




Art Curriculum at Norton Infant School



In the Early Years Expressive Arts and Design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. As children move through our school they learn to review what they and others have done and say what they think and feel about it. They identify what they might change in their current work or develop in future work.

Norton Infant School is committed to encouraging creativity through a wide variety of forms and expression. All children are encouraged to develop their artistic creativity, learn and acquire new skills and processes. They are given opportunities to explore a wide range of materials, tools and techniques in 2D, 3D and virtual form. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

	Foundation Stage	Year 1	Year 2
<p>Drawing</p> 	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Explores colour and how colour can be changed.</p> <ul style="list-style-type: none"> - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. - Realises that tools can be used for a purpose. 	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. Explore 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. Discuss own work and others work, expressing thoughts and feelings.</p>

<p>Painting</p> 	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Look and talk about what they have produced, describing simple techniques and media used. Explores what happens when they mix colours, - Manipulate materials to achieve a planned effect - Constructs with a purpose in mind using a variety of resources. - Experiments to create different textures. - Understands that different media can be combined to create new effects. - They safely use and explore a variety of materials, too colour, design, texture, form and function. - Children use what they have learnt about media and materials in original ways thinking about uses and purposes.</p>	<p>Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore 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. Discuss own work and others work, expressing thoughts and feelings.</p>
<p>Printing</p> 	<p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Experiment with overprinting motifs and colour. Explore the work of a range of artists, craft makers and designers, describing the differences</p>

			and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.
Textiles 	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>
3-D and sculpture 	<p>Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, and applied. Use tools and equipment safely and in the correct way. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>

