

HATHERLEY INFANT SCHOOL

Teaching and learning intent for Art and design

National Curriculum:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers and disciplines, making links to their own work.



Where children learn and grow together

	Reception	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Enjoy using and controlling graphic tools, fingers, hands, chalk and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper and at different scales. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> • Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Start to record simple media explorations in a sketchbook. • To begin to and explore working from the human figure (facial features, self portraits). • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/dark lines. • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> • Control the types of marks made with the range of media (pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk). • Draw on different surfaces with a range of media. • Use a sketchbook to plan and develop simple ideas. • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Working from the human figure in a range of poses and circumstances, developing from Year 1. • Name, match and draw lines/marks from observations. • Continue to investigate textures and produce an expanding range of patterns.
Painting	<ul style="list-style-type: none"> • Enjoy using a variety of tools, including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs etc. • Recognise and name the primary colours being used. • Mix and match colours to different artefacts and objects. • Use white to create lighter tones. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> • Experiment with a variety of media, different brush sizes and tools. • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. • Explore lightening and darkening paint without the use of black or white. • Begin to mix a range of secondary colours, moving towards predicting resulting colours. • Paint on different surfaces with a range of media. • Start to record simple media explorations in a sketchbook. 	<ul style="list-style-type: none"> • Continue to control the types of marks made with the range of media. • Use a brush to produce marks appropriate to work e.g. small brush for small marks. • Continue to experiment in light and dark without the use of black or white. • Begin to mix shades and tones. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrum.

Sculpture	<ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, salt dough, papier-mache. • Impress and apply simple decoration. • Cut shapes using scissor and other modelling tools. • Build a construction/sculpture using a variety of objects e.g. recycled, natural and manufactured materials. 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache and salt dough. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Shape and model materials for a purpose e.g. pot, tile from observation and imagination. • Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects. • Build junk models and prepare them for painting and decorating by covering them e.g. with layers of paper. • Impress and apply simple decoration techniques: impressed, painted and applied. • Use tools and equipment safely and in the correct way. Recognise that different materials have their own qualities and require different tools. • Talk about their sculptures and relate them to the work of other sculptors. 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination using a wider range of simple tools and materials. • Fold, pleat, cut paper and thin card of varying thicknesses. • Build and construct structures from separate but similar found objects by combining materials. • Demonstrate experience in surface patterns/textures and use them when appropriate. • Use sketchbook to plan and develop simple ideas and make simple informed choices in media. • Recognise that different materials have their own qualities and require different tools. • Talk about their sculptures and relate them to the work of other sculptors.
Printing	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. • Show experience in simple stitch work. • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. • Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. • Use more than one type of stitch. Explain how to thread a needle and have a go. • Have some experience of weaving and understand the process and some techniques. • Begin to identify different types and textures of fabric and materials for collage. • Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles e.g. cotton, silk, feathers, plants etc. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. • Continue to gain experience in weaving both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. • Change and modify threads and fabrics along with effects e.g. knotting, fraying. • Gain experience in applying colour with printing, dipping, fabric crayons. • Create and use dyes e.g. beetroot, tea, coffee. • Use a sketchbook to plan and develop simple ideas and make simple informed choices in media.
Digital media	<ul style="list-style-type: none"> • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, learn pads. • Continue to record visual information using digital cameras, video recorders. • Continue to use simple graphics packages to create images and effects with: • Lines by changing the size of brushes in response to ideas. • Shapes using eraser, shape and fill tools. 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, learn pads. • Continue to record visual information using digital cameras, video recorders. • Continue to use simple graphics packages to create images and effects with: • Lines by changing the size of brushes in response to ideas. • Shapes using eraser, shape and fill tools. • Colours and textures using simple filters to manipulate and create images. • Use basic selection and cropping tools.

Exploring the work of artists and designers	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers. • Describe people, objects and places using simple art specific language, especially related to colour and shape. • Begin to understand that other artists have drawn and painted the same things they do. • Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Look at and talk about own work and that of other artists and the techniques they had used. 	<ul style="list-style-type: none"> • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. • Discuss own work and others work, expressing thoughts and feelings. • Identify changes they might make or how their work could be developed further.
Vocabulary	<p>Painting, drawing, printing, sculpture, photography, print. Painter, illustrator, printer, sculptor, photographer, printer. Pencil, crayon, felt tip, pastel, paintbrush, charcoal, chalk, ink, clay, collage. Fabric, cardboard, paper, scissors, glue. Colour, primary colours, warm colours, cool colours, colour mixing, secondary colours, tints, shades, light, dark. Pattern, repeated pattern, random pattern. Texture, shape, form, tone, line. Straight line, wavy line, sharp line, smooth line, thick line, thin line, smudged line. Foreground, background, scene, landscape, scene, horizon. Portrait, self-portrait, image, sketch, signature. Mood, atmosphere, abstract. Gallery, museum. Impressionism, Renaissance, Pointillism, Pop-art, Realism, Cubism, Modernism, Art Nouveau, Post-impressionism, Art Deco.</p>		