headlands Primary School follows the National Curriculum Programmes of Study/Attainment targets for Art and Design.

Key Stages 1 and 2 follow the QCA Schemes of Work for Art and Design. It is to be used as a flexible framework. Original ideas and “mouldings” of the units to suit pupils and topics is acceptable and encouraged. Progression of learning objectives, development of skills and diversity of experience should be evident in the children’s work.

Foundation Stage use the Creative Development guide lines in the Foundation Stage Profile. This provides opportunity for creative expression and skills development throughout the 2 year stage. Headlands’ previous Scheme of Work is to be kept for Nursery and Reception as an idea bank.

Headlands Primary School - Units of Work - Nursery

| Nursery | Autumn First 'Colour' | Autumn Second 'Me And My House' | Spring First 'Weather' | Spring Second 'Animal Fair' | Summer First 'Once Upon A Time' | Summer Second 'Transport' |
|--|--|--|---|---|--|--|
| PSE | Settling In/Building Relationships (A,B,C) | Me & My Family (F) | Self Care/Dressing Appropriately (E) | Care For Living Things & Environment (D) | Discuss Consequences (D) | Road Safety (D) |
| Communication Literacy & Language | Communicating Needs Participation (A) | Talk About Self & Family (A) Write Name (E) | Talk About Today's Weather (A,B) | Sharing With Groups Building & Extending Vocabulary (A) | Share Books Together (D) | Ascribe Meaning To Marks (E) Draw Lines/Circles (E,F) |
| Maths | Number Rhymes Counting (A) | Patterns We See (C) | Number Problems (B) | Big/Little (C) | Number In Play (A) | Match/Sort Vehicles (C) |
| Knowledge & Understanding | Introduce Tools/Computer (C,D) | Name Family & Friends (F,E)) | Observations Of Weather (A) | Puppet (B,C)) | Past/Present (D,E) | Interest In Local Area (Roads) (E,F)) |
| Physical | Personal Hygiene (D) | Making Cards/Decorations (E,F)) | Moving In A Range Of Ways (A) | Move In Range Of Ways (A) | Push/Pull (D,E) | Following Pathways (Maps) (B,C)) |
| Creative | Exploring Colours (A) | Draw/Paint Self (D) | Create Sounds/Movement In Response To Weather (B) | Imaginative Play (C) | Music/Use Narrative In Play (B) | Make Constructions – Large & Small (A) |

Headlands Primary School - Units of Work - Reception

| Reception | Autumn First 'Rhymes' | Autumn Second 'Festivals' | Spring First 'The Bear Hunt' | Spring Second 'Families' | Summer First 'Where We Live' | Summer Second 'The Supermarket' |
|--|---|---|--|-------------------------------------|--|--|
| PSE | Settling In/Building Relationships (A,B,C) | Respecting Each Other & Our Differences (F) | Self Care (Dress/Undress) (E) | Living Harmoniously (C,F) | Road Safety (D,E) | Behaviour In Community (D) |
| Communication Literacy & Language | Active Listener (A) Participating/Contribution Writing Name (E) | Oral/Written Accounts (A,B,E) | Rhythm (A) Alliteration & Rhyme (C) | Discuss Self/Family (A) | Spelling Retrieving Information (A,D,F) | Recount Events (A,E) |
| Maths | Number Rhymes (A) | Pattern Making (C) | Weight (C) | Number Problems (B) | Order Houses (A) Shapes & Sizes (C) | Capacity Money (C) |
| Knowledge & Understanding | Using Tools Safely (B,C) | Culture & Belief (A,F) | Using ICT (C,D) | Past & Present (D,E) | Local Area (E,F) | Making Packages (B,C) |
| Physical | Hygiene & Self Care (C,D) | Making Cards & Decorations (F) | Move Through A Route/Path (A) | Construction (Homes) (D,F) | Local Routes (A,B,C) | Team Games With Equipment (D,E) |
| Creative | Imaginative Play (C) | Working With 2D & 3D Materials (A) | Narrative In Play (B) Music/Sound (C) | Family/Self Portraits (D) | Sound In Environment (B) | Role Play Based On First Hand Experience (C) |

Headlands Primary School - Units of Work - Year Group 1

| Year 1 | Autumn First 'All About Me' | Autumn Second 'The Toy Box' | Spring First 'Moving Things' | Spring Second 'Homes From Long Ago' | Summer First 'Barnaby In The Garden' | Summer Second 'Safety First' |
|--------------------------------|--|--|---|--|--|---|
| Science | Ourselves (1A) | Light & Dark (1D) | Push & Pull (1E) | Sorting & Using Materials (1C) | Growing Plants (1B) | Sound & Hearing (1F) |
| ICT | Understanding Instructions & Making Things Happen (1F) | Extending Control (2D) | Representing Information Graphically (1E) | Labelling & Classification (1D) | Using A Word Bank (1B) | The Information Around Us (1C) |
| RE | Family In Judaism | | Books in Christianity | | Places In Christianity | |
| History | ----- | How Are Our Toys Different? (1) | Homes Long Ago | | ----- | ----- |
| Geography | Around Our School | ----- | ----- | ----- | Where In The World Is Barnaby Bear? (5) | Safe Local Environment (2) |
| PE | Please see additional sheets. | | | | | |
| DT | ----- | Eat More Fruit & Veg (1C) | Moving Pictures (1A) | ----- | ----- | Playgrounds (1B) |
| Music Unit 1 Ongoing | Sounds Interesting (2) (Exploring Sounds) | | The Long And Short Of It (3) (Exploring Duration) | | Feel The Pulse and Rhythm (4) (Exploring Pulse & Rhythm) | |
| Art | Self Portraits (1A) | ----- | ----- | Investigating Materials (1B) | What Is Sculpture? (1C) | ----- |
| PSHE/Cit | Health | Relationships | Responsibility | Citizenship | | Health |

Headlands Primary School - Units of Work - Year Group 2

| Year 2 | Autumn First 'Project MM' | Autumn Second 'Healthy or Not?' | Spring First 'Puppet Show' | Spring Second 'The Great Fire' | Summer First 'A Walk In The Park' | Summer Second 'The Lighthouse Keeper' |
|------------------|--------------------------------------|--|---|---|--|--|
| Science | Forces & Movement (2E) | Health & Growth (2A) | Grouping & Changing Materials (2D) | Variation (2C) | Local Plants & Animals (2B) | Using Electricity (2F) |
| ICT | Writing Stories (2A) | Creating PICTures (2B) | Routes Controlling A Floor Turtle (2D) | Questions & Answers (2E) | Introduction To Recording (1C) | Using Electrical Equipment |
| RE | People In Christianity | | Jewish Torah | | Friends & Neighbours | |
| History | ----- | Florence Nightingale (4) | ----- | Great Fire (5) | ----- | Holidays Long Ago (3) |
| Geography | An Island Home (3) | ----- | Where is Barnaby Bear (5) | ----- | To The Seaside (4) | ----- |
| PE | Please see additional sheets. | | | | | |
| DT | Vehicles (2A) | ----- | Puppets (2B) | ----- | ----- | Winding Up (2C) |
| Music | Taking Off (5) (Exploring Pitch) | | What's The Score? (6) Exploring Instruments & Symbols | | Rain Rain Go Away (7) Exploring Timbre, Tempo and Dynamics | |
| Art | ----- | Picture This (2A) | ----- | Can Buildings Speak? (2C) | Mother Nature (2B) | ----- |
| PSHE/Cit | Citizenship | Health | Responsibilities | Relationships | Citizenship | Responsibilities |

| Headlands Primary School - Units of Work - Year Group 3 | | | | | | |
|--|---|--|---|---|---|--|
| Year 3 | Autumn First 'Dig For Gold' | Autumn Second 'Time Detectives' | Spring First 'Munch Munch' | Spring Second 'Magic Roundabout' | Summer First 'Mission Moon' | Summer Second 'Secret Garden' |
| Science | Rocks & Soils (3D) | Characteristics of Materials (3C) | Teeth & Eating (3A) | Magnets & Springs (3E) | Light & Shadows (3F) | Helping Plants Grow (3B) |
| ICT | Databases (3C) | | Exploring Simulations (3D) | Email (3E) | Combining Text & Graphics (3A) | Manipulating Sounds (3B) |
| RE | Christian Year – Feast and Festivals | | | | Islamic Life – The Family | |
| History | ----- | History of Headlands (18) | | ----- | Viking Case Study (6C) | |
| Geography | Investigating Our Local Area (6) | ----- | ----- | Weather Around The World (7) | ----- | ----- |
| PE | Please see additional sheets. | | | | | |
| DT | ----- | Packaging (3A) | Sandwich Snacks (3B) | ----- | Moving Monsters (3C) | ----- |
| Music Unit 8 Ongoing | Animal Magic – Exploring Descriptive Sounds (9) | | Play It Again. Exploring Rhythmic Patterns (10) | | The Class Orchestra Exploring Arrangements (11) | |
| Art | Can We Change Places? (3C) | ----- | ----- | Portraying Relationships (3A) | ----- | Investigating Pattern (3B) |
| PSHE/Cit | Responsibility | Citizenship | | Relationships | Health | Citizenship |

| Headlands Primary School - Units of Work - Year Group 4 | | | | | | |
|--|--|--|---|--|---|--|
| Year 4 | Autumn First 'A Land Far Away' | Autumn Second 'The House That Jack Built' | Spring First 'Acropolis Now' | Spring Second 'Into The Jungle' | Summer First 'A Disappearing Act' | Summer Second 'Let's Wrap Up' |
| Science | Moving & Growing (4A) | Circuits & Conductors (4F) | Friction (4e) | Habitats (4B) | Solids & Liquids (4D) | Keeping Warm (4c) |
| ICT | Collecting and Presenting Information (4D) | Developing Images (4B) | Internet Searches (4F) | Branching Databases (4C) | Modelling Effects On Screen (4E) | Writing For Different Audiences (4A) |
| RE | The Qur'an | | Jesus (3C) | | Christianity In Action (5D) | |
| History | ----- | ----- | Who Were The Ancient Greeks? (14) | Greek Influences Today (15) | What Was It Like For Children In The Second World War | ----- |
| Geography | A Village In India (10) | What's In The News? | ----- | ----- | ----- | Improving The Environment |
| PE | Please see additional sheets. | | | | | |
| DT | ----- | Lighting It Up (4E) | Storybooks (4B) | ----- | ----- | Money Containers (4A) |
| Music | Dragon Scales (12) Exploring Pentatonic Scale | | Painting With Sound (13) Exploring Sound & Colours | | Salt, Pepper, Vinegar, Mustard Exploring Singing Games | |
| Art | Journeys (4C) | ----- | ----- | Mask Making (4B) | Viewpoints (4A) | ----- |
| PSHE/Cit | Responsibilities | Health | Citizenship | Health | Citizenship | Relationships |

| Headlands Primary School - Units of Work - Year Group 5 | | | | | | |
|---|--|---|--|--|--|---------------------------------|
| Year 5 | Autumn First 'Mind, Body and Soul' | Autumn Second 'Sounds Interesting' | Spring First 'Earth and Beyond' | Spring Second 'On The Boil' | Summer First 'Ships Ahoy!' | Summer Second 'To The Beach' |
| Science | Keeping Healthy (5A) | Changing Sounds (5F) | Earth, Sun & Moon (5E) How We See Things (6F) | Changing State (5D) | Life Cycles (5B) | Gases Around Us (5C) |
| ICT | Graphical Modelling (5A) | Introduction Of Spreadsheets (5D) | Analysing Data And Asking Questions (5B) | Monitoring Environment (5F) | Controlling Devices (5E) | Databases (5C) |
| RE | Worship In Christianity | | | Hinduism | | |
| History | ----- | What Was It Like For Children Living In Victorian Britain? (11) | ----- | Why Did Henry Marry Six Times? (7) | Effects Of Tudor Explorations (19) | ----- |
| Geography | Should The High Street Be Closed To Traffic? (12) | ----- | Contrasting UK Locality Llandudno (13) | ----- | ----- | Investigating Coasts (23) |
| PE Games | Net Court Games Volleyball | Invasion & Target Games Ball Handling | Invasion Games,Controlling With Stick & Feet | Striking Games Cricket and Rounders | ----- | ----- |
| Dance Gymnastics | Pathways | Receiving Body Weight | Bridges | Functional Use Of Limbs | ----- | ----- |
| DT | Bread (5B) | Musical Instruments (5A) | ----- | ----- | Moving Toys (5C) | ----- |
| Music Unit 15 Ongoing | Cyclic Patterns (16) Exploring Rhythm And Pulse | | Roundabouts (17) Exploring Rounds | | Journey Into Space (18) Exploring Sound and Sources | |
| Art | ----- | ----- | Talking Textiles (5C) | Containers (5B) | ----- | Objects And Meanings (5A) |
| PSHE/Cit | Health | Citizenship | Responsibility | Citizenship | Health | Responsibilities |

| Headlands Primary School - Units of Work - Year Group 6 | | | | | | |
|---|---|--|---|--|--|-----------------------------------|
| Year 6 | Autumn First 'Mummified' | Autumn Second 'Here Today, Gone Tomorrow' | Spring First 'Under Pressure' | Spring Second 'Getting On, Moving On' | Summer First 'Up, Up And Away' | Summer Second 'The Last Round' |
| Science | Circuits (6G), Dissolving (6C), Reversible & Irreversible Changes (6D) | | Balanced & Unbalanced Forces (6E) | Interdependence/AdaptationsMicro-organisms (6A/6B) | SATS | Enquiry (5/6H) |
| ICT | Using The Internet To Search Large Databases and Interpret Information (6D) | | ----- | Spreadsheet Modelling (6B) | Multimedia Presentation (6A) | Control & Monitoring (6C) |
| RE | The Bible | | | Sikhism In Britain | | |
| History | What Can We Find Out About Egypt From What Has Survived? (10) | | ----- | ----- | ----- | ----- |
| Geography | ----- | ----- | Passport To The World (24) | Investigating Rivers (14) | Mountain Environment (15) | Geography & Numbers (25) |
| PE Games | Invasion Games, Mini Football & Unihoc | Net/Wall Games (2), Volleyball & Tennis (3) | Striking & Fielding (1), Kwik Cricket/Mini Rounders | ----- | Invasion Games, Netball/Basketball/Rugby | ----- |
| Dance Gymnastics | Matching & Mirroring | Synchronisation & Cannon | Holes & Barriers | Counterbalance & Tension | ----- | ----- |
| DT | ----- | Slippers (6B) | Shelters (6A) | ----- | ----- | Fairground (6C) |
| Music Unit 15 Ongoing | Song Writer (19) Exploring Lyrics & Melody | | Stars Hide Your Fires (20) Performing Together | | Who Knows? (21) Exploring Musical Processes | |
| Art | What A Performance (6B) | ----- | ----- | People In Action (6A) | A Sense Of Place (6C) | ----- |
| PSHE/Cit | Responsibility | Relationships | Health | Citizenship | | Health |

PART 2

DEVELOPING ART SKILLS

(AT1 INVESTIGATING AND MAKING)

This information is taken from the “Wirral Guidelines for Art, Craft and Design” and provides some indication of how children should be progressing using different visual elements, mediums and techniques in the making of their art. It gives some indication of where the children’s work should be pitched. However, the processes that children take to make their own art do not necessarily need to become more complex as the child gets older - a simple relief print can be as relevant to a mature artist as to a child in Year 3. However, the children should be taught progressive techniques in order to develop their ability to implement a greater variety of techniques in the making of their own art.

PROGRESSIONS OF ART SKILLS ACROSS KEY STAGES 1 AND 2

Key Stage 1 and 2

Art should be interpreted as ‘art, craft and design’ throughout. Pupils’ understanding and enjoyment of art, craft and design should be developed through activities that bring together requirements from both **Investigating and Making** and **Knowledge and Understanding**, wherever possible.

(NC Orders January 1995)

| Year | Drawing | Painting | Printing | Collage | Textiles |
|------|--|---|--|---|---|
| N | explore different media, pencils, pens, chalks, crayons, paint, sticks and brushes | explore the qualities of paint | explore different kinds of printing | explore different papers, tear and cut to make a collage of a variety of textures | glue a selection of materials on to card or fabric |
| R | apply different media and make marks on a range of surfaces | apply thick/thin paint with fingers, sponges, thick brushes, card and sticks etc. | apply finger paint on a shiny surface and take a mono print of it | explore a growing range of collage materials | talk about the different textures |
| 1 | using different media make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow | mix powder paint using primary colours | print with found objects using a growing selection of colours | sort into groups of smooth, rough, shiny, etc. create corresponding collages | sort materials, threads, fabrics, yarns, etc. into colours, textures and arrange in a pattern |
| 2 | draw for different purposes eg. 1. to represent stories 2. real life situations 3. plans for DT 4. to show feelings 5. to create a design | apply a variety of paints according to purpose | when printing allow colours to mix and discover the combinations | draw shapes, cut from a variety of materials arrange to create either an abstract or representational picture | tie, wrap, weave materials into a structure of sticks, canes and chicken wire |
| | | use the environment as a starting point | experiment with different inks, crayons, pens and paints suitable for fabric | create patterns from observational line drawings using appropriate media | learn simple stitches, use a variety of materials to experiment with |
| | | make patterns in paint in the style of an artist | create a printed picture using different materials to represent features in the environment, eg. ferns as trees, boxes as houses, etc. | | learn basic batik |
| | | experiment with water-colour, colour washes, ready mix | | | |

PROGRESSIONS OF ART SKILLS ACROSS KEY STAGES 1 AND 2

Key Stage 1 and 2

continued

| Year | Drawing | Painting | Printing | Collage | Textiles |
|------|--|---|--|--|---|
| 3 | introduce a sketchbook as a notebook facility | explore their different properties | create a printed picture in the style of an artist | represent objects in collage material | make simple looms and practice weaving skills on a small or large scale |
| 4 | draw, being more aware of composition | select the most appropriate paint to work with | learn to create repeat patterns along lines then freehand | reproduce original drawings in the style of an artist using appropriate collage material | begin to tie the threads on a loom or frame |
| | draw people in profile and be aware of scale | create atmosphere and movement in paintings through choice of colour and texture of paint | use the computer to reproduce their design | recreate designs from other times and cultures using a variety of materials | paint on to cotton with fabric paint |
| 5 | experiment with shading to create a 3D effect | use the work of artists to gain ideas | explore the use do press print and block printing | explore surfaces using a magnifying glass, simplify what is observed and recreate in collage | outline the pattern with stitches to enhance the design |
| | use different techniques to create texture in drawings | apply a variety of paint in different ways to create desired effect | introduce simple techniques of screen printing | represent natural found objects like shells, tree bark, water, using a variety of materials | use a more complex design with batik |
| | use simple ways of introducing perspective | use painting skills with growing confidence for a wider range of purposes, eg. painting fabric, clay, plates, plastic, etc. | create their own printing blocks or experiment with hand carved blocks | take photographs of the local environment and reproduce in collage materials | use dyes, paints, batik, appliqué, etc. to design their own textile |
| 6 | consciously select the appropriate media to suit the task | recognise the work of certain artists by their style | design and produce prints selecting the appropriate method and media | | make a weaving following a specific design |
| | make decisions as the work progresses | | | | |
| | show greater emphasis to detail, eg. facial expressions, folds on clothing, proportion, etc. | | | | |

DEVELOPING VISUAL ELEMENTS
(AT1 INVESTIGATING AND MAKING)

As with art skills the following progression of visual elements is only meant as an indication to where children's work should be pitched.

PROGRESSIONS OF ART SKILLS ACROSS KEY STAGES 1 AND 2

Key Stage 1 and 2

continued

| Year | Pattern | Texture | Colour | Line | Tone | Shape, Form and Space |
|------|--|--|--|---|---|--|
| N | explore patterns in every day life | explore surfaces and describe their feel | name primary colours and sort materials into groups | explore different types of line using a range of media; use words to describe them like thick, thin | collect and explore materials in tones of one colour | collect 3D shapes (boxes etc.) and arrange in a variety of ways |
| R | trace natural patterns with the finger | make collage pictures containing a variety of textiles | find colours in the environment | create a pattern using these different lines | apply and create a collage in a variety of tones | experiment with waste materials and try different ways of joining them |
| 1 | make patterns in wet sand reproduce writing patterns in paint | select materials of similar properties and arrange either randomly or in a uniformed way | collect and arrange coloured papers and materials etc. | make simple repeat patterns using a variety of lines | talk about light and dark colours | handle, manipulate and explore materials, card, paper, clay and dough |
| 2 | draw round simple shapes in the classroom | | make wool wraps to show shades of one colour | | add white paint to a colour and gradually make it lighter | look, feel, talk about the different shapes in the environment use a variety of media and tools to create different textured surfaces |

PROGRESSIONS OF ART SKILLS ACROSS KEY STAGES 1 AND 2
Key Stage 1 and 2 continued

| Year | Pattern | Texture | Colour | Line | Tone | Shape, Form, and Space |
|------|--|--|--|--|---|--|
| 3 | <p>overlap shapes or plan the arrangement to create a pattern</p> <p>make a simple drawing of an object, cut it out of card and rearrange it to create a pattern</p> <p>cut out pictures in magazines etc. which may give examples of pattern, eg. scaffolding, cobwebs, fabrics</p> | <p>take rubbings from a range of surfaces, arrange in patterns or create a picture</p> <p>using primary and secondary colours create different textured paint by adding glue, sand or paper</p> <p>from their original design make a textured tile with card using wool, beads, threads and string</p> <p>make a textured tile from clay/plasticine using a wide range of tools to create different surfaces</p> | <p>mix primary colours and create secondary colours</p> <p>mix shades of one colour and try to match it to a colour chart</p> <p>cut up paint chart and own samples to create a mosaic</p> <p>discuss colours used by artists and develop a similar range of colour work</p> <p>discuss how colour can create different effects, mood, space, size, etc.</p> | <p>draw simple outline of observed objects in the environment using different media</p> <p>experiment with different lines and discuss the effect they have created, wavy lines for movement, short straight lines to represent fur, etc.</p> <p>look at how different artists use lines; experiment using some of their techniques</p> <p>use a variety of lines in a composition</p> <p>experiment with soft and hard pencils to create the appropriate effect</p> <p>make a line drawing from close observation; apply shade and tone using a variety of lines creating depth and dimension to the original drawing</p> | <p>overlay tissue of one colour to create darker tones; use it to represent the sea or sky</p> <p>mix black and white to create tones of grey; match with papers or newsprint</p> <p>being to mix tones with confidence and know which colours are likely to give the appropriate effect</p> <p>recognise that tone creates distance in art work, be aware dark colour sink to the back of a picture and light colours come forward</p> <p>explore the use of tone to create a 3D effect in a painting</p> <p>when drawing solid shapes, add light to make the object stand out</p> | <p>make initial sketches to decide on shape and scale</p> <p>make a pre-formed shape from newspaper and cover with mod-rock to re-create the form</p> <p>experiment with other materials withers, plastic, wood, wire etc. to make 3D constructions in a variety of scales</p> <p>look at the work of different artists and sculptors and how they create shape and space</p> <p>talk about cubism and how it creates a 3D illusion in 2D work</p> <p>use a range of materials, decide which media is most appropriate</p> <p>be aware of the size and space created by 3D forms</p> <p>make sketches of the end results</p> |
| 4 | <p>Keep ideas in a sketchbook and try to reproduce using different media</p> <p>look for patterns in the work of many different artists/cultures</p> <p>create patterns using a variety of geometric shapes and repeat to produce a border pattern</p> | <p>reproduce texture through a range of marks recreate it in printing, drawing, painting and 3D work</p> <p>use a variety of skills and media to create the appropriate texture in their work</p> <p>be aware of different textures in all art work</p> | <p>talk about hot and cold colours, contrasting and complimentary colours</p> <p>show how different colours together can create optical illusions</p> <p>blend and shade using a variety of media</p> <p>use previous knowledge to create the appropriate effects</p> | <p>experiment with soft and hard pencils to create the appropriate effect</p> <p>make a line drawing from close observation; apply shade and tone using a variety of lines creating depth and dimension to the original drawing</p> | <p>explore the use of tone to create a 3D effect in a painting</p> <p>when drawing solid shapes, add light to make the object stand out</p> | <p>talk about cubism and how it creates a 3D illusion in 2D work</p> <p>use a range of materials, decide which media is most appropriate</p> <p>be aware of the size and space created by 3D forms</p> <p>make sketches of the end results</p> |

DEVELOPING KNOWLEDGE AND UNDERSTANDING (AT 2)

To develop each child's knowledge and understanding of art, craft and design (AT2 Knowledge and Understanding) and to develop their visual perception of images and artefacts will involve introducing children to different example of art, craft and design form different periods, cultures and traditions which connect to the relevant theme or stimuli.

Artists, designers and craft workers often create images and artefacts with the intention of conveying often powerful and emotive messages that are neither written nor spoken. Children need to develop an understanding of this visual language and know that "every picture tells a story" to be able to understand the unspoken messages that images and artefacts contain.

Art, therefore, is not a mindless activity rather it is a considered one in which the children's work should be made with a purpose and a meaning as its foundation. This can only be achieved if the individual child has a sound knowledge and understanding of the power of the visual elements which are used to structure art, craft and design and are taught how to use these through the manipulation of different mediums and techniques.

There are no set lists of questions that can be used to deconstruct or decode the message/intention of an image or artefact, rather that the questions asked will often be inspired by the children's aesthetic response to the image/artefact. However, often a good approach is to guide the children's attention to the use of the visual elements in an image or artefact and through which media the elements have been applied to the work. Some visual elements are inter-linked and can be looked at in relation to each other. There can be no right or wrong response given to an image or artefact as long as each response is in some way justified. For example the colour red might mean danger to one person and glory to another. The list of questions given as an example are only to prompt children and are not designed to be a definitive list. Neither is it suggested that all questions should be asked as the teacher may decide to focus on one particular area.

LOOKING AT WORKS OF ART, CRAFT AND DESIGN WITH:

Perhaps the most common starting point/stimulus to an art project will be a work of art, craft or design. It is important therefore that the appropriate questions are asked to enable the children to get the most out of a piece of art and to ultimately inspire them

Composition

What is the picture made up of? How has the picture been made? What story does it tell? Is the picture realistic?

If you were to put this picture to music what instruments would you play/why?

Do you like or dislike the painting/why?

Line/shape/pattern

Are the shapes of the leaves/tree/tiger sharp or smooth? What feelings do the shapes give to the whole picture? Do the shapes in the picture form any sort of pattern?

Colour/Tone

What colours make up the picture? Do you think the colours are important to what is going on in the picture/why? How do the colours make you feel? What do they remind you of?

Where do you think the idea for this painting came from?

What is the artist trying to say to us in this painting?

When and where do you think the painting was made?

Why do you think the artist made this picture?

Henri Rousseau "Tropical storm with a tiger" 1891
(It is useful to have a comparison to the main stimulus)

NB It is often a good idea for the children to attempt to put the work into context and so holding back the artist and title and allowing the children to give it a title can be a good starting point!

Equal Opportunities Statement

At Headlands Primary School, we value every child. We seek to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Art curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils.

ART There is reference to excellence in a range of different cultural traditions, not only in 'the west'.

ART There is stress on cross-cultural borrowings and

ART There is stress on common elements, concerns and strivings in different traditions, reflecting shared human values

ART Is used to explore social and political

ART Through art pupils express their own sense of personal and cultural identity.

ART Visiting artists – painters, photographers, potters, sculptors, printmakers – are from a range of cultures and traditions.

Arts Partnerships:

A separate portfolio documents partnerships with artists which have taken place in school. It also contains information on artists who may be relevant sources of information, expertise or training opportunities. The portfolio is held centrally to ensure access to all staff for short, medium and long term planning. It contains information on a range of artists and their area of expertise, including music, design, dance, theatre and crafts. Local galleries/workshops/theatres etc are listed for information purposes and as a possible resource for trips into the local community. A pro forma is included to ensure visiting artists have the relevant qualifications and background experience.

Pro forma for visiting artists

| | |
|--|------------------------------------|
| Name | |
| Occupation | |
| Relevant qualifications/experience | |
| Last placement within education/school site if applicable | |
| Safety: please list all hazardous substances/machinery/equipment likely to be used at the workshop | |
| Insurance: any extra needed by the school? | Yes No |
| Cost: how much will the school be charged for your time: £ resources: £ travel: £ | |
| Police Check (Delete as applicable) | Yes No |
| Please note: it is not essential to have had a police check, but without one a visiting artis will not work with groups of children unsupervised. | |

PART 3

ASSESSING CHILDREN'S WORK

The development of individual creativity fostered through progressive objectives for learning is a fundamental principle of this scheme of work. As a result of the creative nature of this subject it is difficult (if not impossible) to make a subjective assessment about each child's individual piece of work which will often be produced as a personal response to a stimulus instead. It is hoped that children produce diverse responses to a stimulus that they are introduced to. There can be, therefore, no right or wrong answer - "neat work" is not necessarily evidence of good work in Art.

The assessment made of children's work should be based upon the work that the children produce. The focus for learning each half-term need to be considered within what the children have produced, however, the children's own verbal response/evaluation and the depth of knowledge and understanding shown in regard to their own creative work is perhaps more useful to take into account when assessing achievement.

Children will record ideas, plans, sketches and experiments with a variety of media in their sketch books. They will hold 'final' pieces of work in their art folder, which will be given to each child at the start of their career at Headlands Primary School in Reception class. This will follow the child through the school, each year's work either housed at school as evidence of achievement, or sent home with the child, at the discretion of their class teacher. Each folder will display all QCA learning outcomes, which will be highlighted by the class teacher to show a 'best fit' level for that child's work. This level will then be recorded on summative assessment sheets. **At the end of each unit** the children should be given the opportunity to assess their own work either in written format: 'My favourite piece of art work is... because...' or as a discussion point in a class/year group exhibition.

A portfolio will be kept by the co-ordinator, containing a collection of children's work as evidence of good practice. Displays will be put up to show the continuity and progression of learning throughout the school and to celebrate the children's achievements.

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 1A Self-portrait

most children will be able to:

explore ideas about self-portraits; investigate and use drawing and painting materials and techniques to communicate their ideas about themselves in a self-portrait; say what they think and feel about their own and others' work; suggest ways of improving their own work

some children will not have made so much progress. They will be able to:

use drawing and painting techniques to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them develop their work; investigate visual and tactile qualities of media; make a self-portrait showing their ideas about themselves; comment on similarities and differences in their own and others' work; adapt and improve their own work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 1B Investigating materials

most children will be able to: explore and use natural and made materials to communicate ideas and meanings in a weaving; comment on differences in others' work; suggest ways of improving their own work

some children will not have made so much progress. They will be able to: use materials to make weavings; describe what they think or feel about their own and others' work

some children will have progressed further. They will be able to: investigate and use materials and processes to explore and communicate ideas and meanings; comment on similarities and differences between their own and others' work; adapt and improve their own work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 1C What is sculpture?

most children will be able to:

explore ideas about sculpture; investigate and use materials and processes to communicate ideas and meanings in three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work

some children will not have made so much progress. They will be able to:

represent ideas in three dimensions; describe what they think or feel about their own and others' work

some children will have progressed further. They will be able to:

collect visual and other information for their work; investigate shape, form and texture in materials to create a three-dimensional form; comment on similarities and differences between their own and others' work; adapt and improve their own work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 2A Picture this!

most children will be able to:

explore ways of framing images; investigate and use drawing, print making, collage and photography to communicate ideas and meanings in their own images; comment on differences in others' work; suggest ways of improving their own work

some children will not have made so much progress. They will be able to:

communicate ideas and meanings in different ways; describe what they think or feel about their own and others' work

some children will have progressed further. They will be able to:

investigate and use line, shape, colour and tone to communicate ideas and experiences in different media; comment on similarities and differences between their own and others' work; adapt and improve their own work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 2B Mother Nature, designer

| | |
|---|--|
| <i>most children will be able to:</i> | investigate and use drawing, collage and textile materials and processes to communicate ideas about line, shape and colour; comment on differences in others' work; suggest ways of improving their own work |
| <i>some children will not have made so much progress. They will be able to:</i> | use materials and processes to communicate ideas; describe what they think or feel about their own and others' work |
| <i>some children will have progressed further. They will be able to:</i> | collect visual and other information for their work; investigate shape, pattern and texture; use materials and techniques to communicate ideas and experiences; comment on similarities and differences between their own and others' work; adapt and improve their own work |

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 2C Can buildings speak?

most children will be able to:

explore ideas about shape and pattern; make prints based on pattern in buildings; work with others to develop a relief panel based on observations of pattern in buildings; say what they think and feel about their own and others' work

some children will not have made so much progress. They will be able to:

work with others; use materials and techniques to communicate ideas and experiences; talk about their own and others' work

some children will have progressed further. They will be able to:

investigate and use materials and processes to communicate ideas and meanings about buildings; work with others to design and create a relief panel based on drawings and other information about buildings; comment on differences in own and others' work; suggest ways of improving their own work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 3A Portraying relationships

most children will be able to:

explore ideas and collect information about people and use this to make a double portrait that communicates their relationship; investigate visual qualities; experiment with painting techniques to communicate their ideas and experiences; comment on differences and similarities between their own and others' work; suggest improvements to their own work

some children will not have made so much progress. They will be able to:

explore ideas about portraits and make a painting of a double portrait; comment on differences in others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to:

select information to help them develop their ideas for making a double portrait; combine and organise visual qualities; experiment with methods and approaches; choose how to communicate their ideas and experiences; compare and comment on the similarities and differences in their own and others' work; adapt and improve their own work according to its purpose

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 3B Investigating pattern

| | |
|---|---|
| <i>most children will be able to:</i> | explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with stencilling and print-making techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work, according to its purpose |
| <i>some children will not have made so much progress. They will be able to:</i> | explore shape, colour and pattern; use stencilling and print-making techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work |
| <i>some children will have progressed further. They will be able to:</i> | explore relationships between shape, colour and pattern and textile materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, methods and approaches used in their own and others' work; improve and adapt their own work according to its purpose |

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 3C Can we change places?

most children will be able to:

explore how shape, form and space, and colour and texture can be used to create a maquette; collect and record visual and other information about a specific location; compare and comment on ideas, methods and approaches used in their own and others' work

some children will not have made so much progress. They will be able to:

collect and record visual and other information about their location; create a maquette; identify similarities and differences in their own and others' work

some children will have progressed further. They will be able to:

explore ideas about how to improve a public space; select relevant information, choosing and experimenting with ideas, methods and approaches to create a maquette for a specific location; compare and comment on ideas, methods and approaches used in their own and others' work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 4A Viewpoints

most children will be able to:

explore ideas about dreams; collect visual and other information from different viewpoints; investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making; compare ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions

some children will not have made so much progress. They will be able to:

use different methods and techniques to explore their ideas and communicate experiences; identify differences in their own and others' work; adapt their own work, according to its purpose

some children will have progressed further. They will be able to:

explore a range of ideas using shape, tone and texture seen in the built environment; use sketchbooks and select relevant visual information for their work; experiment with photographic and printing techniques to inform and extend their ideas; compare the ideas, methods and approaches used in their own and others' work; modify their work to reflect their own view of its purpose and meaning

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 4B Take a seat

most children will be able to:

collect visual and other information; explore how visual qualities can be organised and combined for different purposes to communicate their ideas about a chair; experiment with materials and techniques to construct a model chair; identify similarities and differences in their own and others' work; adapt and improve their own work according to its purpose

some children will not have made so much progress. They will be able to:

use materials and techniques to construct a model chair; talk about the differences between their own and others' work; suggest improvements to their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them with their work; experiment with materials and techniques to suit their chair design; compare the ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 4C Journeys

most children will be able to: explore ideas about journeys; collect information about signs and symbols for their work; investigate lines, shapes, colours and textures to produce work on the theme of journeys; combine a variety of painting, print-making and collage techniques to enhance their work; comment on ideas, methods and approaches used in their own and others' work; adapt and improve their work

some children will not have made so much progress. They will be able to: use signs and symbols in their work; combine lines, shapes, colours and textures to create simple patterns; use basic art vocabulary to explain their ideas and work

some children will have progressed further. They will be able to: research a range of signs and symbols; explore methods and approaches used by different artists to inform their own ideas; combine visual and tactile qualities to convey the idea of place and journey; make a personal choice about the shape or format of their work and materials and techniques; compare how ideas and experiences have been represented by others; adapt and improve their work

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 5A Objects and meanings

most children will be able to:

explore ideas for a still-life painting of objects that have meaning for them; collect visual and other information for their work; organise and combine visual and tactile qualities; experiment with and use their knowledge of painting techniques to communicate ideas and experiences; compare and comment on ideas, methods and approaches in their own and others' work; adapt and improve their own work, according to its purpose

some children will not have made so much progress. They will be able to:

explore visual and tactile qualities; investigate materials and processes and use these to make a still-life painting; talk about the differences between their own and others' work; suggest improvements to their own work

some children will have progressed further. They will be able to:

record and collect visual and other information to develop their ideas for a still-life painting; manipulate visual and tactile qualities and different materials and processes, matching these to suit their intentions; analyse and comment on the ideas, methods and approaches used in their own and others' work; adapt and refine their own work to reflect its meaning and purpose

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 5B Containers

most children will be able to:

explore shape, form, space and decoration; work from source material to help them with their work; experiment with and combine materials and processes to design and make a three-dimensional form; compare and discuss ideas, methods and ways of working in others' work, relating these to their own ideas; adapt and improve their work as it progresses

some children will not have made so much progress. They will be able to:

explore ideas; experiment with materials, tools and techniques; make a three-dimensional form; discuss similarities and differences between their own and others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to:

select visual and other information to help them develop ideas; manipulate materials, tools and techniques to develop and extend their ideas for a three-dimensional form; combine visual and tactile qualities and match these to their ideas and intentions; analyse and comment on ideas, methods and approaches used in their own and others' work, relating this to their intentions; adapt and refine their work to reflect their own view of its purpose and meaning

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 5C Talking textiles

most children will be able to:

explore ideas and collect materials and information to support their work; investigate colour, shape and texture in textile materials and processes and use these to communicate ideas in a story; comment on similarities and differences in how events in a story are communicated in their own and others' work; adapt and improve their own work

some children will not have made so much progress. They will be able to:

investigate and use textile materials and processes to communicate ideas; comment on differences in their own and others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them develop ideas; investigate, combine and organise visual and tactile qualities and apply their knowledge of materials and processes to communicate their ideas; compare and comment on ideas, methods and approaches in their own and others' work in the context of the events of the story; adapt and improve their work to realise their intentions

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

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| (2) | |
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(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 6A People in action

most children will be able to:

explore ideas about movement; collect visual and other information on how to communicate movement in visual form; investigate a range of materials and processes and combine and organise line, tone, shape and colour to represent figures and forms in movement; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions

some children will not have made so much progress. They will be able to:

investigate different methods and techniques to communicate their ideas; comment on differences in their own and others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to:

select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas about movement; analyse and comment on ideas, methods and approaches; refine their work to reflect their view of its purpose and meaning

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

| | |
|------------|--|
| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 6B What a performance

most children will be able to:

explore ideas about headwear; collect materials and visual and other information to help them develop their work; use materials and processes to communicate ideas and meanings in a piece of headwear; combine and organise shape, form, colour and texture to match their intentions; compare and comment on ideas, methods and approaches in their own and others' work, relating these to the context of the work; adapt and improve their work to realise their intentions

some children will not have made so much progress. They will be able to:

explore ideas about headwear; collect materials and information for their work; use materials and techniques to communicate ideas through a piece of headwear; comment on differences between their own and others' work; adapt and improve their own work

some children will have progressed further. They will be able to:

select and use materials and other information in developing their work; manipulate materials and processes to communicate ideas and meanings; match visual and tactile elements to their intentions; analyse and comment on ideas, methods and approaches used in their own and others' work; adapt and refine their work to reflect their own view of its purpose and meaning

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

| | |
|------------|--|
| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

Art End of Unit Assessment

Expectations

Below is a copy of the expectations as outlined on the appropriate scheme of work. These expectations form the basis of the assessment.

Unit 6C A sense of place

most children will be able to:

explore ideas about the environment; collect visual and other information by observing and recording features of the environment; use a variety of recording methods and techniques, combining and organising shape, form and space; apply colour, pattern and texture in a painting; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work; adapt and improve their work to realise their intentions

some children will not have made so much progress. They will be able to:

use different methods to record observations of the environment and create a painting; comment on differences in others' work; suggest ways of improving their own work

some children will have progressed further. They will be able to:

select visual and other information and use this to develop their ideas; manipulate materials and processes and match visual and tactile qualities to their ideas; analyse and comment on their own and others' work, relating choice of methods and approaches to the purpose of the work; adapt and refine their work to reflect their view of its meaning and purpose

Exceptions

The following children have achieved the expectations outlined in point (2), or point (3) above as indicated in the table below. All other children not detailed below have met the expectations outlined in point (1)

| | |
|------------|--|
| (2) | |
| (3) | |

(Please enter the initials of the children in the appropriate box to reflect attainment/achievement in this unit of work)

Other points to note:

PART 4

RATIONALE FOR PLANNING FOR EARLY YEARS AND KEY STAGE 1

A fundamental principle for the planning of the Art curriculum at Key Stage 1 is to develop children's visual perception by experimenting with a variety of art skills.

Vision provides the raw material for learning, what we learn is bound up with what we see - being able to see the world entertains us, informs us, moves us and ultimately enriches our lives. Our perception of the visual world is fundamental to how we act, feel and think. Children need to be helped to see the world together with how they are helped to read and write.

Children need to be able to find a variety of forms in which all their thoughts, feelings and perceptions of the world can be expressed. Developing visual perception at Key Stage 1 will empower children as bit by bit the richness of the visual world as well as the variety of visual responses are opened up. A visually perceptive child will have so much more to talk about, record contrast and compare. Helping children understand how they see empowers learning and expression.

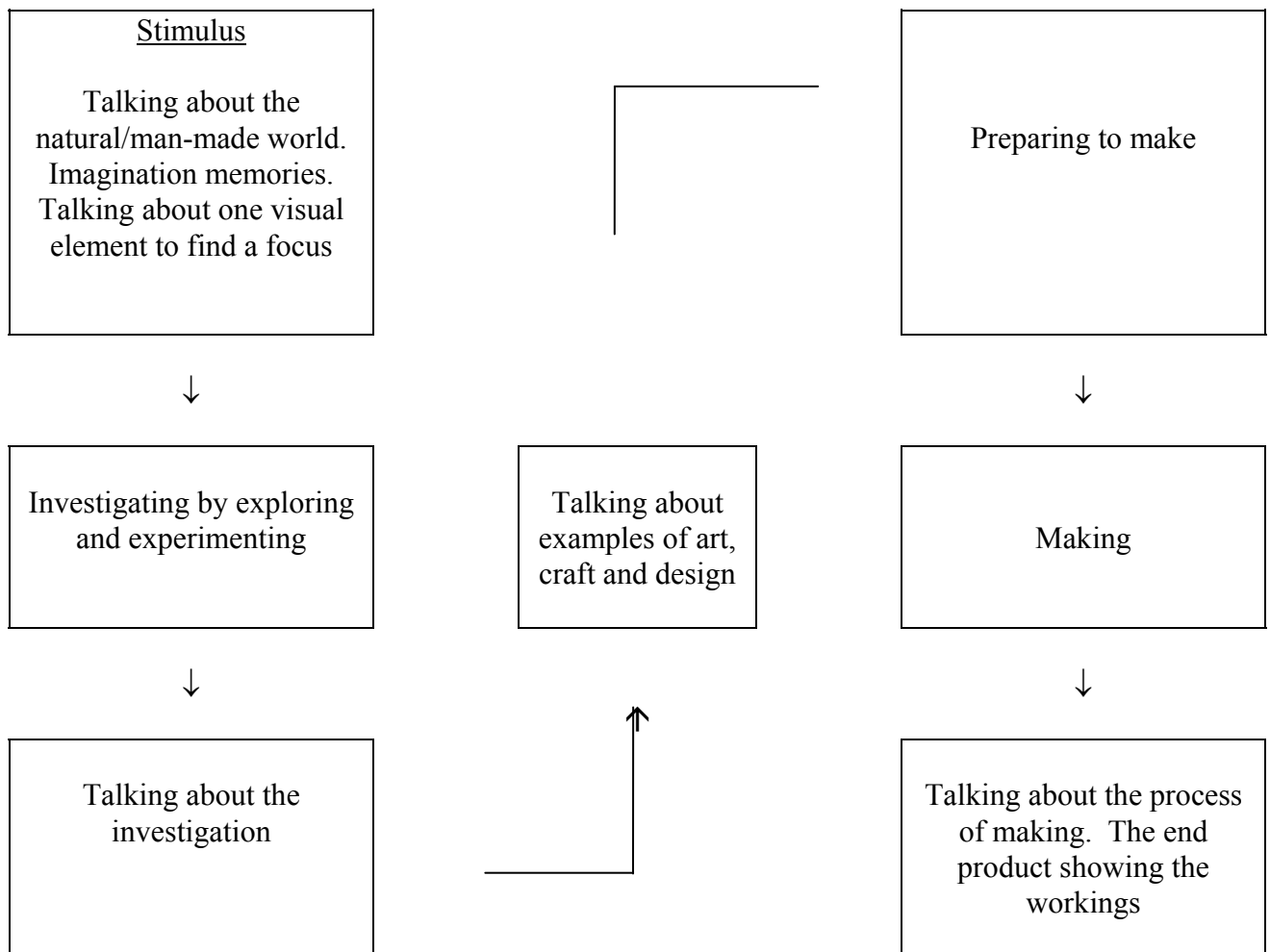
We see the world because we can perceive certain visual elements (shape, pattern, colour, form, space, tone, texture, line). These create formal elements of a visual language of art, craft and design. This scheme of work is designed to enable children to manipulate these elements in their own art and the experiment with various art skills. When children can manipulate visual elements by using different art skills then they will be empowered to express ideas and feeling. Art, like reading and writing becomes another means of communicating.

There are two attainment targets at Key Stage 1 - **Investigating and Making (AT1)** and **Knowledge and Understanding (AT2)**. In both cases the principle is that making art becomes meaningful when set in context. The context maybe investigation, imagination, observation, the natural/man-made world, etc. from the past/present, our culture/other cultures. Discussion, experimenting and investigating is required and valued as much as the final finished piece.

By looking at and talking about the art of others and how it is created they will be able to understand more of their own art, make judgements, develop opinions and make comparisons between their own art and the art of others.

The principles of knowledge and understanding and investigating and making should be considered together when planning art, craft and design activities in the classroom. Nigel Meager in "Teaching Art at Key Stage 1" gives this structure for teaching art at Key Stage 1.

RATIONALE FOR PLANNING FOR EARLY YEARS AND KEY STAGE 1
continued



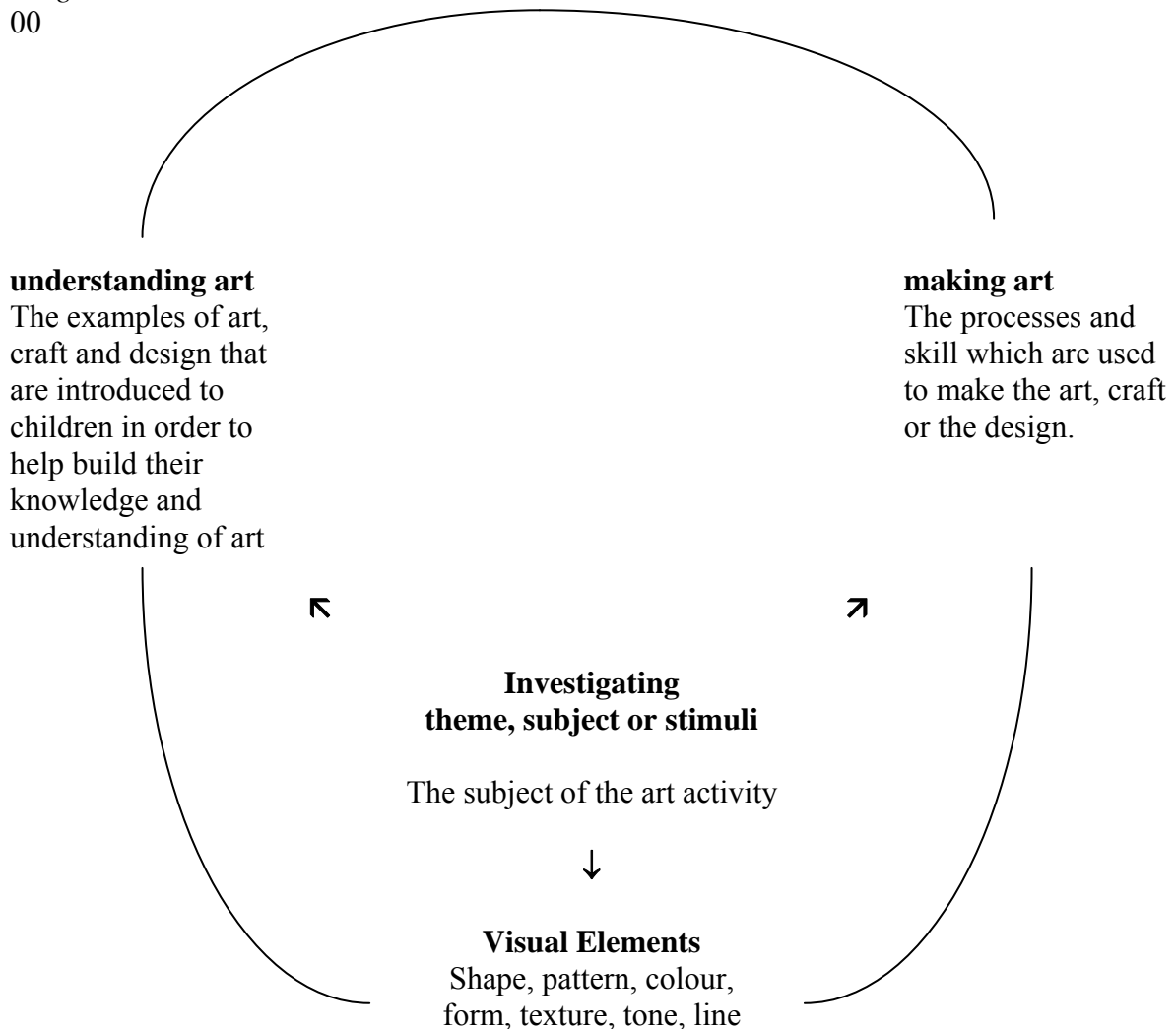
The structure is about talking and doing. The talking is about art and about helping children understand how to see. Talking also supports children as they explore, experiment and make. The suggested activities can be taught following his model (although not necessarily with the same order) to ensure breadth and depth of learning of **Investigating and Making** and **Knowledge and Understanding**.

PART 5

RATIONALE FOR PLANNING FOR KEY STAGE 2

The planning of this scheme of work for Key Stage 2 refers to the approach suggested by Nigel Meager “Teaching Art in Key Stage 2”. This scheme of work follows the school policy on timetable allocation for each subject.

Diagram one:
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Source “Teaching Art at Key Stage 2” Nigel Meager

Diagram one details the four components that have gone into the planning of each unit of work in this scheme. Due to the creative nature of this subject the relationship between the four components is complex and does not reduce to a simple formula where “a” always follows “b”. This is to be seen as an advantage as it allows for a rich, varied and individual project structure. Indeed it will be welcomed if teachers find different ways of combining these components when approaching work with an individual child or class. The units of work are not designed to be prescriptive and it is welcomed that different approaches are used (where appropriate) to enable children to progress creatively, developing their knowledge and understanding of art, craft and design.

The planning in each unit of work in this scheme takes a central starting theme, subject or stimuli. It is intended that the children begin by investigating the stimuli etc. Around the central element there are three other components that must be taken into account when planning. Paying attention to at least one visual element will not only provide the focus for the children’s investigations of the theme, but will also help to structure their making and their knowledge and understanding of art, craft and design. Working within a framework of visual elements will also help to develop the children’s visual perception. It is an inevitable consequence that the children will need to experiment and work with a range of media appropriate to the exploration of different visual elements.

In an attempt to guide children towards an understanding of art, craft and design (to develop their visual perception) this scheme involves introducing the children to different examples of art, craft and design from different periods and cultures’ etc. that connect to the relevant theme or stimuli. The children should be encouraged to explore these examples focusing on the appropriate visual element. Children then can go on to make their own art as a personal response to the examples to which they have been introduced.

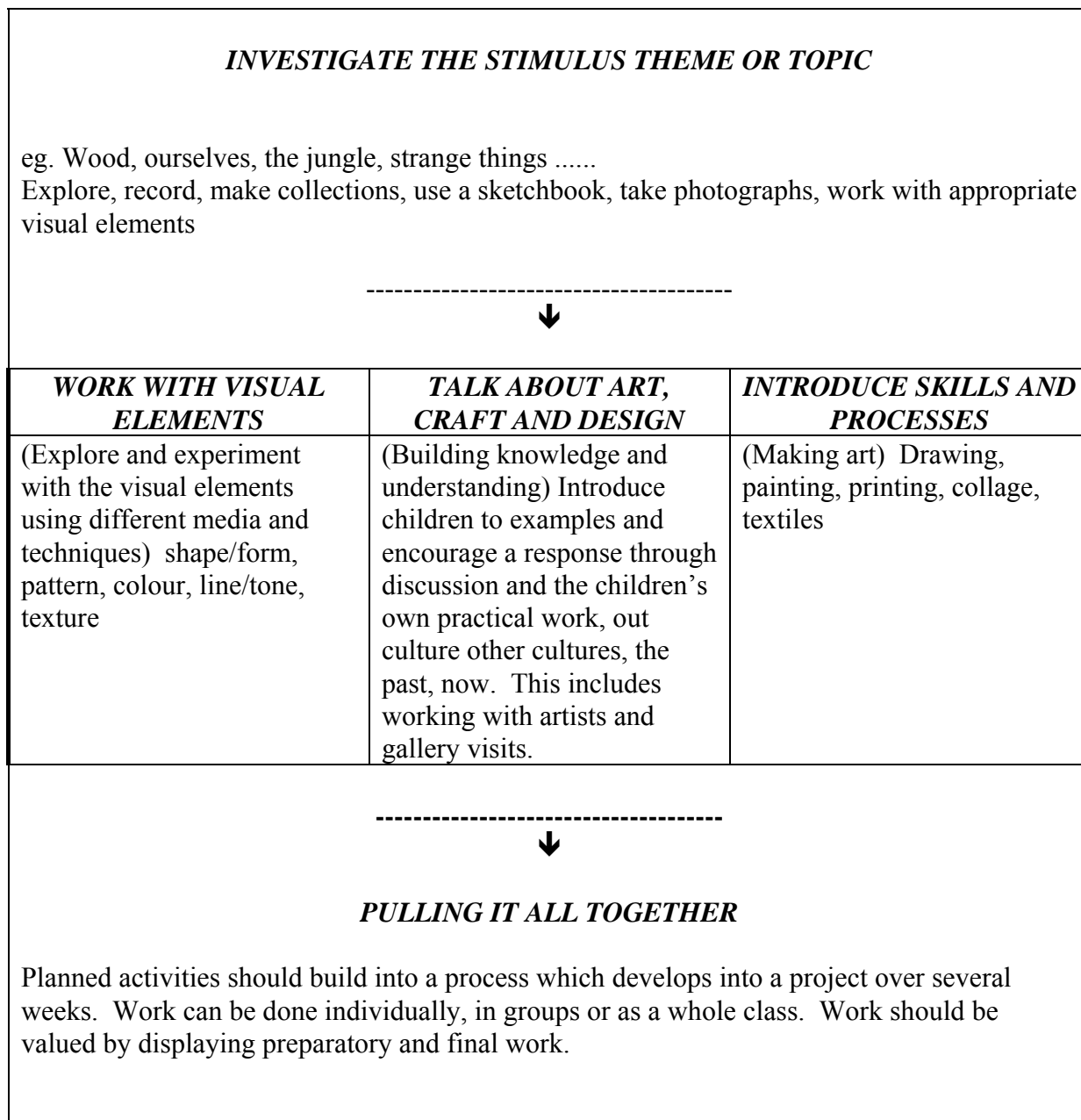
By investigating a subject, theme or stimuli, working with an appropriate visual element and talking about relevant art, craft or design through each unit of this scheme the children should have gained many ideas that will stimulate them to make their own art, craft or design. Creativity will best be promoted if such discoveries are those of the children’s and that have evolved out of quality experiences that the teacher has presented. It is desirable that a balance should be achieved between adult direction and the child’s own creative input.

If children are to go on to express their ideas they will need to be given freedom of access to use one or more of a number of processes and skills. This scheme allows for the progressive teaching of different art skills (see the Wirral guidelines). However, the processes do not necessarily need to become more complex as the children get older - a simple relief print can be as relevant to a mature artist as to a child in Year 3. It is far more important to ensure the continuity of art experiences as the children develop through the school.

The activities in each unit of work are not designed to be one off art activities rather that within each unit of work (each half term) a project will be formed from a series of related activities involving all four components. The circular nature of *diagram one* illustrates how all four areas are not planned separately rather that each one interweaves with and feeds off another.

A breakdown of how each unit of work has been planned is illustrated in the diagram below:

Diagram two:



Source: “Teaching Art at Key Stage 2” Nigel Meager

PART 6

ART STOCK

Resources kept centrally

On the trolley:

Pastels
Soft drawing pencils
Brusho (great for colour washes)
Wallpaper paste for papier mache
Fluorescent paints
Black felt pens
Watercolour pencils
Watercolours
Finger paints
Patterned scissors
Charcoal
Crayons
Gold and silver paint
Gold & silver marker pens
Gold and silver crayons
Ink rollers, inks and trays
Fabric painting; inks, fixers, pens, crayons
Dyes
Marbling inks and pipettes

In/on the cupboard:

Batik pot and wax
Masking tape
Sponge brushes
3 wooden manikins
Art straws
Kiln tools
Scraps of fabric and collage materials
Ink pens and diffusers
Felt
Clip Frames

Shelf unit:

Marling trays
Glazes
Clay boards, rolling pins and tools
Weighing scales
Spray bottles
Bottles

In the bottom stock cupboard:

All kinds of paper (tissue, crepe, card, coloured)
Glue and glue sticks
Paint and brushes
Large pieces of fabric

Resources:

The school houses resources in a central Art & Design room. It is accessible by all staff but the art coordinator is responsible for re-ordering stock and regular checks to maintain 'consumables'. Boxes are organised by unit of work title and stock/materials are ordered specific to each unit within the recommendations of the QCA. However, due to the nature of the subject and the school's policy of encouraging pupil led experimentation (in their sketch books) 'contingency' boxes hold a variety of materials which all year groups may find useful and can be used in lessons non art specific to encourage cross curricular links.

The staff are responsible for informing the coordinator what is needed in their unit boxes AT THE START OF THE RELEVANT TERM to ensure items are delivered in ample time. Throughout the school art stock trolleys and cupboards are shared between classes. These house consumables such as paints, glue, threads and paper. Staff can restock these cupboards from the central art store at anytime, informing art coordinator of depletion.

Please note: all year groups have access to aprons appropriate to the size of the children. Donations of large shirts are regularly requested to wear as 'smocks' by older children and the art co-ordinator orders smaller aprons for years N – Y1 at the request of teachers.

The aprons in the art room are the responsibility of the Art Co-Ordinator and are not to be removed for class use, unless replaced that same day. Aprons in each year group are the responsibility of the class teachers. Any which perish are to be removed as necessary and replacements to be arranged via donations from parents or by ordering replacements on the yearly art bid via the Art Co-Ordinator.

Health and Safety in Art

Prior to lessons where substances of possible high hazard are being used a risk assessment must be completed and the class teacher must lead the session with no child permitted to handle the dangerous substance. See Health and Safety Policy for further guidance.

Minor safety issues may include:

Inhalation – please ensure rooms are well ventilated and be aware of asthmatics in the class (inhalers should be with the child if they have a serious condition)

Allergic reaction – please ensure class teacher is aware of 'epipen' users as allergies to substances may occur for these children more easily than others

Burns - please ensure low melt glue guns ONLY are available for use by children and that an adult supervises their use at all times, with no more than a group of 5 children at a time and that the Batik pot is handled ONLY by an adult in FS/KS1 and by small groups of children supported by an adult in KS 2

Misuse of equipment –please ensure all children *and support staff* are made aware BEFORE the practical section of a lesson begins of the rules associated with the equipment for that session.

Eg – no walking with scissors, no smelling the paint (if acrylic) and so on.

If at any time a teacher or member of support staff is unsure of how to use a piece of equipment it is highly recommended they investigate its safety features and possible hazards BEFORE they start a lesson, as a preventative measure.

Please also ensure anyone of higher need of support, eg of inappropriate age/understanding/ability/behavioural control is identified by the class teacher and, if necessary, given an alternative method of achieving the lesson objective.

ART SCHEME OF WORK

NURSERY

Progression of Art Skills

Drawing

- > explore different media, pencils, pens, chalks, crayons, paint, sticks and brushes.

Painting

- > explore the qualities of paint.

Printing

- > explore different kinds of printing.

Collage

- > explore different papers, tear and cut to make a collage of a variety of textures.

Textiles

- > glue a selection of materials onto card or fabric.

Progression of Art Elements

Pattern

- > explore patterns in everyday life.

Texture

- > explore surfaces and describe their feel.

Colour

- > name primary colours and sort materials into groups.

Line

- > explore different types of line using a range of media; use words to describe them like thick, thin.

Tone

- > collect and explore materials in tones of one colour.

Shape, Form and Space

- > collect 3-D shapes (boxes etc.) and arrange in a variety of ways.

Textiles

Pattern, texture, colour

FOCUS

Glue a selection of materials onto card, fabric or polythene.

ACTIVITY

On individual squares of fabric stick a selection of other cut fabrics. Join together to make a patchwork quilt for the rhyme “Ten in a Bed”, or as covers on “The Three Bears” beds. Talk about the colours and textures of the fabrics used.

Make faces of the ten in the bed using paper plates, buttons, felt, wool etc. Place cover over a box to give 3-D effect. Look at traditional quilt covers - discuss patterns, shapes.

RESOURCES

Assorted fabric, glue, paper plates, felt, buttons, wool, card.

Collage

Texture, tone

FOCUS

Explore different papers, tear and cut to make a collage of a variety of textures.

ACTIVITY

Make a collection of different papers/ decorate own paper to cut up for collage. Explore the qualities and textures of these different papers.

Arrange randomly on different shaped backgrounds.

Create a variety of 2D shaped petals and make large collaged flowers.

Make a textured collage by limiting the choice of paper, take a rubbing from it. Get the children to select all the shades of one colour from a wallpaper sample book and stick them to a large background to make a backdrop for a class or group frieze.

RESOURCES

Collection of paper: corrugated card, wrapping paper, brown paper, newspaper, magazines, birthday cards, wallpaper, cellophane, tissues, sand paper etc.

glue, scissors, background paper or card.

Printing

Texture, colour, shape, form, space.

FOCUS

Explore different kinds of printing.

ACTIVITY

Hand and foot prints - use to make pictures. Sponge print to create texture.

Print with a variety of fruit and vegetables onto large outline shapes of same fruit or vegetables.

Print with leaves - display on real branches.

Print with found objects, household objects etc.

Wrap string round blocks of wood and print with them.

Print with pebbles and stones.

Roll marbles which have been in paint on piece of paper in shoe box.

RESOURCES

paint, sponge, paper, fruit and vegetables, leaves, found objects, household objects, string, woodblocks, pebbles, marbles, shoe box.

Painting

Texture, colour, tone

FOCUS

Explore the qualities of paint.

ACTIVITY

Expose the children to a wide variety of different paint e.g. powder paint, finger paint etc.

Use a variety of colours. Mix different thicknesses and discuss qualities.

Put different consistency paint into a variety of containers to create many effects e.g.

1. use diluted in household spays.
2. mix with glue in squeeze bottles
3. mix with sawdust.
4. add salt and glue.
5. mix with P.V.A.

Apply with different tools, various brushes, toothbrush, sticks, spreaders, sponge, combs, cotton buds, fingers, roller ball bottles.

Sometimes give access to shades of one colour plus white to reinforce recognition.

RESOURCES

powder paint, finger paint, sprays, squeeze bottles, glue, sawdust, salt, paper, brushes, sticks, spreaders, cotton buds, sponge, toothbrush, comb.

Drawing

Line

FOCUS

Explore different media, pencils, pens, chalks, crayons, paint, sticks and brushes.

ACTIVITY

Limit the media for this activity to only black drawing material, felt pens, charcoal pencils etc.

On white paper of different shapes and qualities encourage the children to make a variety of marks and lines exploring the properties of the media. Make comparisons and discuss what is happening. Talk about shape and property of the paper, the direction and thickness of line. Activity could be repeated later using white media on black paper and again using threads and wools etc.

Mount work on opposite colour and overlap using card spacers on the back of the work.

RESOURCES

Black drawing materials, white papers of different qualities.

ART SCHEME OF WORK

RECEPTION

Progression of Art Skills

Drawing

- > apply different media and make marks on a range of surfaces.
- > using different media make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow.
- > make representational drawings without any consideration of scale or proportion.

Painting

- > apply thick/thin paint with fingers, sponges, thick brushes, card and sticks etc.
- > mix powder paint using primary colours.

Printing

- > apply finger paint on a shiny surface and take a mono print of it.
- > print with found objects using a growing selection of colours.
- > when printing allow colours to mix and discover the combinations.

Collage

- > explore a growing range of collage materials.
- > sort into groups of smooth, rough, shiny etc., create corresponding collages.

Textiles

- > talk about different textures.
- > sort materials, threads, fabrics, yarns etc. into colours textures and arrange in a pattern.

Clay

- > create textures in clay.

Progression of Art Elements

Pattern

- > trace natural patterns with the finger.
- > make patterns in wet sand.
- > reproduce writing patterns in paint.

Texture

- > make collage pictures containing a variety of textiles.
- > select materials of similar properties and arrange either randomly or in a uniform way.
- > take rubbings from a range of surfaces, arrange in patterns or create a picture.

Colour

- > find colours in the environment.
- > collect and arrange coloured papers and materials etc.
- > mix primary colours and create secondary colours.

Line

- > create a pattern using different types of line.
- > make simple repeat patterns using a variety of lines.

Tone

- > collect and explore materials in tones of one colour.

Shape, Form and Space

- > collect 3-D shapes (boxes etc.) and arrange in a variety of ways.
- > experiment with waste materials and try different ways of joining them.
- > handle, manipulate and explore materials, card, paper, clay and dough.

Unit of Work: Nursery Rhymes

Drawing (Collage/3D)

Line, shape, form and space

FOCUS

Apply different media and make marks on a range of surfaces.

ACTIVITY

With different thickness black felt pens draw a variety of lines on coloured paper. Cut into strips and bend to form curves. Arrange and stick on contrasting background.

RESOURCES

Thick/thin black felt pens.

Coloured card and paper.

Scissors

RELATED WORKS OF ART

Van Gogh 1889 self portrait. Look at lines made by brush strokes.

Unit of Work: Nursery Rhymes

Printing

Pattern and colour

FOCUS

Apply finger paint on a shiny surface and provide a mono print.

ACTIVITY

Apply finger paint on a shiny surface. Use a variety of objects to scrape patterns marks and lines through it. Initially make random patterns then challenge children to make more definite patterns. Produce a mono print onto paper.

RESOURCES

Shiny surface (table top), finger paint, toothbrushes, combs, sticks, scrubbing brushes, paper, fingers.

Unit of Work: Nursery Rhymes

Printing

Pattern and colour

FOCUS

Print with found objects using a growing selection of colours.

ACTIVITY

On long strips of paper use 2D shapes to print a sequence. Use 3 primary colours. Use shape, size and colour. Start a simple repeat pattern in one colour.

Differentiate the sequence according to ability.

RESOURCES

Cotton reels, stickle bricks, wooden blocks etc., paper, paint.

EXTENSION

Use other objects allowing colours to mix - display results.

Unit of Work: Colour and Light

Collage

Texture, colour, shape, form and space.

FOCUS

Explore a growing range of collage materials.

ACTIVITY

Make collections of collage materials. Make random explorative collages. Collage own drawing being more selective over choice of material.

RESOURCES

Paper strips, string and thread, seeds, pulses, gutter, pipe cleaners, cork, feathers, sawdust, wood shavings, fabric, plastic, bottle tops, shells, buttons, pasta, match sticks etc.

Unit of Work: Toys

Painting, (Collage)

Texture

FOCUS

Apply thick/thin paint with fingers, sponges, thick brushes, card, sticks etc.

ACTIVITY

Use paint in a variety of ways to produce different textures as a background for a display.

Each technique should be done on individual paper/card cut up and layered to create a 3D display. Discuss how they may create other textures.

RESOURCES

Sawdust, card, sticks, green finger paint, flour paint, sponge, hand spray, kitchen roll, glue, textured paper, powder paint, brushes.

RELATED WORKS OF ART

‘Autumn Rhythm’ (1950) - Jackson Pollock ‘The Poppy Field’ near Vetheinl’ (1880) -

Claude Monet.

Unit of Work: Toys

Drawing and Collage

Line and texture

FOCUS

Make different marks. Tear and cut to make a collage.

ACTIVITY

Make a variety of marks with crayon, felt pen etc. on coloured paper. Tear up paper to create collage material. Children draw own outline of soft toy and glue their own torn paper to their shape to create texture.

RESOURCES

Soft toys, coloured papers, crayons, felt pens, glue, background paper.

Unit of Work: Families

Collage

Texture and colour

FOCUS

Sort into groups of smooth, rough, reflective etc., create corresponding collages.

ACTIVITY

Provide children with a range of papers that can be classified by texture. Differentiate according to ability. Make a collage from the sorted paper. Overlap cellophane's and discuss results. Tear and cut paper to different shapes and sizes.

Glue to a variety of backgrounds, plastic bags, card tubes, plastic cups - suspend as a mobile.

RESOURCES

Transparent and non-transparent papers, glue, paper, scissors, bags, cups and tubes.

EXTENSION

Noisy collage with paper that rustles on a flat surface - to be touched.

RELATED WORKS OF ART

Alexander Calder (1898-1976) - mobiles, sculptures. 'The Snail' (1953) Henri Matisse - collage.

Unit of Work: Families

Textiles

Pattern and texture

FOCUS

Talk about the different textures.

ACTIVITY

Discuss the feel of different clothes - e.g. woolly, cotton, mac, tee-shirt.

Draw round shapes of garments and use to collage with similar fabrics. Construct a washing line and peg up the garments. Label using children's descriptions e.g. soft, thin, fluffy, stretchy, smooth. Decorate garments with ribbon and braid. Talk in simple terms about how garments are made e.g. knitted, sewn.

RESOURCES

Different fabrics, card, pens, pencils, washing line, pegs, glue, ribbon, braid, paper, clothes.

Unit of Work: Jack and the Beanstalk

Drawing

Pattern and line.

FOCUS

Using different media make a variety of patterned lines, wavy, straight, zig zag, thick, thin, wide and narrow.

ACTIVITY

a) Children trace a pencil line from left to right using different media on long strips of paper.

Give the children the opportunity to copy freehand. Repeat more complicated lines depending on child's ability. Mount on the wall by folding the strips in a similar way to the patterns.

b) Talk about the different kinds of lines, children experiment and make lines of their own.

RESOURCES

Long strips of paper, felt pens, pencils, black wax crayons, felt pens.

EXTENSION

Draw lines to represent different ways of moving - hopping, rolling, skipping, striding.

Unit of Work: Jack and the Beanstalk

Textiles

Pattern, texture, line, shape, form and space

FOCUS

Sort materials: threads, fabrics, yarns etc. into colours and textures and arrange in a pattern.

ACTIVITY

Sort a variety of threads and yarns etc. by colour. Dip threads in PVA glue and lay in arrangement on a large sheet of plastic. Talk about different thicknesses of yarns. When dry peel off the plastic, support these structures with lengths of narrow doweling or wire which need to be tied with matching thread. Hang in front of a window.

RESOURCES

Threads, PVA glue, plastic sheet, wire, doweling.

RELATED WORKS OF ART

Michael Brennand - contemporary textile artist.

Unit of Work: Where I Live

Drawing, printing

Texture

FOCUS

Explore surfaces and describe their feel, take imprints from a variety of surfaces.

ACTIVITY

a) Ask the children to feel natural materials, brick etc. and describe what they feel like.

Draw marks that correspond with the textures (not pictures). Try using feely boxes so the objects can't be seen while they are drawing. What do your drawings look like?

b) Take a lump of old plasticine. Press onto a textured surface. Put some paint in a tray and use the plasticine like a stamp. Cover the paper. Talk about the printed textures.

RESOURCES

Strips of paper or A2 divided into two, charcoal, wax crayon, soft pencils, chipboards, camera, old plasticine, trays, paint.

EXTENSION

Use rubbings and texture experiments to create a picture.

Unit of Work: Where I Live

Clay

Texture

FOCUS

Exploring textures in clay.

ACTIVITY

You will need to make some clay slabs. Cut them into small squares or rectangles (about 10cm sq.) Cover with cling film. Use a variety of tools to make textures - let the children make suggestions. Ask the children to make rough/bumpy etc. textures. Let them experiment and use textured materials as stimuli. Talk about their slabs with the children. Compare to the textured materials.

RESOURCES

Red earthenware clay, tools and implements, moist sponges.

Art QCA Schemes of Work 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 'Visiting a Museum' are all in a separate folder. File path Data/Curric/Art QCA Scheme of Work Folder.