

## **INTENT**

Art and Design offers opportunities to:

1. Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
2. Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, meanings and feelings.
3. Explore with children ideas and meanings in work of artists, crafts people and designers
4. Help children to learn to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

## **IMPLEMENTATION**

### **EARLY YEARS**

In Nursery and Reception children have the experience of...

1. Exploring colour ,texture, shape, form and space in natural and made objects
2. Been stimulated to think about and respond to what they see ,touch, and feel in different ways
3. Using their imagination and expressing their ideas, thoughts and feelings through the use of a range of materials and tools used for designing and making
4. Being imaginative and creative and making connections between one area of learning and another

Key stage 1 and Key stage 2 children have this prior knowledge and experience to start to draw on.

## **KEY STAGE 1**

During key stage 1 art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, to natural and made objects, to materials with which they are familiar with and the locality in which they live.

Children will...

1. Explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture to represent their own ideas and feelings.
2. Focus on the work of artists, crafts people and designers by asking and answering questions like, "What is it like?" "What is it made from?", "How is it made?" and "What do I think and feel about it?"

## **KEY STAGE 2**

During Key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of diverse roles and functions of art in their locality and in the wider world.

Children will...

1. Improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think.
2. Increase their critical awareness of roles and purposes of art in different times and cultures by commenting on works and asking questions like, "What is this work about?", "Why was it made, what was its purpose?" "What visual and tactile elements are used?" "What materials and processes were used to make it?" "How are these matched to the purpose of the work?" "When and where was it made?" and "What do I think about it?"

## **DRAWING**

Children are encouraged to practise their drawing skills on a regular basis. They develop experience in making working drawings and learning that it is good practice to rework drawings without the need of an eraser, as they observe with increasing accuracy.

### **Children should be encouraged and challenged to draw...**

- From observation, imagination and experience using their sketchbooks where appropriate
- At different scales and on different surfaces
- In 2 and 3 dimensions using different media for example wire, wool, clay
- For different purposes, for example exploring ideas, explaining ideas to others and themselves and to record information.

### **Children are encouraged to develop a habit of using a sketch book or a visual diary**

- For recording, exploring and storing visual information
- For working out ideas, plans and designs
- For reference
- For looking back and reflecting
- As a record of their learning

## **IMPACT**

**By the end of year 2, children should be able to:**

- Explore ideas
- Investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.
- Comment on differences in others work, and suggest ways of improving their own.

**By the end of year 6, children should be able to:**

- Consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms.
- Develop respect for their own and others work and learn how to accept constructive feedback.
- Work with others, listening to and respecting each other's ideas.
- Develop a respect for the resources that they use in their work and learn to critically evaluate their own use of these.
- Value the natural and made environment, including the distinctiveness of their locality and learn to critically evaluate the role and function of art and design with in it.
- Explore ideas and collect visual and other information to help them develop their work.
- Use their knowledge and understanding of materials and processes to communicate ideas and make images and artefacts,
- Combine and organise visual and tactile qualities to suit their intentions.
- Adapt and improve their work.