

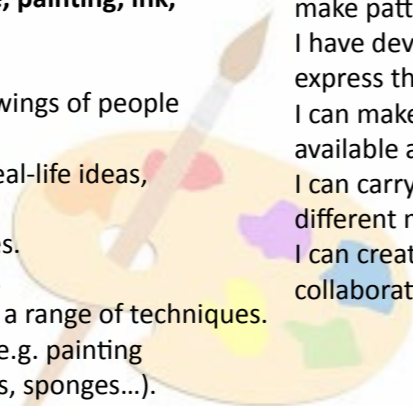
Knowledge and Understanding

To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

Drawing and Paint:

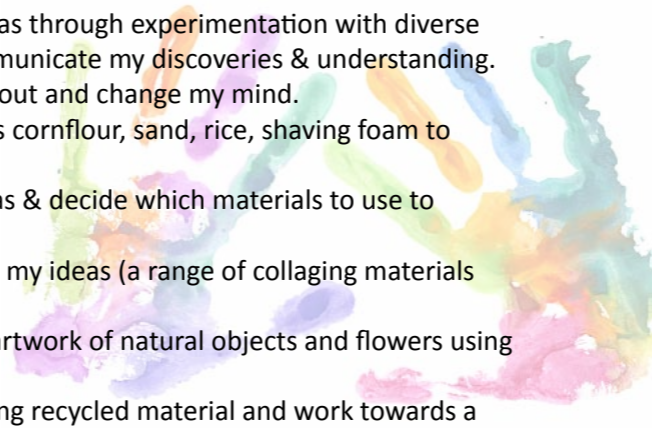
(pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon)

- I use a range of tools competently and safely.
- I explore different textures and make accurate drawings of people and objects.
- I can create representations of both imaginary & real-life ideas, events, people & objects.
- I can explore, use & refine colour mixing techniques.
- I use colour for purpose, including creating moods.
- I am beginning to demonstrate increased skill with a range of techniques.
- I demonstrate increased skill with a range of tools e.g. painting techniques with a variety of utensils (forks, brushes, sponges...).
- I can paint my own self portrait (selecting appropriately sized brushes and mixing shades to make the colours lighter or darker).



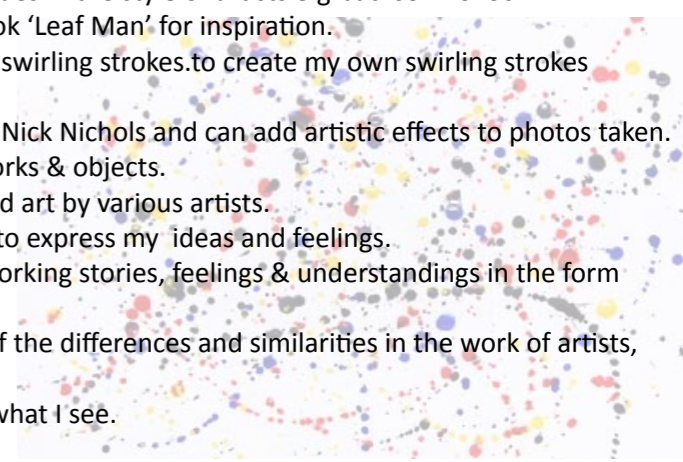
Use different materials:

- I have developed my own ideas through experimentation with diverse materials to express and communicate my discoveries & understanding.
- I develop my ideas, try things out and change my mind.
- I use 'messy' materials such as cornflour, sand, rice, shaving foam to make patterns.
- I have developed my own ideas & decide which materials to use to express them.
- I can make collages to express my ideas (a range of collaging materials available at all times).
- I can carry out observational artwork of natural objects and flowers using different media.
- I can create a sea creature using recycled material and work towards a collaborative 3D mural for display.



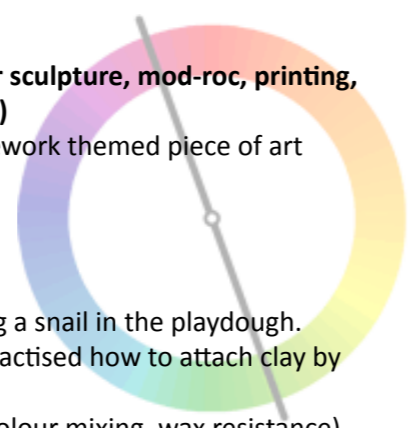
Explore a range of artists:

- I can create transient art in the style of Andy Goldsworthy.
- I can use and apply painting techniques in the style of artists e.g. Jackson Pollock.
- I created a 'leaf figure' using the book 'Leaf Man' for inspiration.
- I have observed Vincent Van Gogh's swirling strokes to create my own swirling strokes using a variety of media.
- I have explored photographic art by Nick Nichols and can add artistic effects to photos taken.
- I can respond imaginatively to artworks & objects.
- I have observed examples of recycled art by various artists.
- I can use a variety of artistic effects to express my ideas and feelings.
- I can express and communicate working stories, feelings & understandings in the form of art work & objects.
- I am developing an understanding of the differences and similarities in the work of artists, crafts people and designers.
- I can look at art work and describe what I see.



Use of Colour, Pattern, Texture, Line, Form, Space and Shape: (textiles, clay, sand, stone, 3D work, clay, dough, boxes, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)

- I can experiment to create different textures e.g. creating a firework themed piece of art applying and developing new techniques learned.
- I use tools to create different textures.
- I have used different objects to explore printing techniques.
- I use a range of materials to create different textures.
- I can manipulate materials to have a planned effect e.g. making a snail in the playdough.
- I can roll and manipulate clay with modelling tools and have practised how to attach clay by scoring and silting.
- I can combine media (chalk painting, mixing chalk and water, colour mixing, wax resistance).
- I can use hot and cold colours and mix colours in order to create colour shading from light to dark or dark to light.
- I can experiment with different brush sizes and select the appropriate brush size for my artwork.



Links from Development Matters (September 2021)

Captain Creative

- Have their own ideas (creative thinking).
- Make links (building theories).
- Work with ideas (critical thinking).

Professor Play

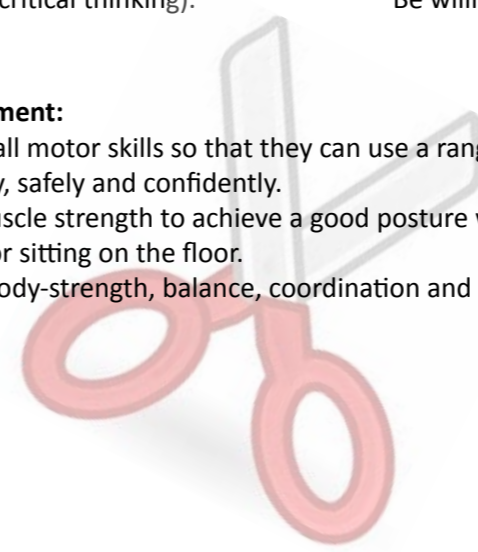
- Find out and explore.
- Play with what they know.
- Be willing to 'have a go'.

Agent Active

- Be involved and concentrate.
- Keep on trying.
- Enjoy achieving what they set out to do.

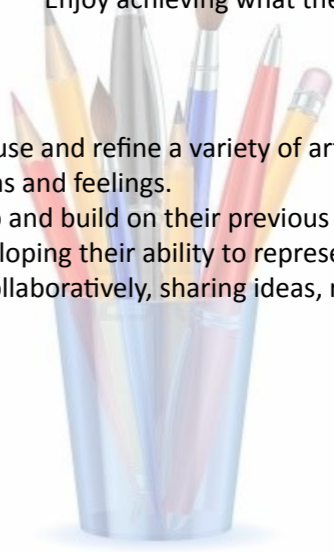
Physical development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.



EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.



Basic and Appropriate Vocabulary

Drawing: portrait, shade, lighter, darker, sketch, texture, smudge, blend, contrast, hatching, cross-hatching, stippling, washes, faint, fine, diagonal, horizontal, vertical, spiral, parallel.

Painting: printing technique, brush size, primary/secondary colours, gouge, scrape, stroke, splatter, print, shade, acrylic/poster/watercolour, monoprinting motif wash, chalk painting.

Collage: textiles, fabric, material, construct, natural, man-made, plan, design, adapt, craft.

Artists: designer, sculptor, modern, history, style, cubism, similarities, differences, artwork, Jackson Pollock, Vincent Van Gogh, Nick Nichols, Lois Ehlert, Andy Goldsworthy, foreground.

Other: represent, manipulate, media, colour shading, wax resistance, observe, compare, observe, technique, symmetrical, exhibition, lino, polished, deep, vibrant, contrast, pastel, complimentary, clash, intense.

More specialised vocabulary will be introduced as the theme/investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.