

Definitions of terms in Art and Design

Pattern is a recurring theme in art and design (natural and manmade) e.g animal skin, printed patterns.

Texture describes surface quality, for example rough, smooth, hard or soft.

Shape is an enclosed object which is 2D. Shapes can be created by line, or by colour and value changes which define their edges.

Line can communicate an idea or express a feeling.

Characteristics of Line are:

Width - thick, thin, tapering, uneven. Length - long, short, continuous, broken. Direction- horizontal, vertical, diagonal, curving, zigzag. Focus- sharp, blurry Feeling- sharp, jagged, graceful, smooth.

Form is 3D and encloses space. Forms are either geometric or free-form

Space refers to the area within, around, above or below an object or objects (2D and 3D).

Colour can be used to decorate, to create mood and to express emotion. Children are taught to use primary and secondary colours first.

Tints adding white to a colour to lighten it.

Shade adding black to a colour to darken it.

Tone is the lightness or darkness of an object.

	EYFS	KS1	
Curriculum Statements	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Talk about 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.</p>	
	EYFS	Year 1	Year 2
Developing Ideas	The children look and talk about what they have produced, describing simple techniques and media used	<p>Record simple explorations (different media).</p> <p>Use different techniques in their own work</p>	<p>Plan and develop simple ideas.</p> <p>Use what they have learned to inform other work.</p>
Responding to art	The children look and talk about what they have produced, describing simple techniques and media used. Use work of artists as stimuli.	<p>Use artists as a way of introducing skills and techniques.</p> <p>Look at and talk about their own work and that of other artists and the techniques they have used expressing their likes and dislikes.</p> <p>Talk about the differences and similarities between different artists and making links to their own work by using artworks as an inspiration for their own work or practise using the artists' techniques.</p> <p>Create a piece of work in response to another artist's work</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Create a piece of work in response to another artist's work Identify changes they might make or how their work could be developed further.</p> <p>Evaluate their own and other artists' work.</p>
Drawing Artists examples:	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p>	Draw lines of different shapes and thickness, using 2 different grades of pencil.	Can I use three different grades of pencil in my drawing (4B, 8B, HB)?

<p>Picasso Matisse <u>Contemporary</u> Adonna Khare Quentin Blake</p>	<p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Communicate something about themselves in drawings?</p>	<p>Create different tones using light and dark? E.g. hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Show patterns and texture in drawings.</p> <p>Begin to draw in smaller larger scales on different surfaces</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using different grades of pencil (e.g HB, 2B, 4B).</p>
<p>Painting <u>Artists:</u></p> <p>Picasso Guiseppe Arcimboldo Monet Seurat Van Gogh Paul Klee Miro Kandinsky Mondrian Jackson Pollock Georgia o Keefe</p>	<p>Name primary/secondary colours and mix secondary colours</p> <p>Use different sized brushes (small, medium and large to make different line thicknesses).</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Experiment with paint on hands, fingers feet, rollers</p>	<p>Learn how to draw an outline with a pencil and paint inside the lines with different sized small brushes.</p> <p>Learn how to make tones (tints and shades) in water colour</p> <p>Show control over marks being made.</p>	<p>Show some control over the types of marks made in a range of painting techniques e.g. mixing media and adding texture.</p> <p>Be able to mix all the secondary colours using primary colours confidently - green, purple, pink, orange, brown</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p>
<p>Printing <u>Artists:</u></p> <p>Kandinsky Andy Warhol Mondrian Paul Klee Lichtenstein</p>	<p>Explore printing using different objects, materials and shapes. Develop simple patterns using objects.</p>	<p>Ch will explain what printing is.</p> <p>Use printmaking to create patterns on paper using hard and soft objects e.g vegetables, natural and manmade.</p> <p>Print using 2D shapes.</p> <p>Mono printing Jackson Pollock-</p>	<p>Use printing rollers to make designs and patterns.</p> <p>Explore and design own printing blocks.</p> <p>Look at pop art (Warhol and Lichenstein) to make a printed repeating pattern .</p>

		string	
Materials/Textiles <u>Artists:</u> Matisse Contemporary Bethan Ash Louise Baldwin	Use a variety of fabrics, materials to produce collages. Weave outdoors with a variety of materials. Use appropriate language to describe colours and textures.	Investigate textures by describing, naming, rubbing, copying. Use natural materials to make patterns and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Weave with paper and fabric, Begin to sew a running stitch (Colne Valley Museum) Choose own materials and plan own collage.	Join fabric together – using glues and show some control over simple stitch work (Bethan Ash) Observe colour, pattern and textures in fabric
3D/Sculpture <u>Artists:</u> Andy Goldsworthy Barbara Hepworth Eva Rothschild Jill Townsley	Enjoy using a variety of malleable media such as clay, papier mache, playdough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Add texture, make shapes, coil and roll Use natural and manmade materials.	Sculpt using different materials – hard and soft e.g spoons, matchsticks, polystyrene. Make ephemeral art sculptures inspired by artists such as Andy Goldsworthy using natural objects. Learn techniques of using clay – rolling, squeezing, smoothing, carving, joining pieces together with water to ‘glue’ them. Design and make a model using clay. Make patterns and textures in the clay.	Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Know how to strengthen sculptures made out of malleable materials – revise techniques from Year 1. Make detailed marks on sculptures. Explore carving as a form of 3D art e.g Barbara Hepworth soap carving. Sculpt using natural materials using their knowledge of strengthening techniques (e.g corners, making the base solid and secure)
Technology and Art	Interactive whiteboard changing thickness of the brush, changing colours, background Texture – paintbrush or spray can	Take a self-portrait or a photograph with an ipad/camera. Use a simple computer paint program to create a picture	Understand how to use ‘zoom’ to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.

Dimple Well Infants and Nursery School

11.9.19

Art Coverage term by term

Please note down the activities, skills learned and artists used for art over the year. Please could you also allocate the time spent on each activity. Thank you.

Please return to my pigeon hole by 18th September so that I can plan for a Staff Meeting. I will of course be eternally grateful and you may win a prize!

Year Group 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing	Learning how to draw with a graphite pencil and colour in with correct colours	Portrait – draw body parts in correct places	Observational drawing of plants	Draw old toys Tones/shades – using different pencils and pressure to create shades of grey.	Textures with pencil	
Painting	Learning how to use a variety of small brushes. Drawing the image and filling in with paint.	Splatter painting technique Jackson Pollock		Artists Miro/Klee Tones and tints Observational drawing Painting Diff thicknesses of brush		
Printing	Impressed printing: e.g. printing from objects. Can I print with sponges, vegetables and fruit? Fruit and veg prints		Printing – link materials Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.			Printing with natural materials
Materials/textiles (inc sewing)	Collage Guiseppe Arcimboldo (support DT)			Weaving/sewing as part of trip to Colne Valley		Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)
Sculpture	Playdough – making animals out of playdough – link topic and nursery rhymes	Self portrait clay/playdough			Sculpture Park visit Sculpture Sculpt with different materials Animal sculpture out of clay	Ephemeral sculpture Artists Andy Goldsworthy Sculpture with natural objects from outside
Technology and art		Using a paint program to draw a face			Photos of sculptures	

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