

Art and Design Rationale

Learning to Live, Living to Learn

Art and design embody some of the highest forms of human creativity. Our Art and Design education aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. As pupils progress, they are asked to think critically and develop a more rigorous understanding; they are encouraged to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Rushwick School we are committed to providing all children with learning opportunities to engage in Art and Design.

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Art and Design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Progression of Skills in Art and Design

	EYFS	Year 1	Year 2
Exploring and developing ideas (ongoing)	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists in different times and cultures.

Evaluating and developing work (ongoing)	Review what they and others have done. Identify what they might change in their current or future work.	Review what they and others have done. Identify what they might change in their current or future work.	Review what they and others have done. Identify what they might change in their current or future work.
	EYFS	Year 1	Year 2
Drawing (pencil, charcoal, chalk, pastel, ICT software)	<p>Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body.</p>	<p>Extend the variety of drawings tools to include charcoal, ballpoints and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, with some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and manmade world.</p> <p>Observe anatomy: encourage accurate drawings of people.</p>	<p>Continue as Year 1 to experiment with tools and surfaces. Layer different media.</p> <p>Draw as a way of recording experiences and feelings. Work out ideas through drawing. Sketch to make a quick record of something.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Draw from real objects: grouped and single.</p>

	EYFS	Year 1	Year 2
Colour (paint, inks, dye, pencils, crayon, pastel)	<p>Experiment with primary colours predominantly - and name them.</p> <p>Allow for experimentation of mixing (but no formal teaching of mixing).</p> <p>Learn the names of different tools that bring colour.</p> <p>Use a range of tools to make coloured marks on paper: sponges, brushes, fingers.</p>	<p>Begin to introduce mixing of colours. Create secondary colours.</p> <p>Find collections of colour (i.e. different sorts of green, blue, etc.) Use language to evaluate: light/dark.</p> <p>Continue to explore applying colour with a range of tools (e.g. different brush sizes). Create different textures (e.g. mix in sawdust or glue).</p> <p><i>Suggestion: Look at Vassily Kandinsky's 'Squares with Concentric Circles' to help with work on colour mixing.</i></p>	<p>Begin to describe colours through objects, e.g. 'sunshine yellow'</p> <p>Make as many tints of one colour as possible using primary colours and white.</p> <p>Darken colours without using black.</p> <p>Mix colours to match those of the natural world: colours that might have a less defined name.</p> <p>Experiment layering media, e.g. wax crayon on paint and scratching through.</p> <p>Work on different scales (e.g. large brush and large paper).</p> <p><i>Suggestion: Look at Van Gogh's Starry Night, and paint own version, linking with History 'Man on the Moon' topic.</i></p>
	EYFS	Year 1	Year 2
Texture (collage, weaving)	<p>Handling, manipulating and enjoying using materials</p> <p>Make simple collage using, e.g. paper, pasta, beans, etc. Select, sort, tear, cut and glue items down.</p>	<p>Weaving: simple paper or material weaving using a card loom. Paint strips of paper to weave with. Explore colour.</p> <p>Add objects to the weaving, e.g. buttons, twigs, dried flowers.</p>	<p>Collage: develop skills of overlapping and overlaying to create effects (e.g. make a small mosaic).</p> <p>Use different materials to make a picture.</p> <p>Sewing: Use large eyed needles and different thicknesses of thread to create different sized running stitches. Thread a needle. Learn to tie a knot.</p>

	Do simple weaving.	<p>Collage: build on skills of using various materials (plastic, tissue, photocopied material, magazines, etc). Sort materials according to specific qualities, e.g. smooth/rough, etc. (Science link)</p> <p>Discuss how textiles are used to create things, e.g. curtains, clothing.</p>	Try simple appliqué work: using running stitches to attach material shapes to fabric.
	EYFS	Year 1	Year 2
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<p>Handling, feeling, enjoying, manipulating materials</p> <p>Constructing. Pull apart and reconstruct</p> <p>Shape and model from observation and imagination.</p> <p>Apply simple decoration.</p>	<p>Construct models to represent personal ideas.</p> <p>Construct and join recycled, natural and manmade materials. Use materials to make known objects for a purpose, e.g. a puppet.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Cut shapes using scissors.</p> <p>Explore sculpture. Manipulate clay in a variety of ways (e.g. rolling, shaping). Carve, e.g. clay, using tools. Pinch and roll coils and slabs using modelling media.</p>	<p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models, or build a textured relief tile.</p> <p>Construct and join recycled, natural and manmade materials more confidently.</p> <p>Show an awareness of natural and manmade forms.</p> <p>Shape and form from direct observation (using rigid and malleable materials).</p> <p>Use 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>

			Begin to express thoughts about own work and that of other sculptors. (e.g. Moore, Goldsworthy)
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Printing (found materials, vegetables /fruit, press print, string).	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from objects, e.g. leaf, hand, onion, feet, junk, bark, modelling clay, etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Imprint onto a range of textures, e.g. newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Create repeating patterns. Continue to print using natural and made objects.</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Try relief printing using string, card, etc.</p>	<p>Print with a growing range of objects: manmade and natural.</p> <p>Create order, symmetry and regularity. Extend a repeating pattern.</p> <p>Try a variety of techniques, e.g. relief printing (using polystyrene sheets).</p> <p>Identify the different forms printing takes, i.e. books, pictures, fabric, wallpaper, etc.</p> <p>Talk simply about own work.</p>
	EYFS	Year 1	Year 2
Pattern (paint, pencil, textiles, clay, printing)	<p>Copy and create own simple repeating patterns using concrete objects, e.g. making an object train and photographing (buttons/stones/blocks); bead threading patterns</p>	<p>Develop an awareness of patterns around them (e.g. go on a pattern hunt).</p> <p>Look at repeating patterns: create own on paper, e.g. drawing or printing of own design.</p> <p>Symmetry: link to Maths.</p>	<p>Experiment by arranging, folding, repeating, overlapping.</p> <p>Look at regular and irregular patterns. What does regular/irregular mean?</p> <p>Look at natural and manmade patterns and discuss.</p>

	<p>Make irregular painting patterns based on real life, e.g. the skin of a tiger.</p> <p>Explore simple symmetry, e.g. folding painted butterflies.</p>		
Breadth of study	<p>Work on their own and collaboratively on 2D and 3D projects and on different scales.</p>	<p>Work on their own and collaboratively on 2D and 3D projects and on different scales.</p> <p>Use ICT.</p> <p>Look at different kinds of art, craft and design.</p>	<p>Work on their own and collaboratively on 2D and 3D projects and on different scales.</p> <p>Use ICT.</p> <p>Look at different kinds of art, craft and design.</p>

	Year 3	Year 4	Year 5	Year 6
<p>Exploring and developing ideas (ongoing)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas, and collect visual material to help them develop their ideas.</p>			
<p>Evaluating and developing</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>			

work (ongoing)				
	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, chalk, pastel, ICT software)	<p>Experiment with various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and manmade world. Encourage more accurate drawings of people - particularly faces.</p> <p>Observe and draw simple shapes. Draw both the positive and negative shapes, i.e. draw both the outline of the object and the shapes it creates within it.</p>	<p>Identify and draw the effect of light (shadows) on a surface (objects and people).</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of people, to include proportion, placement and shape of body.</p> <p>Work on a variety of scales.</p> <p>Computer generated drawings.</p>	<p>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.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface, e.g. mark making.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently select materials and techniques needed to create a specific outcome.</p> <p>Year 5. Suggestion: Drawings of Viking warriors, to fit with Viking topic.</p>	

	<p>Plan, refine and alter drawings as needed. Make initial sketches as a preparation for painting and other work.</p> <p><i>Suggestion: Look at cave drawings to fit with History topic on Stone Age.</i></p>			
	Year 3	Year 4	Year 5	Year 6
<p>Colour (paint, inks, dye, pencils, crayon, pastel)</p>	<p>Colour mixing.</p> <p>Make colour wheels to show primary and secondary colours. Use terms 'secondary' and 'primary'.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Apply colour using dotting, scratching, splashing to imitate an artist.</p>	<p>Colour mixing and matching with increasing accuracy (e.g. try to make some of the colours shown on a commercial colour chart). Use the terms 'tint', 'tone', 'shade', 'hue'.</p> <p>Observe colours on hands and faces: mix flesh colours.</p> <p>Mix and match colours to those in a work of art.</p> <p>Choose suitable equipment for the task (e.g. size of paintbrush or paper needed).</p>	<p>Show a secure knowledge about primary, secondary, warm and cold, complementary and contrasting colours. Experiment mixing colours for tint, tone, shade, hue and mood.</p> <p>Consider colour for different purposes. Use colour to express moods and feelings.</p> <p>Explore further the use of texture in colour (link to texture unit) by using sawdust, glue, shavings, sand and on different surfaces, and using very wet, thin or thick paint.</p> <p>Consider artists use of colour and their application of it (e.g. Monet, Chagall, Ben Moseley, Van Gogh).</p> <p>Choose suitable equipment for the task (e.g. size of paintbrush or paper needed).</p>	

	<p>Practise pointillism – control over coloured dots, so tone and shading is evident.</p> <p><i>Suggestions:</i> Use pointillism for seascapes, fitting with Coasts Topic. Look at work of Georges Seurat. Paint large-scale Egyptian frieze to link with History topic.</p>	<p>Begin to plan and create different effects and textures with paint according to what they need for the task. Explore the texture of paint, e.g. very wet washes and thin or thick and heavy (add PVA to the paint).</p> <p><i>Suggestion: Link painting (JMW Turner's 'Distant Mountains' and 'Lake and Mountains' to geography Mountains topic. Or Link Henri Rousseau's Tiger in a Tropical Storm with Science topic, Habits and Environment.</i></p>	<p>Work from a variety of sources: Year 5: from imagination Year 6: including those researched independently.</p> <p><i>Year 5. Suggestion: link painting with Space topic. (Peter Thorpe, Picasso's 'Constellations', Miro 'Constellations towards the Rainbow').</i></p> <p><i>Year 6. Suggestion: See printing.</i></p>	
	Year 3	Year 4	Year 5	Year 6
Texture (textiles, paper and card)	<p>In sewing: use smaller eyed needles and finer threads. Develop stitching skills (e.g. use zig-zag or chain stitch), cutting and joining. Name the tools and materials used.</p>	<p>Use initial sketches to aid work. Emphasize need for observation and design in textural art. Continue experimenting to create mood, feeling and movement in work.</p>	<p>Join fabrics in different ways, including stitching. Use different grades of threads and needles.</p> <p>Use stories, music, poems as a stimuli for work.</p> <p>Use a range of media to create collage.</p>	<p>Be aware of the potential of different materials. Develop experience in embellishing, pooling together awareness of texture to complete a piece; use applique, drawing, sticking, cutting, paint, weaving, layering, etc.</p>

	<p>Weaving: use colour to express an idea in (e.g. seasons, moods) or create a picture (e.g. desert, seascape). Look at weaving by Ellen Jackson.</p> <p>Experiment with a range of media, e.g. overlapping and layering.</p>	<p>Combine skills; use collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Look at work of Alison King.</p> <p>Experiment with paste resist.</p> <p>Suggestion: collage based on idea of Roman mosaic.</p>	<p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Experiment using batik.</p> <p>Look at work of other artists using textiles, e.g. Molly Williams and Jill Denton.</p> <p>Suggestion: link collage with geography topic on South America (rainforest).</p>	<p>Be expressive and analytical to adapt, extend and justify their work.</p> <p>Look at work of e.g. Nigel Cheney, Molly Williams, Jill Denton.</p>
	Year 3	Year 4	Year 5	Year 6
Form (clay, recycled materials, wire, paper sculpture, Modroc, papier mache)	<p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Model from observation and/ or imagination with increasing confidence using malleable and rigid materials.</p>	<p>Plan and develop ideas in sketchbook and make informed choices about 3D technique chosen.</p> <p>Make a simple papier mache object.</p> <p>Show an understanding of shape, space and form. Explore surface patterns and textures.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Describe different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture. Produce more intricate patterns and textures.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to create sculpture and constructions with increasing confidence.</p> <p>Develop skills in using clay, including slabs, coils, slips, etc.).</p> <p>Make a mould and use plaster safely.</p>

	<p>Have an understanding of different adhesives and methods of construction.</p> <p>Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Have simple discussions about aesthetics.</p> <p><i>Suggestion: clay work as part of Egyptian topic.</i></p>	<p>Plan, design, make and adapt models. Use a variety of materials (wire, paper, modroc?).</p> <p>Discuss own work and work of other sculptors (Hepworth, Arp, Nevelson, Gabo, etc.).</p> <p><i>Suggestion: decorate papier mache bowl in Roman style in link with History topic.</i></p>	<p>Work directly from observation or imagination with confidence.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (e.g. Calder, Georges Segal, recycled sculptures from Africa and India, Alberto Giacometti, etc.)</p> <p><i>Suggestion: as part of topic on South America create bird from recycled materials.</i></p>	<p>Discuss and evaluate own work and that of other sculptors in detail (e.g. Calder, Georges Segal, recycled sculptures from Africa and India, Alberto Giacometti, etc.)</p> <p><i>Suggestion: link clay work to History topic on Benin. (Look also at Benin plaques.)</i></p>
	Year 3	Year 4	Year 5	Year 6
Printing (found materials, press print, string)	<p>Use sketchbook for recording textures/patterns. Create designs for printing.</p>	<p>Use sketchbook for recording textures/patterns. Look at natural and manmade pattern.</p>	<p>Experiment with ideas in sketchbook.</p> <p>Recap techniques, e.g. mono, relief and resist printing.</p>	<p>Experiment with ideas in sketchbook.</p> <p>Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</p>

	<p>Print using different materials, objects a techniques, e.g. relief and impressed printing processes.</p> <p>Explore colour mixing through overlapping and layering colour prints.</p> <p>Explores images through mono-printing on a variety of papers.</p> <p><i>Suggestion: base print work on Japanese artist Hokusai (The Great Wave) and link with Coasts topic.</i></p>	<p>Create and adapt a print using a variety of techniques.</p> <p>Select the kinds of material to print with in order to get the effect wanted.</p> <p>Explores images and recreate texture through deliberate selection of materials, e.g. wallpaper, string, polystyrene, etc.</p> <p><i>Suggestion: prints based on plants, linking with Science.</i></p>	<p>Chose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Designs prints for fabrics, book covers or wallpaper (Make connections between own work and patterns in their local environment, e.g. curtains, wallpaper.</p> <p>Discuss and evaluate own work and that of others. (e.g. William Morris, Hokusai).</p>	<p>Recreates a scene, remembered, observed or imagined, through collage printing.</p> <p>Experiment with screen printing.</p> <p>Explore printing techniques using by various artists (e.g. Picasso, Dan Mather, Andy Warhol).</p> <p><i>Suggestion: Use Andy Warhol's 'VesuviusNaples' to link to geography topic, Earthquakes and Volcanoes.</i></p>
	Year 3	Year 4	Year 5	Year 6
Pattern (paint, pencil, textiles, clay printing, dough)	<p>Use sketchbooks to record pattern seen around us in natural/manmade world.</p> <p>Design own motif pattern.</p>	<p>Explore environmental and manmade pattern.</p> <p>Consider different types of mark- making to make patterns.</p> <p>Look at various artists creation of pattern and</p>	<p>Use sketchbooks. Create own abstract pattern to reflect personal experiences and mood.</p> <p>Create pattern for purposes e.g. wallpaper, clothes, boxes, folders, book covers etc.</p>	<p>Use sketchbooks. Create own abstract pattern to reflect personal experiences and mood.</p> <p>Create pattern for purposes e.g. wallpaper, clothes, boxes, folders, book covers etc.</p>

	<p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces: clay, dough, fabric, paper, or using chalk on playground)</p> <p>(Link to Maths - symmetry.)</p>	<p>discuss effect, e.g. Gaudi, Matisse, Escher, aboriginal art)</p> <p>(Link to Maths - tessellation. See Escher.</p>	<p>Look at various artists' creation of pattern and discuss effect, e.g. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro.</p>	<p>Look at various artists' creation of pattern and discuss effect, e.g. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro.</p>
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