

Art at Meadows First School (Vision and Intent)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our Art Curriculum as follows:

We equip children with the **Art skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in **Art** across the school. Vocabulary development plays a vital role in this. We want children to be able to **use art as a visual** means for communication and to use language skillfully. **For example, children can talk about line, shape, pattern, colour, texture and form to express emotions and interpret observations. They enjoy talking about their art work and about great artists they have studied.**

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in **Art**. **For example, our children are introduced to great artists from around the world as well as visiting art galleries and museums close to home. Year 4 visit the Art Gallery in Birmingham and our Early Years look at great illustrators/ authors such as Eric Carle and Martin Waddell as part of their thematic work. Year 2 look closer to Birmingham at the history behind Cadbury's packaging and designs.** We want children to develop a thirst for learning by using memorable and purposeful learning experiences. **For example, in our locality the Artrix theatre works with children in key stage 2 to develop ideas and projects in the community such as producing lanterns for the Bromsgrove Light Festival.**

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the **Art** curriculum- **eg. Year 2 visit the great cathedral in Worcester and are inspired by the architecture, as well as being part of Remembrance celebrations. Each year our school is represented in the Voices and Visions County wide art exhibition also held in the cathedral and open to the public.** We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. **E.g children design posters for reminding us to switch off electricity and be environmentally aware and they have made a huge totem pole with a resident artist for the school's wellbeing garden.**

Love of Learning

key knowledge & skills

Global citizens



Positive Relationships

Unique child

The **Art** curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in **Art**, supporting and encouraging each other, **as well as reflecting on and critically evaluating each other's work.** We enable parents to support their children by involving them in their education and inviting them into school: **eg: during arts week parents are invited to join in with the BIG DRAW alongside their children and this is then celebrated in our whole school assembly. Themed weeks such as the 'toy museum' In Year 1—where children do observational drawings of toys old and new to display in their class museum which is open to parents and carers.**

Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in art and explore the richness of the world around them can aid wellbeing and reduce stress

We know how to keep ourselves safe in **Art**, using **equipment carefully and safely.** We are proud of what we can achieve!

At Meadows First School we can all become **artists!** We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the **Art** curriculum. **EG: we support all of our children with a range of equipment that caters for all needs. All of our children will have their art work proudly displayed around the school and each year the whole school comes together to create a large scale collaborative art work with an artist in residence.** Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to have a go and experience a range of materials and medium and to talk enthusiastically about their art.

Determined: We encourage a growth mindset, with high expectations, so children are **proud to share and talk about their art work.**

Focused: We want them to have no ceiling to their achievements and to grow up **wanting to be illustrators, graphic designers, artists or printmakers!**

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!

MEADOWS FIRST SCHOOL -LONG TERM PLAN ART

Intent:

With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and to learn 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.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights Respecting		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. (24)</i>	<i>The right to a good quality education 28</i>
Year N	Theme	Settling in Marvellous Me	Celebrations Special times	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun Transition
	Focus/skills	<i>Line & pattern - drawing</i>	<i>texture & colour-printing /paint</i>	<i>weaving & textiles – collage</i>	<i>Colour/ sculpture -Shape & form & space</i>	<i>Form – pattern – digital art</i>	<i>Printing collage</i>
	Artist	<i>Owl Babies - & John Ruskin</i>	<i>Van Gogh (texture)/ Jackson Pollack</i>	<i>Recycled artists</i>	<i>Keith Haring/ African tribal art/</i>	<i>Goldsworthy/ Blossfeldt</i>	<i>David Measures – observational artists Lucy Arnold</i>
	National curriculum coverage	<i>feathers -explore through drawing & printing and also using them as a tool for mark making chalk pastel drawings of feathers mono printing</i>	<i>Exploration of making textures through paint and mixed media: Sgraffito , stippling, sponging, impasto, Jackson Pollack inspired art using tools & techniques to explore paint</i>	<i>Drawing cogs, wheels machines OHP onto walls looking at wheels Bicycle wheel art Weaving wheels</i>	<i>black lives matter artists & understanding concept of same and different through sculpture and transient art – using Keith Haring and tribal art as inspiration (see KO)</i>	<i>natural resources, leaves, stick, flowers,Collage of natural resources photographs take photographs use exposure paper</i>	<i>Pressing shells / sea weed printing & natural objects into clay Hangings/ weaving Observation drawing http://www.thelandgallery.com/</i>
Year R	Theme	Marvellous Me Where the Wild Things Are	Marvellous me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	Once upon a tale	All Creatures great & small
	Focus/skills	<i>Collage & drawing & digital art</i>	<i>Line, colour & drawing & paint</i>	<i>Line & pattern –printing</i>	<i>-colour texture paint - printing</i>	<i>Colour – textiles/ weaving texture Painting</i>	<i>Sculpture form shape space</i>
	Artist	<i>Van Gogh /Ben Giles / Hannah Hoch (Collage artists)/ David Hockney/ Van Gogh</i>	<i>Mondrian /Miro/</i>	<i>Chinese art drawing blossom –</i>	<i>Art work based on Eric Carle –</i>	<i>giant flowers / Plant artists? Eg.Georgia Okeefe /</i>	<i>Brigitte West – Hairy Mclary sculptures Tauranga waterfront.</i>
	National curriculum coverage	<i>Draw line portraits in black pen /make a collage portrait using materials/ buttons/ wool. Take a photo of self and look at Hockney –</i>	<i>Explore primary colours through Mondrian/ Miro inspired art Take a line for a walk Miro style and overlay tissue paper</i>	<i>Story of Willow pattern explored through art (make printings in blue) Blossom painting inspired by Chinese art</i>	<i>Layering different papers to build up a picture inspired by Eric Carle Explore printing</i>	<i>Large scale textile printing of flowers inspired by Georgia OKeefe Make a weaving loom</i>	<i>Sculptures of animals Weaving and textures Paper macheMod roc – explore ways of making 3d sculptures</i>

		Mother to make a montage collage from faces/ photos of self (Hockney style) sunflowers (van gogh)	Block painting with lines and card (Mondrian)	Calligraphy (pen and ink)			
Year 1	Theme	Making SENSE of our world	Memory box	Our Town Bromsgrove	Animal Allsorts	Let's Explore Africa	Famous for more than five minutes
	Focus/skills	<i>Shape & Form & space sculpture & drawing</i>	<i>Painting – colour</i>	<i>Line & pattern digital art (architecture) & drawing</i>	<i>Texture/ Collage</i>	<i>Texture & collage, printing & colour</i>	<i>Textiles weaving Digital art</i>
	Artist	<i>PICASSO</i>	<i>KANDINSKY</i>	<i>LOWRY/ DEGAS</i>	<i>Hannah Hoch /Rousseau– collage artists</i>	<i>MATISSE & recap PICASSO</i>	<i>Keith Haring</i>
	National curriculum coverage	Sketch: Detailed large scale drawings of part of your face in sketchbooks . Paint: Picasso style drawings, focus on facial features try cubism styling 3D: Choose an eye/ nose/ mouth etc develop into sculpture using Modroc/ clay	Painting - colour mixing & exploration of colour (paint) & shape Explore primary & secondary colours in sketch book Explore work of Kandinsky and shapes Produce composition based on influence of Kandinsky	Stick drawings /line drawings – charcoal/ pastels and pen line drawings Take photos of locality and use to make a montage of Bromsgrove	Texture / collage e.g. Animal masks /	Collage Matisse inspired/ printing Picasso inspired https://helenwellsartist.com/blog/2018/1/16/printing-with-a-gelatin-plate	Movers and Shakers Batik style art Tye dye?
Year 2	Theme	Oh I do like to be Beside the Seaside	Keeping healthy	Chocolate – That's Not fair!	Knights & Castles	Plants and Animals	Pirates
	Focus/skills	<i>SHAPE SPACE & FORM</i>	<i>line and colour- observational drawing & printing</i>	<i>Sketchbook study of confectionery artists - digital art</i>	<i>Shapes & line – abstract art collage</i>	<i>Paint colour pattern (weaving / textiles)</i>	<i>Weaving & textiles & painting</i>
	Artist	<i>sculptors –e.g. Alexander Calder (wire fish / mobiles)</i>	<i>still life e.g Cezanne</i>	<i>Artists – inspired by sweets & packaging designs</i>	<i>abstract e.g. Paul Klee – (castle & sun)</i>	<i>flower artists e.g. Kaffe Fassett</i>	<i>(Seaside artists e.g. Dufy/ Monet/ Hokusai Turner)</i>
	National curriculum coverage	draw 'line fish' then Draw' a fish with wire – inspired by Calder 3D- Plastic fish sculpture /mobile– made from collected plastic	Vegetables/ fruit studies/ observational sketches still life compositions & oil pastels based on still life artists e.g Cezanne	confectionery packaging design – do sketchbook study (see knowledge organizer)	Paint/ wax resist (Brass Rubbings – knights (visit to a church?)	Primary wheel explore mixing paints Study Kaffe Fassett flower art on textiles – create flower collaborative art (paint or textile)	seascapes – felting Paint Seaside Paintings
Year 3	Theme	The Stone Lion (Stone Age)	Can I run Faster than USAIN BOLT? Happy Healthy Bodies	FORCES & MAGNETS/ Light	Rocks and Soils The Earth Beneath Us	Romans vs Britain	Blue Planet (water & Our World)
	Focus/skills	<i>Drawing (focus on pastel crayon techniques) & line Sketchbook work</i>	<i>3D form and shape - sculpture &- drawing Sketchbook work</i>	<i>Colour/ painting & digital art Sketchbook work</i>	<i>Line & Drawing & textiles observational drawings fossils – weaving Sketchbook work</i>	<i>Printing/ sculpture (clay) form & shape Sketchbook work</i>	<i>Collage / recycling art / digital art & pattern Sketchbook work</i>

	Artist	<i>Stone age cave paintings</i>	<i>Sculptors – body/e.g Wilfred Pritchard / Anne Vrielink/ Elizabeth Frink/ Hepworth/ Degas or Da Vinci – body form</i>	<i>Hundertwasser</i>	<i>Gunta Stolz – weaving around the world/ Blofeldt</i>	<i>Roman – myths legends & gods</i>	<i>KLIMT</i>
	National curriculum coverage	Exploration in sketchbooks of stone age paintings & developing techniques for drawing and shading (sketch book study) Study of chalk pastels (link with DT –clay pots)	Sketchbooks explore movement – Sculpture - body forms by making wire / pipe cleaner models of people in action – Look at Degas and explore chalk and charcoal body form drawings from observation	Make a mood in your sketchbook board based on the artist Hundertwasser (see knowledge organizer) – set as homework? For further exploration?	Exploration in sketchbooks leading to final piece of detailed sketching using skills learnt (see knowledge organiser) To learn about the work of a range of artists and craftmakers, Weaving around the World materials, patterns, colours and equipment used. Gunta Stolz Weaving: Over several lessons create woven artwork using felt Gunta Stolz: Watercolour designs, paper/felt weaving	Sketchbooks study of roman art (clay tiles of gods)/ urns/ mosaic/ architecture	Sketchbooks Collage based on Klimt using recycled materials Artist – Andy Warhol pop art volcano
Year 4	Theme	Were the dark ages really dark?	Switch it Off Sound and Electricity	Amazon	Beautiful Bromsgrove/ Animals and habitats	The Good the Bad and the Ugly States of Matter	Where Does My Food Go?
	Focus/ skills	<i>pattern & textiles & weaving</i>	<i>(shape & form) & line - drawing & Sculpture</i>	<i>Collage – 3D</i>	<i>sketchbook study of artist from Bham Art museum or Avoncroft museum of buildings (focus on architecture)</i>	<i>Digital art, colour and painting techniques</i>	<i>Collage & pattern using mixed media – printing & painting</i>
	Artist	<i>Saxon/ illuminated lettering/ crafts people</i>	<i>metal sculptors such as Gormley/ Moore/ revisit Calder Auerbach (self portrait)</i>	<i>Recycled artists (Save our Oceans) such as: Alejandro Duran- Derrame /Judith & Richard Lang /Steve McPherson</i>	<i>Birmingham art gallery Focus on an artist to do a study of art (around in Elizabeth 1st reign (time of Shakespeare) Portrait studies</i>	<i>Artist : street art/ Banksy/ Graffiti art & Andy Warhol</i>	<i>Artist: William Morris & botanical artists</i>
	National curriculum coverage	Sketchbook study of illuminated letters- Draw own letter – using patterns/ lines transfer by printing and embellishing onto fabric – could make into a bag (DTlink)	sketchbook study: Look at Auerbach’s self portrait – draw yourself without taking pen off paper Recreate as a wire self portrait Sketchbook study of sculptors in bronze Make ‘bronzed effect sculptor	Look at overlapping layers of images. Look at concept of mood boards and how artist use them to collect	Sketchbook study that focuses on an artist from Bham Museum & Art gallery Explore mood boards within sketchbook	<i>Using a computer to manipulate picture and recreate Banksy style image. Look at pop art through use of stencils</i>	Given a small, segment of a Morris design, extend & develop the design . Sketches of leaves, vines and flowers Botanical printing

ART Skills & Knowledge progression through school from Nursery to year 4

	EYFS	Year 1	Year 2	Year 3	Year 4
Generic skills/ knowledge	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they say what they liked about their artwork or what they did well?</p> <p>Can they develop their own ideas through selecting and using materials?</p> <p>Can they find out about how media and materials can be combined and changed?</p> <p>Can they talk about the ideas and process which have led them to make their designs or images?</p> <p>Can they talk about the features of their own and others' work, recognising the differences between themselves/ others?</p> <p>Can they begin to explore the work of other artists/ illustrators?</p> <p>Begin to explore and experiment with digital media</p>	<p>Can they express their feelings through drawing? Can they create moods in their drawings?</p> <p>Can they interpret an object through drawing?</p> <p>Through their explorations, can they find out and make decisions about how media and materials can be combined and changed?</p> <p>Can they talk about the ideas and process which have led them to make their designs or images?</p> <p>Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others?</p> <p>Can they explore the work of other artists/ craftspeople?</p> <p>Explore and experiment with digital media.</p>	<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Begin to use digital media to manipulate and explore forms of art.</p>	<p>Select and record from first hand observation, experience and imagination.</p> <p>Using a sketchbook to experiment and explore ideas and textures, tones and lines, shape and space and form.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore artists, craftspeople and designers working in different times and cultures.</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> <p>Annotate work in sketchbook.</p> <p>Use digital media to create art work</p>	<p>Use a sketchbook to explore and collect mood boards/ collage and techniques to help them in their work. 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>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> <p>Use digital media including photography to explore art</p>
Drawing	<p>Can they use different pens/ crayons/ tools to mark make?</p> <p>Can they express their feelings through drawing?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw controlled lines and use the skill to make different shapes</p> <p>Can they interpret an object through drawing? Can they draw from real life using observation as well as imagination?</p> <p>Can they begin to develop an understanding of LINE through mark making</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p><u>Line:</u> Name, match and draw lines/marks from observations. Use different media such as Charcoal/ HB pencils/ wax crayons/ pastels/oil pastels/ pens Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p>Look carefully at objects to draw them from what they see rather than imagination</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Pattern & Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>Continuing to apply and develop skills introduced in Year 1– all skills are learned and practised over long periods...</p> <p>Drawing from observation as well as imagination.</p> <p>Explore mark-making with the following media (explore papers) pencils /Charcoal /Wax crayons Dry pastels /Oil pastels Coloured pencils</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Explore clear lines and smudged lines with charcoal. Make tones of grey. Explore space in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show 'in front' and 'behind'.</p> <p>Explore mixed media drawings eg charcoal and dry pastels; pencil and water colours.</p>	<p>Use sketchbooks to collect and record visual information from different sources. Experiment with ways in which detail can be added to drawings.</p> <p><u>Lines and pattern</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing</p>	<p>Use sketchbooks to collect and record visual information from different sources Continue to develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments. Further explore the use of shading to create shadows and form Build up textures and patterns with layers of marks Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks. Make mixed media drawings using effects appropriately. Develop skills for showing space – eg 'view from a window'/ perspective in simple form as well as form and shape. (use shading)</p> <p>Use black and white pastels or charcoal and white pastel to explore tone making a sequence of greys, dark to light. Develop control with chalk and oil pastels making clear and smudged marks appropriately blending colours.</p>

<p>Painting</p>	<p>Can they experiment with a range of painting equipment? Can they select and use different tools to use? Can they paint controlled lines and use the skill to make different shapes? Can they mix colours and describe how they change? Can they name colours and make up names for new colours mixed</p> <p><u>Texture</u> Create textured paint by adding sand, plaster and other materials Mark Making *Using tools to drag or scrape one colour over another, creating textures. *</p>	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Develop language to name colours eg. Yellowy green; orange red To begin with primary colours - mix with only 3 colours eg. Red, yellow, blue. Mix variations of one colour (discuss and mix cold /warm colours)</p> <p><u>Texture</u> Create textured paint by adding sand, plaster, other materials. Experiment with tools and techniques e.g. layering, mixing media, scraping</p>	<p>Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects. Mixing Paint Thin paint blends and merges. More water reduces intensity of colours. Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space) Choosing and Mixing paint Further develop understanding of primary colours and mix only 3 colours eg. Red, yellow, blue. Move on to use 2 reds, 2 yellows, 2 blues, black and white. Mix variations of one colour. Discuss light/dark (tone). Look after brushes – lay them down to preserve point. Use thick or thin paint appropriate to intentions</p>	<p>Use sketchbooks to experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects 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.</p> <p><u>Colour</u> Mix colours and develop on knowledge of which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Experiment with paints and marks on a variety of papers. Describe effects. Name different types of paint and their properties Look after brushes – lay them down to preserve point.</p>	<p>Use sketchbooks for mixing and sorting colours- ; sorting into a colour wheel. Build upon ‘primary’ ‘secondary’ ‘tertiary’ colours. Making small adjustments to colour mixes to match observations. Growing awareness of the huge diversity of colours both natural and manufactured. Developing vocabulary to describe results. Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences. Practice fine control with small pointed brushes and water colour or inks & fine brushes. Build up layers of marks, colours and textures working on a painting on several occasions. For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p>
<p>Printing</p>	<p>Can they use different tools through printing? Can they repeat a print to make a simple pattern? Print with a range of hard and soft materials e.g. corks, pen barrels, sponges, bubble wrap Can they do simple mono printing - explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then draw with fingers in paint, or experiment with bits of wood, rags, etc for making marks in the ink then press paper on table and take-off an image.</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, Use textured wall paper to make a printing block (eg for a mask) Make rubbings to collect textures and patterns Further explore mono-print with a roller and ink and lay paper directly over the top to draw an image and reveal a print</p>	<p>Explore Pattern and shape printing with found objects/ cut vegetables Experiment with overprinting motifs and colour Create simple printing blocks with press print and 1 ink layer Make printing block by sticking thin ‘found objects’ onto card eg string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper –</p>	<p>Use sketchbooks to build up layers using a range of printed skills taught. Further develop techniques for block printing – explore different backgrounds and papers Can over print in different colours to begin to build up colour-mixing and idea of in front/behind. Make printing block by gluing shapes cut from card or use press print roll over with ink and print onto white paper/coloured paper / chalk background Explore rough ‘template’ printing – create a template and use it to print in relief and then repeat with a different colour</p>	<p>Use sketchbooks to build up layers using prior printed skills taught. Create printing blocks using a relief or impressed method and combine techniques (mono printing/ object printing Create repeating patterns using techniques from previous years Print with two colour overlays – such as screen printing (create ripped paper templates to place over your paper) (these act as a barrier) Squeeze paint onto mesh and work over screen left to right and top to bottom Remove paper and repeat onto another sheet Now create a different template and print with a different colour WASH screens!!!!!!</p>

Textiles	<p>Can they manipulate fabric to achieve a desired effect? (e.g. weaving, paper making)</p> <ul style="list-style-type: none"> • Can they weave a pattern? Using found objects and natural looms Create fabrics by weaving materials i.e. grass/ leaves through twigs, carrier bags on a bike wheel <p>Can they use wrapping techniques with wool and fabric – such as journey sticks</p>	<p>Match and sort fabrics for colour, texture, length, size and shape</p> <p>Change and modify fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee (tie dye)</p>	<p>Apply shapes to textiles with glue or by stitching/ v simple sewing techniques – use hessian and large needles</p> <p>Cut and shape fabric using scissors/snips</p> <p>Weave pictures and patterns into garden netting or open weave net curtains Using wool. Fabric strips etc</p> <p>Create large natural weavings</p>	<p>Use sketchbooks to explore textiles – collect swatches of materials and create mood boards.</p> <p>Explore sewing as way of adding texture/ lines/ pattern</p> <p>Explore weaving and learn to weave on a loom exploring colour and texture -or make own loom to explore different materials</p>	<p>Use sketchbooks to explore textiles – collect swatches of materials and create mood boards. Look at designs in textiles</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining and explore sewing as way of ‘drawing’ lines or adding interest and effect - add applique or</p> <p>Experiment with paste resist – wax batik</p>
3-D and sculpture	<p>Can they use found objects to build?</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading (clay/ mod roc)</p> <p>Explore sculpture with a range of malleable media</p> <p>Explore surface texture on plasticine using found objects and tools *Roll out clay to make slabs/tiles and decorate by pressing</p>	<p>Manipulate malleable materials, e.g. papier mache/ mod roc</p> <p>Understand the safety and basic care of tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Use papier mache to create a simple 3D object (e.g.mask)</p>	<p>Modelling Clay - Create surface patterns and textures in a malleable material</p> <p>Create an object using clay and form shape adding patterns and texture (eg fish)</p> <p>Use other materials (for example wire) to create sculpture and form</p>	<p>Plan, design and make models from observation or imagination (select materials for 3D)</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Learn how to make a thumb or pinch pot</p> <p>Use modelling tools to help shape, fix, texture pots</p> <p>Use (for example, papier mache to create a 3D object)</p>	<p>Plan, design and make informed choices about the 3D technique chosen. Use a variety of Materials.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use wire to create sculpture and form</p> <p>Use (e.g Modroc) to create sculpture</p>
Collage	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they build layers of materials to create an image with support?</p> <p>Use a range of materials to combine for effect</p> <p>Explore transient art with found and natural objects</p>	<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour</p> <p>Fold, crumple, tear /overlap</p> <p>Work on different scales</p>	<p>collect and select from a wide variety of coloured and textured fabric off-cuts/ papers ; sort into groups with similar qualities and explore how to use to create a picture/image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary – develop ideas through sketchbooks</p> <p>Mix materials and media together for effect</p>	<p>Further explore a range of collage techniques to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Create mixed media pictures using collage and paint/ pastels to create a layered effect</p> <p>Combine use of media for effect</p>
Digital media	<p>Can they use a simple painting program to create a picture?</p> <p>Can they experiment using different tools in an application?</p>	<p>Explore ideas using digital sources i.e. internet,</p> <p>Use a simple graphics package to create images and effects with</p> <p>Lines by changing the size of brushes in response to ideas using eraser, shape and fill tools</p>	<p>Explore ideas using digital sources i.e. use a picture and overlay it onto the computer to draw over it and manipulate it</p> <p>Experiment with Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection in drawing/ paint and cropping tools to create an image</p> <p>Create a repeated digital image</p>	<p>Record and collect visual information using digital cameras/ ipads etc</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> <p>Look at work of photographers and create own mood board using digital images</p> <p>Manipulate art work by using digital art by overlaying/ printing/ scanning and duplicating for effect Create <u>shapes</u> by making selections to cut, duplicate and repeat</p>

Art & Design

At Meadows First School, we believe in providing the children with rich opportunities for exploring the Visual Arts. We believe strongly that Art stimulates children's creativity and imagination by providing visual, tactile and sensory experiences and a uniquely personal way of interacting with and responding to the world. Through the study of art children develop their understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas and feelings.



We do lots of whole school collaborative art projects with an artist in residence. Here is a huge dragon we made with a wire sculptor, Kate Risdale. All of the children participated in this giant scale weaving.



Art & Design is taught as part of the themes that the children cover in their year groups. For example, Reception explored colour and textiles in their theme of 'countries around the world'. They made this beautiful back drop using tie dye techniques.



Children will explore their own ideas along with those of artists, craftspeople and designers. They will have the opportunity to find out about the lives of artists as well as having the chance to work alongside local crafts people.



Jon the Potter has worked with us over a few years to design lots of clay projects around the school. Have you seen our fabulous clay book panels as you walk into school?



We also plan in an Arts week every year, where classes go 'off timetable' to explore different aspects of art. They work both inside and outside the classroom. Art Lead, Mrs Dwyer works with all of the classes during this week. Each year we produce some amazing work that we exhibit in Worcester Cathedral during 'Voices and Visions' week.



Every year, we hold a 'BIG DRAW' event, where families are invited to come into school and work with their children in class.

We also put ART in the middle of our yearly STEM activity weeks. Art is very much at the heart of lots of cross- curricular opportunities.

THE 2016[®]
BIG
DRAW
FESTIVAL

STEAM
POWERED





Here are some children working with their parents during STEAM and BIG DRAW activity weeks.

We also work very closely with the 'ARTRIX', our local theatre and visual arts company to produce some amazing art work. We have made hangings for our school corridor and our year 2 children produced a pirate dance and made masks, they then performed this in front of their families and friends.

Every year we make lanterns with the ARTRIX and we join in with the whole Bromsgrove community to celebrate our 'Festival of Light'.



These are just a few of the ways we celebrate and explore art at Meadows First School.

We are sure you will be wowed by the art work on display around our school. Come and take a look!