



# Art and Design at Gwinear.

*'Art is not what you see but what you make others see'* (Edgar Degas)

## Our Vision Statement.

Creativity, imagination and making sense of the world are essential to the art experiences within our curriculum. Through the use of: colour, form, texture, pattern, materials and processes, pupils learn a visual language for communicating their thoughts. We aim to develop skills to enable children to express themselves through a variety of different media and forms and create an environment where decision making is an active and celebrated process for all. The function of art/design and the work of a wide variety of artists are explored to help develop an appreciation of the visual arts with an understanding that enhances pupils' lives. Throughout their own explorations and when responding to the works of other artists and their peers, children are encouraged to make value judgments and are taught language to help them articulate how what they see impacts on them in a personal way. We are a creative school.

## Art and Design Skills Progression

Skills Progression – Statutory Requirements for Y5/6		
YEAR 5/6 Curriculum Content- Artists Covered		
Drawing Painting and Mark Making	Collage Textiles and Sculpture	Printing
<b>As Year 3/4 plus:</b>  Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions.	<b>As Year 3/4 plus:</b>  Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. Use sketchbook to inform, plan and develop ideas.	<b>As Year 3/4 plus:</b>  Use different tools and techniques for printing Combine prints taken from different objects to produce an end piece. Experiment with ideas, to plan in sketchbook. Produce pictorial and patterned prints. Design prints for fabrics, book covers and wallpaper

<p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Develop understanding of the concept of perspective. Work on a variety of scales and collaboratively. Independently select materials and techniques to use to create a specific outcome. Compose a picture with a back, middle and foreground</p> <p>Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (with sawdust, glue, shavings, sand and on different surfaces. Consider use of colour for different purposes. Match colours more accurately. Use colour to express moods and feelings. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Understand the sequence of making a painting to gain the best result</p>	<p>Produce more intricate patterns and textures. Use fine motor control in modelling. Know a range of ways of mark making to create pattern.</p> <p>Apply knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale Shape, form, model and join with confidence. Develop skills of curling, pleating, scrumpling, overlapping and cutting Experiment with and develop control of tools and techniques for textiles Use plaiting, pinning, stapling, stitching and sewing techniques</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc</p>	<p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief Screen printing techniques Discuss and evaluate own work and that of others.</p>
<b>Skills Progression – Statutory Requirements for Y3/4</b>		
<b>YEAR 3/4</b> <b>Curriculum Content- Artists Covered</b>		
Drawing Painting and Mark Making	Collage Textiles and Sculpture	Printing

<p>Increase knowledge of how to use drawing materials. Experiment with the potential of various pencils (2B - HB) to show tone, texture etc</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion. Draw from life, memory and imagination. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Develop imagination and fantasy in images.</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Look at the work of artists as a starting point for own work.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Care for tools and equipment.</p> <p>Use lenses and viewfinders to isolate detail.</p> <p>Extend exploring colour mixing to applying colour mixing. Mix tones with an improving degree of accuracy.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing.</p> <p>Explore links between colour and emotion/moods.</p> <p>Experiment with mixed media</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. For example; use magazines to produce abstract or figurative images.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material</p> <p>Develop skills of curling, pleating, scrumpling, overlapping and cutting</p> <p>Link collage to printmaking</p> <p>Use natural materials with increased relevance to their form and surface.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Observe artefacts and adapt scale and form to create a sculpture</p> <p>Line in clay printing – awareness of natural and man made forms to make lines</p> <p>Use coiling, pinching joining and smoothing techniques in clay making</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes. Make own relief arrangements to print from</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Discuss own work and that of other artists.</p> <p>Explore images through monoprinting on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately. Mask areas with paper to create stencil prints</p> <p>Interpret environmental and manmade patterns and form. Use imagery from built environment to create patterns</p> <p>Overlay images to create a composition for a poster</p> <p>Use own stencils to make an image</p>
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colours.		
<b>Skills Progression – Statutory Requirements for Y1/2</b>		
<b>YEAR 1/2</b> <b>Curriculum Content- Artists Covered</b>		
Drawing Painting and Mark Making	Collage Textiles and Sculpture	Printing
<p>Children should be allowed the freedom to experiment (mark making) with different drawing materials:</p> <ul style="list-style-type: none"> <li>• Variety of pencils</li> <li>• Chalks</li> <li>• Colouring pencils</li> <li>• <b>Felt tip pens</b></li> <li>• Crayons</li> <li>• <b>Charcoal</b></li> </ul> <p>Children should explore different textures/surfaces and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world (artefacts).</p> <p>Begin to care for tools and equipment</p> <p>Sketch to make quick records of something.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p> <p>Be able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Experience using malleable materials.</p> <p>Change shape by adding and removing.</p>	<p>Use printmaking as a means of drawing. Make pictures through pressing, rolling, taking rubbings, stamping.</p> <p>Make collaborative works</p> <p>Create order, symmetry, irregularity</p> <p>Extend repeating patterns - overlapping, using two contrasting colours etc</p> <p>Print with a growing range of objects, including manmade and natural printing tools</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Observe and describe printmaking in the environment.</p>

<p>Extend colour vocabulary, begin to describe colours by objects – ‘raspberry pink, sunshine yellow’            Make as many tones of one colour as possible using primary colours and white.            Darken colours without using black            Mix colours to match those of the natural world – colours that might have a less defined name            Experience using colour on a large scale, A3/A2 playground.</p> <p>Experiment with ways of mixing and applying paint with a variety of tools</p> <p>Observe natural/man-made world with increasing detail</p>		
<p><b>FOUNDATION STAGE</b>            From understanding of the world ELG</p>	<p>Children to know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants and explain why some things occur, and talk about changes.</p>	