

# Art and design

## Strathmore Infant and Nursery School



# Our Vision and Values

*Be kind*

*Be safe*

*Be respectful*

As members of the Strathmore family, our children will grow intellectually and emotionally in a supportive and stimulating environment.

We foster a lifelong love of learning that is attentive to our students' needs and interests.

Our well-rounded curriculum promotes critical thinking, perseverance, and health and wellbeing. They learn to value themselves, others and the world we live in.

Children are at the heart of our vision.

*Nurturing Brilliant, Resilient Minds*

# Intent

- Provide opportunities to learn about and appreciate the work of a diverse range of artists, craft-makers and designers.
- Enable our children to gain knowledge and skills that will support the development of their art and design techniques.
- Provide an appropriate platform to use these techniques in an expressive, unique and imaginative way.
- Provide a confidence within our children that solidifies the belief that every child is an artist and that the differences in their final pieces should be celebrated.





# Art and Design in the National Curriculum

From Early Years to Key Stage One, our children should be able to safely use a range of materials creatively to design and make products.

From starting school, our children should be encouraged to make use of props and materials when role playing characters in narratives and stories.

Through explicit modelling, the children should be taught to draw, paint and sculpt in order to develop and share their ideas, experiences and imagination.

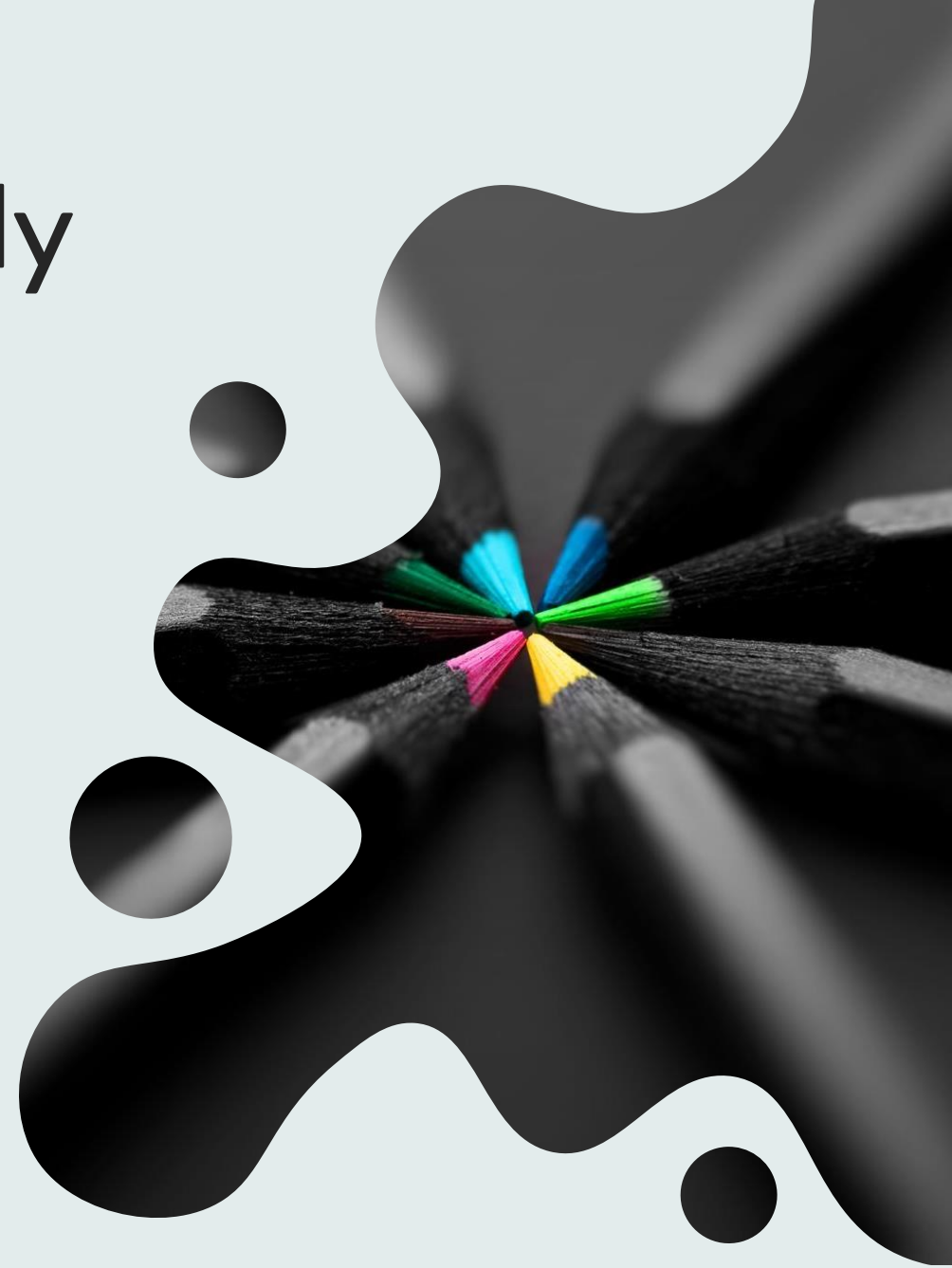
The children should be supported to develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space.

The children should be introduced to a range of artists, craft-makers and designers. They should be able to explain the differences and similarities between practises and disciplines and make links to their own learning.



# Implementation in the Early Years

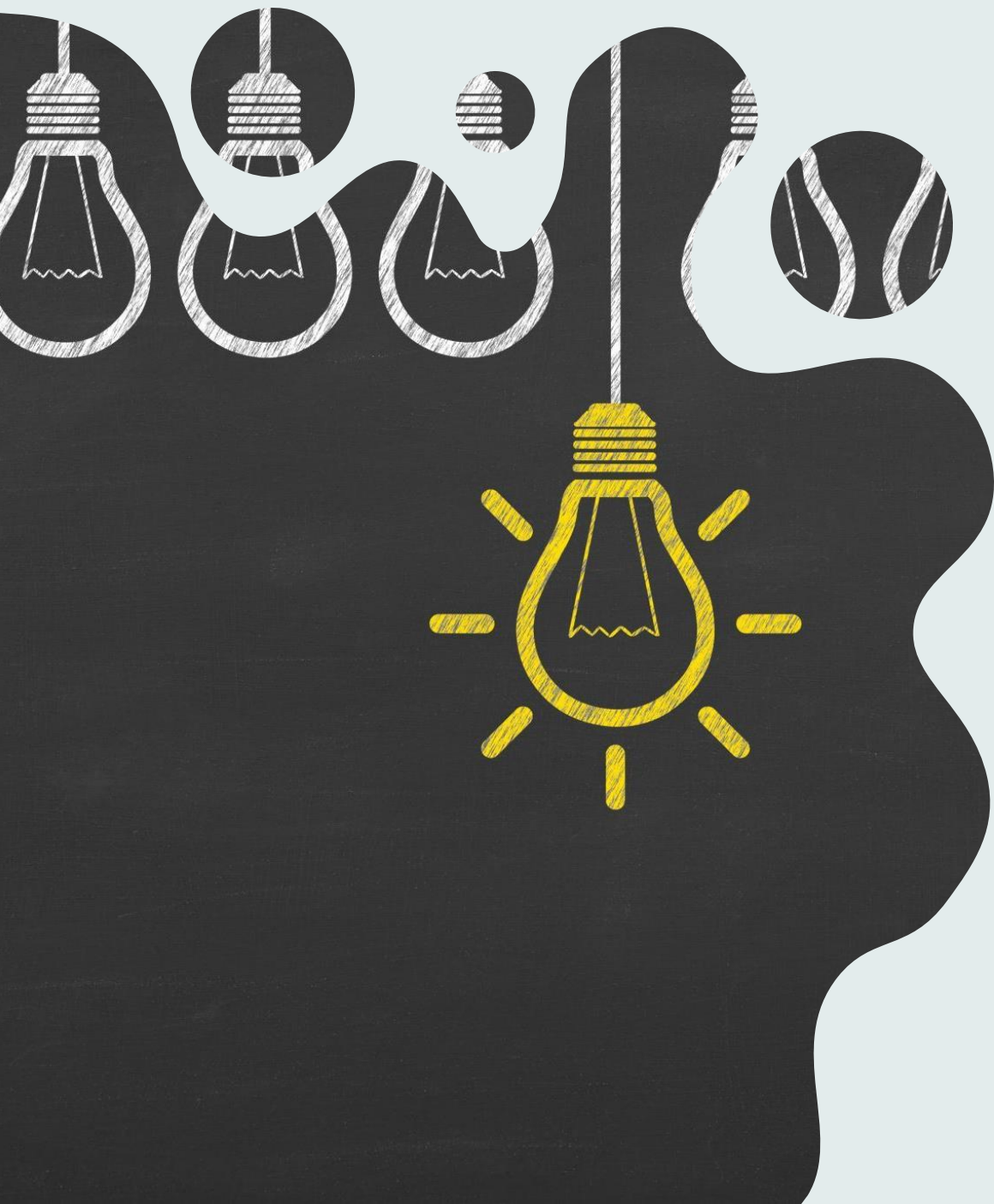
- Art and Design falls into the Expressive Art and Design aspect of the EYFS framework. Through the use of our Cornerstones Curriculum, we have adapted a variety of topics to support the Big Ideas that are introduced in the Early Years.
- We encourage our children to explore artwork made by great artists, share their own creations and explain their processes in order to foster a passion and confidence in this area of their development.
- Through adult directed and child led learning, we encourage our children to investigate and experience the world around them, developing their own ideas and making links between their learning.
- Our children are taught how to use a variety of basic equipment in a safe way whilst still enabling them to use creativity and experiment with design, texture, form and function.





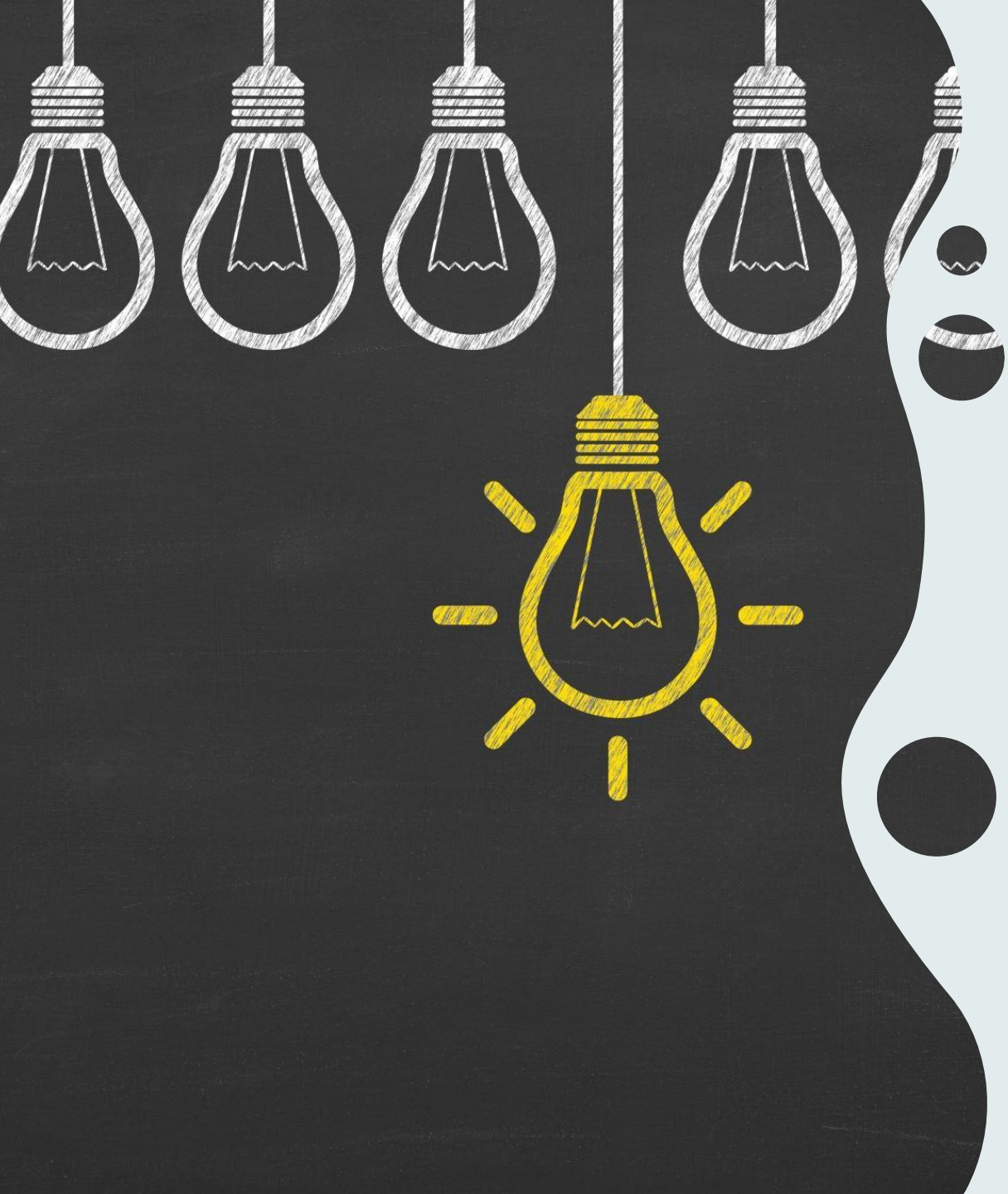
# Implementation in Key Stage One

- Our focus on safety continues in Key Stage One where our children are introduced to a range of complex materials, techniques and equipment. We explicitly teach our children to utilise their skills to design and make products by considering the use of colour, pattern, texture, line, shape, form and space.
- Our children are introduced to a range of diverse artists, craft makers and designers and are encouraged to describe the similarities and differences between them and their work. They are then able to make links to their own work.
- Each topic is completed with an evaluation process where the children are taught how to analyse creative works using the language of art, craft and design.
- Every child across Key Stage One is provided with a sketchbook which travels throughout the school with them. Our vision is that our children are instilled with a sense of pride and ownership over their learning and their sketchbook will act as a showcase of their development and achievements. The sketchbooks provide an opportunity for the children to record their ideas, thought processes, evaluations and experimentation and demonstrate who they are as people through their creativity and individuality.



# Inclusive Learning

- From the Early Years to Key Stage One, our Art and Design sessions, both formal and child led, incorporate a range of teaching strategies including independent tasks, paired and group work. Every lesson and activity is engaging and appeals to all learning styles.
- Our teachers are confident to adapt and differentiate each lesson based on the needs and requirements of their class, enabling all children to access the objectives for the lesson and stretch their learning where appropriate.



# Inclusive Learning

Our children have access to a wide variety of resources so that they can achieve the learning objective in a way that is suitable to their needs.


Our children have access to technology as an alternative method of producing a formal piece of work supporting the writing process eg. Evaluating at the end of a topic.

The use of technology is also used as an alternative method of producing a piece of art.

Our children with fine and gross motor challenges can be provided with assistance for holding equipment.

Our teachers are confident to adjust the expectations of an activity by creating a 'parallel activity' for children who may require an adapted learning objective. This is shown through the class teacher's weekly planning.

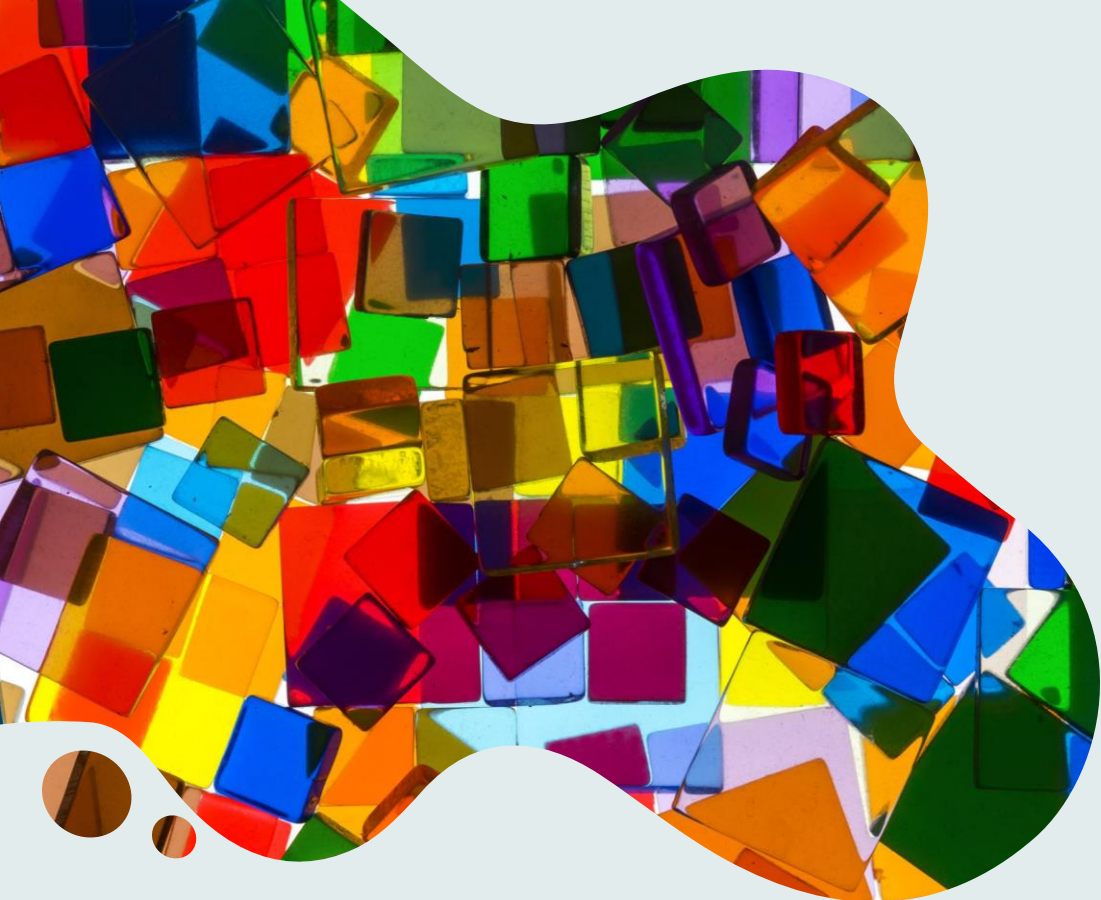




# Progression of Vocabulary

## EYFS

- **Colour Mixing**
- **Line**
- **Shape**
- **Texture**
- **Pattern**



## **Year One**

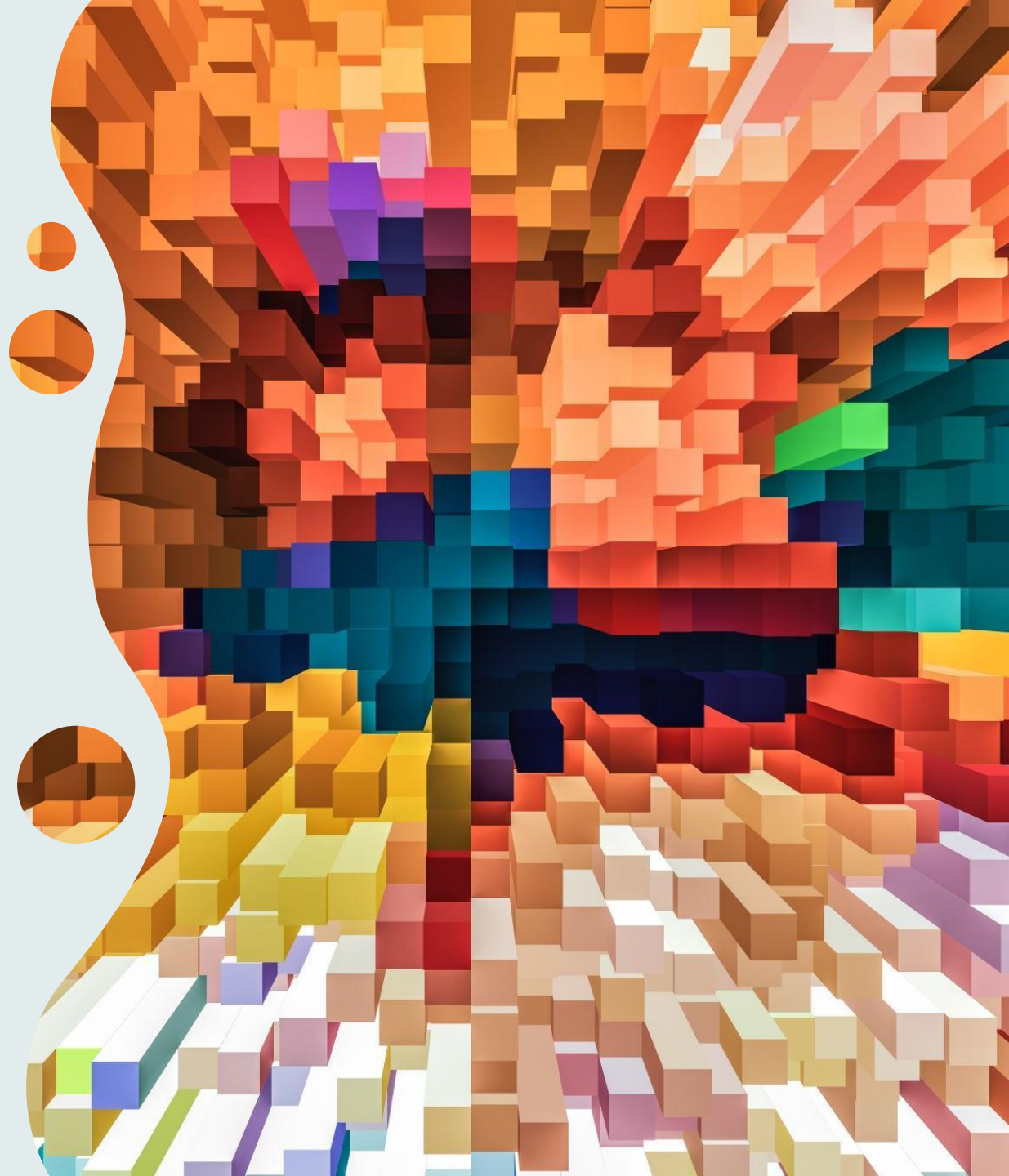
- **Drawing**
- **Portraiture**
- **Collage**
- **Primary and Secondary Colours**
- **Motifs**
- **Texture**
- **Collagraphy**
- **3D Murals**
- **Still life**

**Progression of  
Vocabulary**

# Progression of Vocabulary

## Year Two

- **Sculpture**
- **3D Forms**
- **Print Making**
- **Analysing**
- **Exploring visual elements**
- **Sketching**
- **Digital Artwork**
- **Compositions**



# Progression of Skills

| Year 1  | Year 2  |
|---|---|
| Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.<br><b>Covered x 4</b> | Represent the human form, including face and features, from observation, imagination or memory.<br><b>Covered x 3</b> <b>Optional</b>                                 |
| Design and make art to express ideas.<br><b>Covered x 3</b> <b>Optional</b>   | Select the best materials and techniques to develop an idea.<br><b>Covered x 6</b> <b>Optional x 4</b>  |
| Communicate their ideas simply before creating artwork.<br><b>Covered x 2</b> <b>Optional</b>   | Make simple sketches to explore and develop ideas.<br><b>Covered x 3</b> <b>Optional x 2</b>  |
| Say what they like about their own or others' work using simple artistic vocabulary.<br><b>Covered x 4</b> <b>Optional x 2</b>  | Analyse and evaluate their own and others' work using artistic vocabulary.<br><b>Covered x 5</b> <b>Optional</b>  |
| Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.<br><b>Covered x 4</b>      | Press objects into a malleable material to make textures, patterns and imprints.<br><b>Covered x 3</b>  |
| Use textural materials, including paper and fabric, to create a simple collage.<br><b>Covered x 3</b> <b>Optional x 2</b>   | Create a range of textures using the properties of different types of paper.<br><b>Covered x 2</b>  |
| Identify and use paints in the primary colours.<br><b>Covered x 4</b> <b>Optional</b>   | Identify and mix secondary colours.<br><b>Covered x 5</b>   |
| Make simple prints and patterns using a range of liquids including ink and paint.<br><b>Covered x 4</b>   | Use the properties of various materials, such as clay or polystyrene, to develop a block print.<br><b>Covered</b>   |
| Use soft and hard pencils to create different types of line and shape.<br><b>Covered x 2</b> <b>Optional</b>  | Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.<br><b>Covered</b> <b>Optional</b> |
| Make transient art and pattern work using a range or combination of man-made and natural materials.<br><b>Covered x 3</b>   | Draw, paint and sculpt natural forms from observation, imagination and memory.<br><b>Covered x 6</b> <b>Optional</b>  |

Draw or paint a place from memory, imagination or observation.

**Covered x 3** **Optional**

Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.

**Covered**

Identify similarities and differences between two or more pieces of art.

**Covered x 2** **Optional x 2**

Describe similarities and differences between artwork on a common theme.

**Covered x 3** **Optional x 3**

Describe and explore the work of a significant artist.

**Covered x 2** **Optional x 2**

Explain why a painting, piece of artwork, body of work or artist is important.

**Covered** **Optional**



# Our Journey through Art and Design: Core Skill Tracking

*Significant people,  
artwork and  
movements*



In the EYFS, our children are encouraged to explore artwork by famous artists and talk about their likes and dislikes.



In Year One we teach our children to describe and explore the work of a significant artist and encourage them to identify similarities and differences between two or more pieces of art.



In Year Two our children can explain why a painting, piece of artwork, body of work or artist is important.

# Progression of Knowledge

| Year 1  | Year 2   |
|---|--|
| A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.<br><b>Covered x 4</b>   | A drawing, painting or sculpture of a human face is called a portrait.<br><b>Covered x 3</b> <b>Optional</b>   |
| Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).<br><b>Covered x 3</b> <b>Optional</b> | Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.<br><b>Covered x 6</b> <b>Optional x 4</b>   |
| Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.<br><b>Covered x 2</b> <b>Optional</b>  | A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.<br><b>Covered x 3</b> <b>Optional x 2</b>   |
| Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.<br><b>Covered x 4</b> <b>Optional x 2</b>     | Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.<br><b>Covered x 5</b> <b>Optional</b>  |
| Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.<br><b>Covered x 4</b>  | Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.<br><b>Covered x 3</b>   |
| Collage is an art technique where different materials are layered and stuck down to create artwork.<br><b>Covered x 3</b> <b>Optional x 2</b>   | Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.<br><b>Covered x 2</b> |
| The primary colours are red, yellow and blue.<br><b>Covered x 4</b> <b>Optional</b>   | The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.<br><b>Covered x 5</b>  |
| A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.<br><b>Covered x 4</b>   | A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.<br><b>Covered</b>   |

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|--|--|
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| Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.<br><b>Covered x 2</b> <b>Optional</b> | Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.<br><b>Covered</b> <b>Optional</b> |
| Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.<br><b>Covered x 3</b>    | Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.<br><b>Covered x 6</b> <b>Optional</b>  |
| Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).<br><b>Covered x 3</b> <b>Optional</b>                                | A landscape is a piece of artwork that shows a scenic view.<br><b>Covered</b>  |
| Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.<br><b>Covered x 2</b> <b>Optional x 2</b>   | Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.<br><b>Covered x 3</b> <b>Optional x 3</b>   |
| Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.<br><b>Covered x 2</b> <b>Optional x 2</b>   | Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.<br><b>Covered</b> <b>Optional</b>   |

# Subject Impact

Enable our children to build on their skills already learnt and to build new skills.

Our pupils will be taught art and design in a way that ensures progression of skills and follows a sequence to build on previous learning and provides both support and challenge for learners.

Pupils will have ideas and understand meaning in the work of artists and designers.

Our children will understand and appreciate the value of Art and Design in the context of their personal wellbeing.

Pupils will be able to use colour, form, texture, pattern, digital media and different materials and processes to communicate what they see, feel and think.

Pupils will talk confidently about their work and sharing their work with others. Art work will be shared at open evenings.



# Enrichment

## Local Artists and Makers

To provide our children with the experience of seeing artwork first hand through educational visits & workshops from local artists and makers.

## Local Art Projects & Competitions

To encourage the children to enter local art projects & competitions such as Children's Art Week which takes place across June and July each year. During this time creative activities will take part in our school.

## Decorations Day

To enable the children to take part in a Decorations Day as a whole school event. Children from each year group will have the opportunity to make Christmas decorations around a theme.



# Decorations Day

On Decorations Day  
each class makes 3  
decorations for  
Christmas.



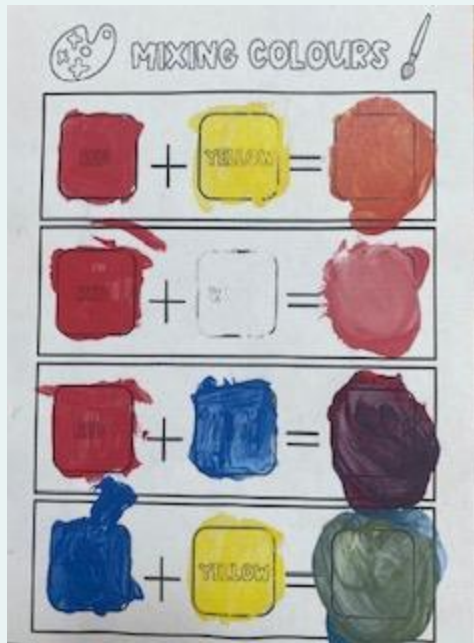


# Art in Nursery





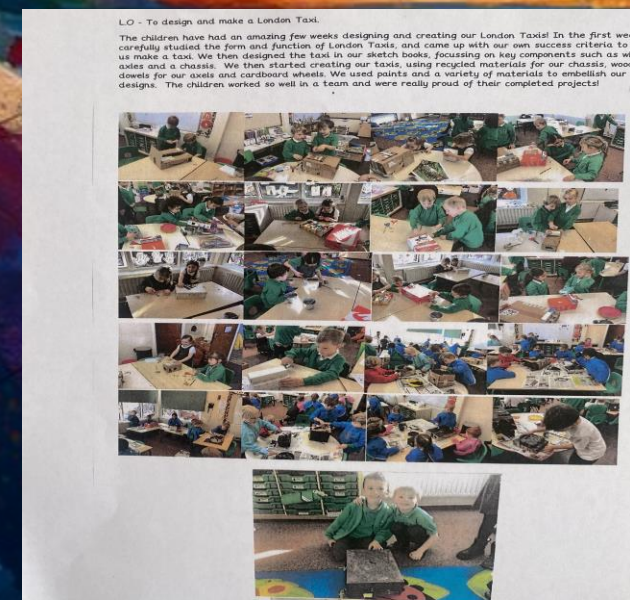
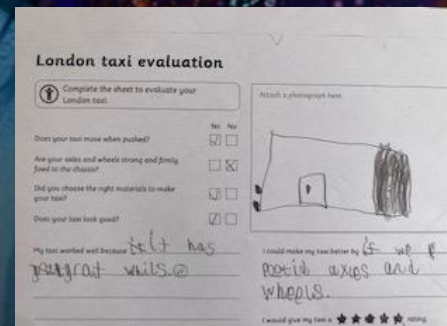
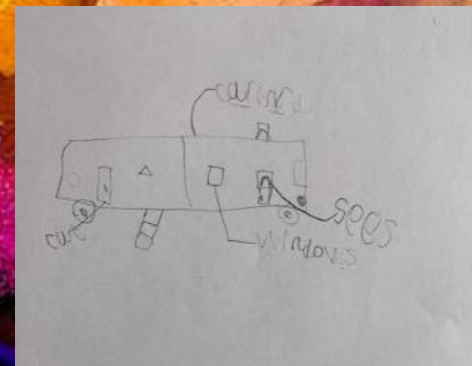
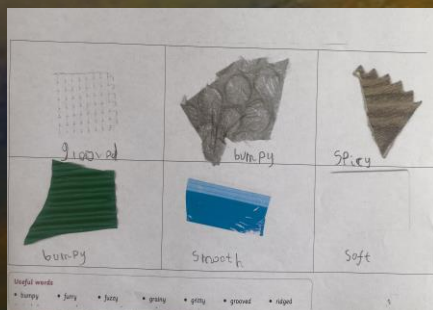
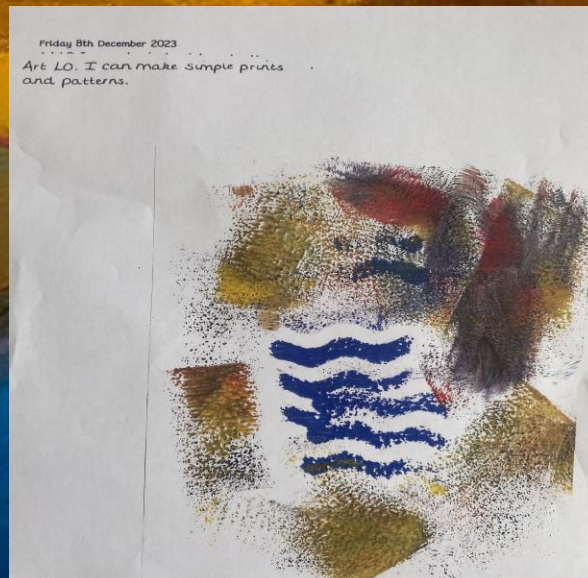
# Art in Reception





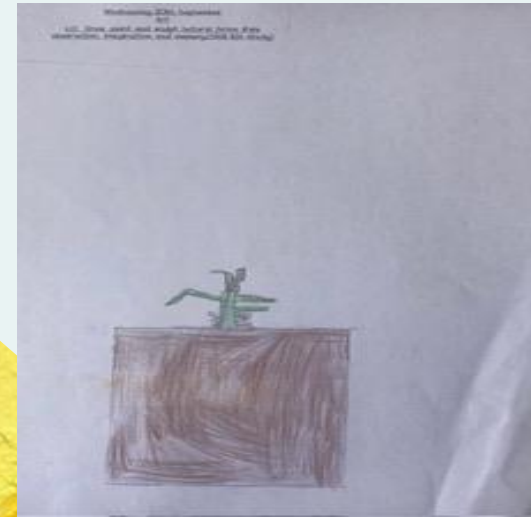
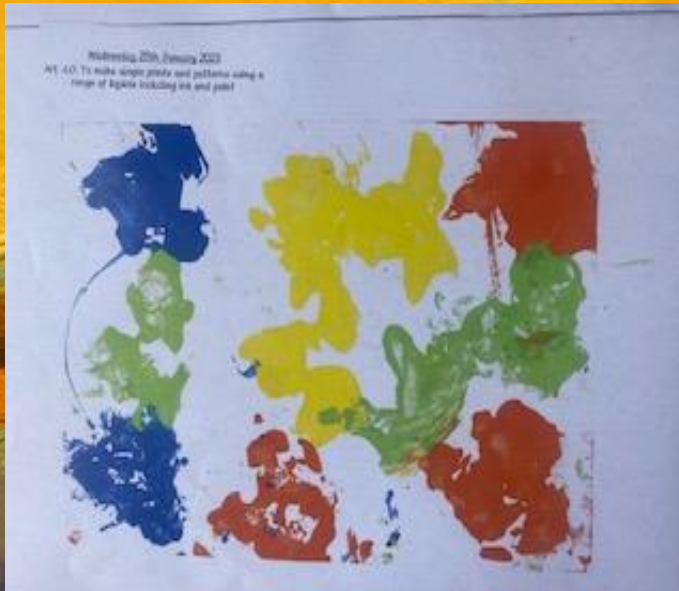
# Year 1 Gallery

We had an amazing few weeks designing & creating 3D London Taxi's. We did a design in our sketch books and evaluated what we made.





# Year 2 Gallery



# Pupil Voice