



Art and Design

Intent



At Elmhurst School we recognise that Art and Design stimulate **creativity** and imagination. Our curriculum is designed to provide visual, tactile and sensory experiences that enable children to communicate what they see, feel and **think**, by exploring colour, texture, form, pattern and different materials and processes. We provide opportunities for children to explore ideas and meaning through a range of artists and designers; learning about the role and function of art within their own community and that of the wider world. It is our aim for children to **aspire** to a deeper appreciation and enjoyment of the visual arts and an understanding of the role it plays in enriching lives. The use of Key Concepts drives learning forward and allows children to understand art and design in a way that transcends the parameters of art as a discrete subject, enabling them to make links across the curriculum as well as with their own lives.

We provide opportunities for all children to develop skills, knowledge and understanding in the following areas:

Responding to art and developing ideas

- Selecting and recording from first-hand observations, experiences and imagination, and explore ideas for different purposes.
- Questioning and making thoughtful observations about starting points and selecting ideas to use in their work.
- Exploring the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Comparing ideas, methods and approaches in their own and others' work .

Drawing

- Developing their own style of drawing through: line, tone, pattern, texture and using different techniques for different purpose i.e. shading, hatching within their own work.
- Creating sketch books to record their observations; using them to review and revisit ideas.

Painting

- Trying out different media and materials and mixing appropriate colours.
- Mixing and matching colours to create atmosphere and light effects; understanding which works well in their work and why.

Printing

- Demonstrating experience in a range of printmaking techniques.

Collage

- Adding collages to a painted, printed or drawn background.
- Using a range of media to create collages.
- Using different techniques, colours and textures etc. when designing and making pieces of work

Textiles

- Use different grades of threads and needles and experimenting with a range of media to overlap and layer colours, textures and effects
- Designing, planning and decorating a fabric piece

3D/ Sculpture

- Constructing from observation or imagination
- Using recycled, natural and man-made materials to create sculptures, successfully joining

Digital Media

- Recording, collecting and storing visual information using digital cameras and video equipment
- Presenting recorded visual images using software e.g. Photo story, PowerPoint, iMovie
- Using a graphics package to create and manipulate new images

Content



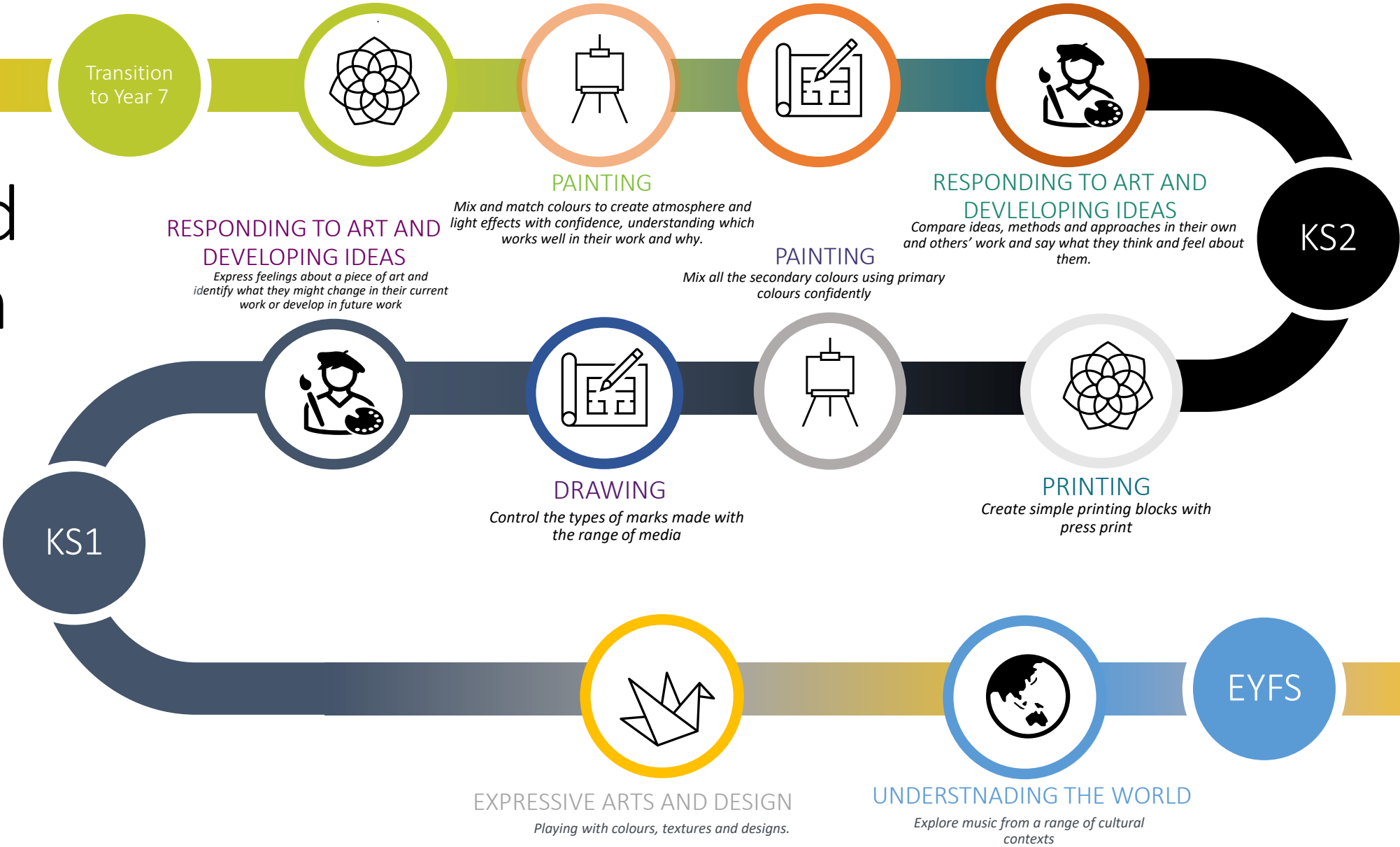
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore what happens when they mix colours Experiment to create different textures Combine different media to create new effects Use a tools and materials together to create a planned effect	Compare and contrast the work of Joseph Turner and David Hockney (beach/seaside themed art) Create 'Hockney' style parasol piece using a primary sketch and paint for background and detail Use a range of textiles to create 'Punch and Judy' style puppets Combine materials to create backdrops for puppet show, applying printing techniques Create a collage using materials collected at the beach	Draw self-portraits Use collage techniques to create –'Me Boards' Visit a local art gallery/ art collage Explore the self-expressive work of Georgia O'Keeffe Explore Kandinsky's abstract artwork and create a piece in a similar style using painting techniques and colour mixing Use clay to create 3D hand model Explore the work of famous photographers (J Nelson, L Jeffries and use photography to show self expression Hold an art exhibition for parents to attend	Explore the work of John Simmons in representing 'A Midsummer's Night Dream' Use different grades of pencil and pattern techniques to draw a scene from the play Use layered painting techniques (including acrylic) to re-create a scene from the play Use dye techniques to design and make costumes for the play Use clay and paper Mache techniques to create 3D props (Grecian vases) Use collage and printing techniques to create backdrops	Analyse a range of film posters, in particular those with character contrast Explore artwork in graphic novels Create a character contrast film poster (one side sketched, the other painted) Use modelling clay to create characters for animation Build an interactive diorama Use tie-dye and sewing to create pocket handkerchiefs Use collage and printing techniques to create animation screens	Compare and contrast the work of Banksy (political) and Teakster (Islamic art) Sketch out a piece of art about an issue that is important to them – use painting techniques to add a statement Use calligraphy and printing techniques to create 'Teakster' style art Explore 'yarn bombing' (London Kaye) -use knitting/ crocheting to create a class yarn bomb Use paper Mache to create 3D mask walls Coordinate instillation of street art (outside wall) with visiting artist	Explore a range of slum murals - compare and contrast based on culture Design and paint a mural to reflect Behala (from class story) Analyse the work of Derek Gores and create own collage to represent the school Design, make and decorate musical working musical instruments from recycled materials Design and make clothing items from recycled materials Use printing techniques to create charity slogan t-shirts Use CD art to create a giant disco ball



Art and Design stimulates creativity and imagination. It enriches lives by providing visual, tactile and sensory experiences.

Art and Design

EYFS – YEAR 6
Elmhurst School

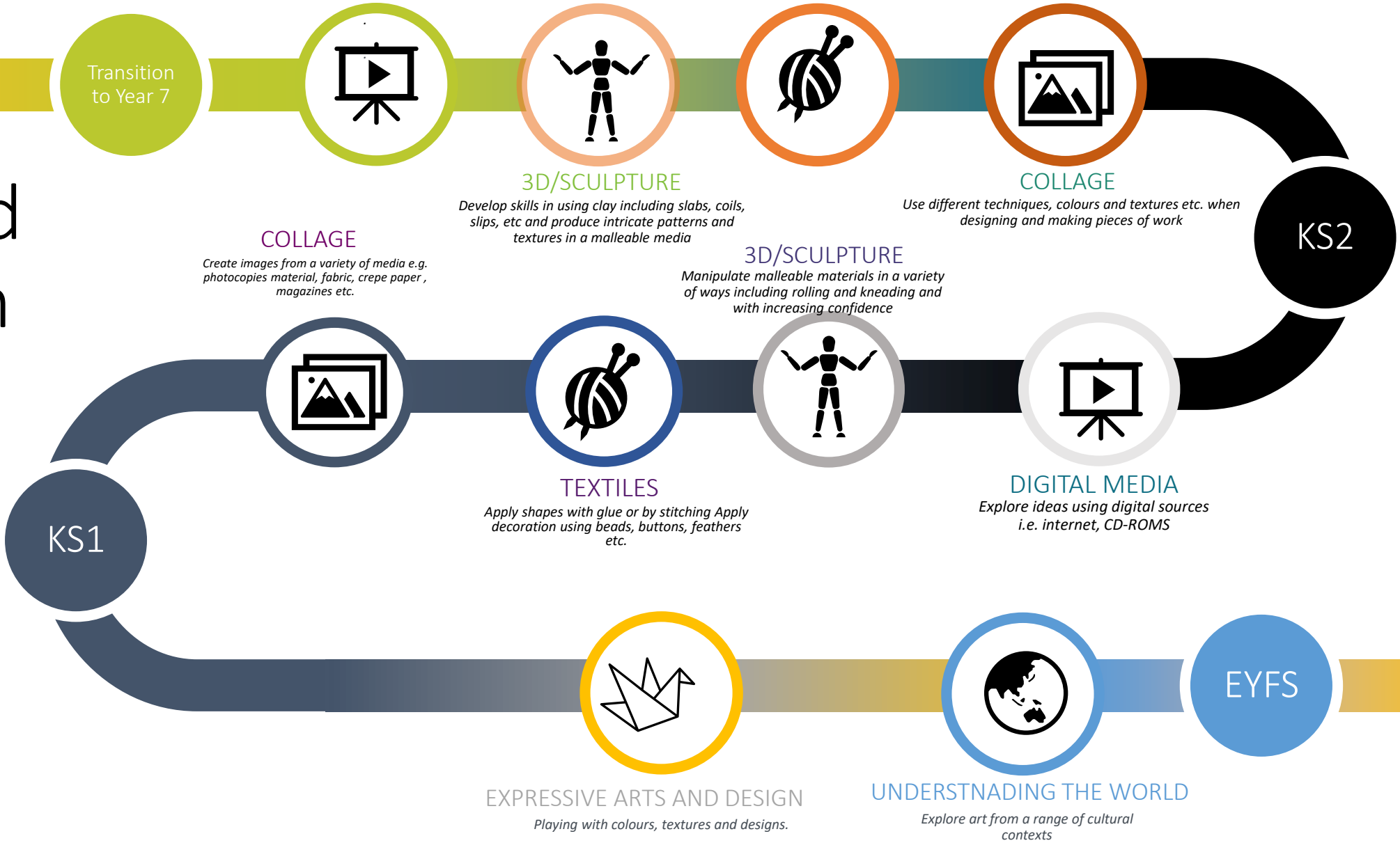




Art and Design stimulates creativity and imagination. It enriches lives by providing visual, tactile and sensory experiences.

Art and Design

EYFS – YEAR 6
Elmhurst School



Skills Progression



Expressive Arts and Design

2 YO

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
- Enjoys and responds to playing with colour in a variety of ways, for example combining colours
- Uses 3D and 2D structures to explore materials and/or to express ideas
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

Nursery

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects, based on imagination, observation and experience
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

Reception

- Expresses and communicates working theories, feelings, ideas and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Chooses colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 1	Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk Begin to control the types of marks made with the range of media Match and draw lines/marks from observations Observe and draw shapes in between objects, invent new shapes Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Use a variety of pencil techniques, such as hatching, scribbling, stippling and blending to create light/dark lines	Experiment with paint media using a range of tools, e.g. brush sizes, hands, feet, rollers, pads Begin to show control over the types of marks made Name the primary colours start to mix a range of secondary colours, moving towards predicting resulting colours Paint on different surfaces with a range of media	Explore printing simple pictures with a range of hard and soft materials e.g. corks, pen barrels, sponge Experience impressed printing: e.g. printing from objects Use equipment correctly to produce a clean printed image Begin to identify forms of printing: books, posters, fabrics Design simple repetitive patterns	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap Papers Collect, sort, name match colours appropriate for an image Create and arrange shapes appropriately Create, select and use textured paper for an image	Match and sort fabrics and threads for colour, texture, length size and shape Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration Apply colour with printing, dipping, fabric crayons	Experiment with malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and manmade materials	Take a self-portrait or a photograph Use simple computer paint program to create a picture

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 2	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Continue to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Express feelings about a piece of art Identify what they might change in their current work or develop in future work	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media Demonstrate control over the types of marks made with a range of media Understand tone through the use of different grade pencils	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties Mix all the secondary colours using primary colours confidently Understand the colour wheel and colour spectrums	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Experiment with overprinting motifs and colour Take simple prints, i.e. mono-printing	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Work on different scales Collect, sort, name match colours appropriate for an image Create and arrange shapes Appropriately Create, select and use textured paper for an image	Match and sort fabrics and threads for colour, texture, length size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee	Manipulate malleable materials in a variety of ways including rolling and kneading and with increasing confidence Impress and apply decoration techniques Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Change the surface of a malleable material e.g. build a textured tile	Explore ideas using digital sources i.e. internet, CD-ROMS Record visual information using digital cameras, video recorders Understand how to use 'zoom' to show an object in detail Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas shapes with eraser, shape and fill tools use basic selection and cropping tools

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 3	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook	Experiment with ways in which surface detail can be added to drawings. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements. Apply a simple use of pattern in a drawing Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil they use	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Mix colours, shades and tones with increasing confidence Use more specific colour language Mix and use tints and shades	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Join two parts successfully Create surface patterns and textures in a malleable material Use papier Mache to create a simple 3D object (Discover)	Record and collect visual information using digital cameras and video equipment Present recorded visual images using software e.g. Photo story, PowerPoint Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Create shape by making selections to cut, duplicate and repeat

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 4	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook	Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension Attempt to show reflections in drawings Begin to show an awareness of representing texture Apply a simple use of pattern and texture in a drawing	Confidently control the types of marks made experiment with different effects and textures. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours, shades and tones with increasing confidence Work in the style of a selected artist Use more specific colour language Mix and use tints and shades	Increased awareness of mono and relief printing Demonstrate experience in fabric painting Create repeating patterns Print with two colour overlays	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use recycled, natural and man-made materials to create sculptures Adapt work as and when necessary and explain why	Record and collect visual information using digital cameras and video equipment Present recorded visual images using software Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Create shape by making selections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose Begin to use media and techniques to show representations of movement in figures and form

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 5	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Recognise the art of key artists and begin to place them in key movements or historical events.	Work from a variety of sources including observation, photographs and digital images. Use different techniques for different purpose i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. Work in a sustained and independent way to create a detailed drawing. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Start to overlay prints with other media.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique.	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media Develop understanding of different ways of finishing work: glaze, paint, polish	Record, collect and store visual information using digital cameras and video equipment Present recorded visual images using software e.g. Photo story, PowerPoint, iMovie Use a graphics package to create and manipulate new images Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)

Skills Progression



	Responding to Art/ Developing ideas	Drawing	Painting	Printing	Collage	Textiles	3D	Digital Media
Y 6	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Recognise the art of key artists and place them in key movements or historical events.	Continue to work from a variety of sources including observation, photographs and digital images. Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purpose i.e. shading, hatching within their own work. Use simple perspective in their work using a single focal point and horizon. Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Adapt their work according to their views and describe how they might develop it further.	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Mix and match colours to create atmosphere and light effects with confidence, understanding which works well in their work and why. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas	Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures, successfully joining Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media Adapt work as and when necessary and explain why.	Record, collect and store visual information using digital cameras and video equipment Present recorded visual images using software e.g. Photo story, PowerPoint, iMovie Use a graphics package to create and manipulate new images Be able to import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)

SMSC & British Values



At Elmhurst we develop SMSC through Art and Design by:

Spiritual

- Encouraging pupils to use their imagination and creativity, to explore ideas and feelings in works of Art
- Teaching pupils how to express themselves through their own art and design activities
- Appreciating the achievements of other artists both contemporary and from the past
- Developing fascination, awe and wonder in the work of others

Social

- Collaborating to create pieces of work
- Respecting each other's ideas and opinions when talking about pieces of art and design including the work of others in the class
- Recognising the need to consider the views of others
- Developing collaborative, cooperative and teamwork skills

Moral

- Exploring the ways in which artists and designers represent moral issues through their work
- Creating artwork that reflect their own views and feelings about the world
- Using recycled materials to create artwork

Cultural

- Reflecting on the ways in which cultures are represented in art and design,
- Understanding the ideas behind art, craft and design in different cultural contexts
- Explore a range of festivals and celebrations from our own and other cultures

British Values



Democracy

Encouraging children to take into account the views of others in shared activities.
Providing opportunities to vote for outcomes

The Rule of Law

Ensuring that children undertake safe practices, following class rules during projects and activities for the benefit of all

Individual Liberty

Learning how art can be used as a form of self expression with regards to ideas, feelings and views about the world
Encouraging children to make their own choices within art and design projects

Mutual Respect and Tolerance of those with different faiths and beliefs

Expecting children to review each other's work respectfully
Encouraging children to work together on projects, providing help and advice to others
Providing opportunities for children to explore different festivals, traditions and celebrations through art and design

Providing opportunities for children to talk about art and design work from different cultures and religious beliefs
Using art and design pieces to learn about different faiths and cultures around the world