

Tydd St Mary C of E Primary School Art, Craft and Design Policy

Intent

During their 7 years of Art, Craft and Design education at Tydd St Mary C of E Primary School, the children will

- Develop key skills in 9 main areas of art, craft and design- Ceramics, Collage, Digital Art, Drawing, Painting, Photography, Printmaking, Sculpture and Textiles,
- Learn about a wide range of artists from classical to contemporary as well as local and global,
- Develop a wide range of specific subject vocabulary,
- Learn how to appraise others work,
- Have the opportunity to apply the skills they have learnt in their own creative ways,
- Understand that everyone can find a style of art, craft and design that they are interested in and enjoy creating and that being 'good' at art is not limited to being able to draw well.

Implementation

- Art is part of the 'Fab 4 Friday' system so every class has a 2 hour session every 4 weeks- longer sessions ensure that not as much time is lost when, for example, having to tidy up,
- In Reception, all 9 areas are taught over 1 year through focussed sessions and within child initiated play,
- In Years 1 to 6, the 9 areas are taught over a 2 year period (to fit in with the mixed age classes), allowing some areas to be revisited over that time,
- Sketchbooks will be used from Year 1 onwards as a place to try out ideas and show work,
- In KS2, children will be asked to peer assess others work, starting with only positive comments and then providing suggestions for improvement.

Toucan class 1 year ART overview

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| Continuous provision | Playdough, candles, face pieces, paper, card, glue sticks, sellotape, wet glue, felt tips, coloured pencils, gel pens, ready mixed paints, paint brushes, ink stampers, watercolour blocks, sequins, shimmer shower, gems, pom-poms, feathers, cards & envelopes, stickers, card wheels, tin foil, paper plates, people shapes, glitter, dolly pegs, alphabet tiles, 2d paper shapes, googly eyes, eye stickers, tissue paper, clipboards, wool/ribbon, | | |
| Resources to be introduced each term and then left for enhanced provision | Term 1 Term 2 | Term 3 Term 4 | Term 5 Term 6 |
| | <p>Painting- glitter paint, sponges, paint spinner, glow in the dark paint, powder paint, watercolour pencils,</p> <p>Collage- pom-poms, sequins, gems, decorative scissors, paper shapes,</p> <p>Drawing- wax crayons, highlighters, stencils, colour change pens,</p> | <p>Printmaking- foam stampers, sponges,</p> <p>Photography- Cameras,</p> <p>Sculpture- masking tape, junk modelling resources, pipe cleaners, lolly sticks, match sticks, paper clips,</p> | <p>Digital Art- Laptops, iPads, IWB,</p> <p>Ceramics- Rolling pins, cutters, clay, modelling tools, clay boards, playdough moulds,</p> <p>Textiles- Raffia, wool, ribbon, beads, fabrics, buttons, needles, binka/hessian, felt flowers,</p> |

| Theme | Painting | Collage | Drawing | Printmaking | Photography | Sculpture | Digital Art | Ceramics | Textiles | |
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| Time | Discrete lessons should include 20 minutes to introduce and model skills and then further time for children to try in small groups with adult support. Children SHOULD NOT all be making the exact same end product. A model can be shown as an idea but children are free to use the skills as they wish. Once skills have been taught, resources should continue to be made available in continuous provision. | | | | | | | | | |
| Key Skills | Learn how to grip tools and brushes correctly, Use a range of paints, Use a range of items to apply paint, Paint freely, Name and choose colours, Paint from observation, memory and imagination, Paint with no outline, Learn how to clean brushes, | Collect and sort materials, Select resources for a certain purpose, Use scissors accurately, Choose best joining methods, Use glue cleanly and effectively, | Use lines to enclose a shape, Use shapes to represent, Talk about intention, Combine different media, Work on different scales, Work alone and in a group, Use lines of different thicknesses, | Explore body prints, Explore accidental colour mixing, Use stamps, sponges, stencils and rubbings, Use the 'dip and apply' method, Begin to recognise patterns, Print to create images and patterns, Print with left to right movements, | | Take a photo using the camera, | Handle and describe 3d objects, Stack and balance 3d shapes, Construct horizontally, Work with construction kits, Use scissors effectively, Choose best joining methods, Use glue cleanly and effectively, Choose resources by shape and texture, Build for height and width, | Explore a digital paint programme on the laptop or IWB, | Experience playdough and clay, Roll, knead, pat, poke, squeeze, pull and imprint, Use cutters and tools accurately, | Collect and sort materials for a purpose e.g. colour, texture, Explore over and under weaving, Decorate fabric, Explore simple stitch work, |
| Resources | glitter paint, sponges, paint spinner, glow in the dark paint, powder paint, watercolour pencils, | pom-poms, sequins, gems, decorative scissors, paper shapes, | wax crayons, highlighters, stencils, colour change pens, | foam stampers, sponges, | Cameras, | masking tape, junk modelling resources, pipe cleaners, lolly sticks, match sticks, paper clips, | Laptops, iPads, IWB, | Rolling pins, cutters, clay, modelling tools, clay boards, playdough moulds, | Raffia, wool, ribbon, beads, fabrics, buttons, needles, binka/hessian, felt flowers, | |

Robin class 2 year ART overview

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| Year A | Theme | Painting- Colour | Drawing- Self-Portraits | Ceramics- Clay Tiles | Printmaking- Marbling & Relief | Collage- Paper & Land Art | Digital Art | Textiles- Weaving |
| | Time | 2 hours | 2 hours | 2 hours | 2 hours | 2 hours | 2 hours | 4 hours |
| | Key Skills | Name primary and secondary colours Create a simple colour wheel Explore colour spectrums- collect colours Mix with powder paint- primary & secondary colours, explore paint consistency, | Draw from observation, imagination & memory, Begin to understand sketching, Use hatching, scribbling and stippling to create tone Use different grades of pencils | Roll a clay tile Make holes in clay Imprint, make marks & stamp Use slip to join clay Create surface texture | Explore overprinting for colour mixing Explore marbling Create own stamps for relief printing using string and card Recognise where prints are used in real life | Explore controlled & random tearing Cut strips, shapes, curves & fringe Create simple pictures Collage with natural & found objects Explore overlapping Contribute to a class resource collection | Create a picture in the paint programme Explore shapes, fill tools, copy & paste, selection, cropping and brush tools | Create a group weaving Explore fabric, string and yarns Use scissors effectively Explore tying, untying, twisting and plaiting |
| | Resources | Primary colour powder paints, brushes, painting tools, | Sketching pencils, soft pastels, charcoal | Clay, rolling pins, clay boards, modelling tools, impress tools, | Marbling inks, ready mixed paint, string, card, pva glue, | Collage materials, natural 'found' objects, | Laptops, paint programme, | Weaving looms, selection of yarns, beads, |

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| Year B | Theme | Drawing- Mark Making | Drawing & Painting- Landscapes | Photography | Printmaking- Found Objects | Sculpture- Junk Modelling | Textiles- Dyeing | Textiles- Stitching |
| | Time | 2 hours | 2 hours | 2 hours | 2 hours | 4 hours | 2 hours | 2 hours |
| | Key Skills | Explore line, mark making, smudging, blending, rubbing, shading, etc. | Draw from observation, explore wet & dry techniques, make backgrounds, Use a viewfinder, Use a range of brushes, found objects and paints, | Take a photo using the zoom function Recognise photos as a form of art Take photos for a theme | Create 1 colour, repeat prints Print with a range of tools Understand how to work cleanly Create straight line prints without a grid | Understand shape, form and texture Collect for a theme Use glue, paste and tape as appropriate Fold, cut, tear and curl paper and card Use found materials | Explore dyeing (natural/food dyes) and peg tie dye | Thread needles and beads Use running stitch on binka/hessian Add buttons |
| | Resources | Sketching pencils, chalk, soft pastels, charcoal, | Powder paints, watercolour blocks, | Cameras, | Ready mixed paint, | Glue sticks, pva glue, sellotape, masking tape, junk modelling resources, | Natural dyes, fabric for dyeing, pegs, | Needles, embroidery threads, binka, buttons, beads, |

Kingfisher class 2 year ART overview

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| Year A | Theme | Painting- Colours | Painting- Artists Styles | Printmaking- Blocks | Printmaking- Stencils | Ceramics- Clay Pots | Ceramics- Carving | Textiles- Sewing |
| | Time | 2 hours | 2 hours | 2 hours | 2 hours | 2 hours | 2 hours | 4 hours |
| | Key Skills | <p>Create a colour wheel with concentric circles</p> <p>Understand hues, tints, shades, warm/cool colours, harmonising colours and complementary colours</p> <p>Mix browns, neutrals and flesh colours</p> <p>Explore colour blocking</p> | <p>Compare different artists</p> <p>Work in the style of different artists</p> <p>Explore sponging and stippling</p> <p>Represent light and dark</p> <p>Make and match colours</p> | <p>Use readymade printing blocks to create 2 colour prints</p> <p>Use a roller cleanly and effectively</p> | <p>Use stencils for printing</p> <p>Create 3 colour patterns by overprinting</p> <p>Use photos/digital images within prints</p> | <p>Make a thumb, pinch and coil pot</p> <p>Use slip effectively</p> <p>Explore embossing/imprinting, engraving, beating and combing as methods of decoration</p> <p>Join pinch pots to form a hollow shape,</p> <p>Make a figure from 1 piece of clay,</p> | <p>Explore carving</p> | <p>Sew on binka</p> <p>Use cross stitch and other mark making through sewing</p> <p>Explore 2 colour tie dye with string/elastic bands</p> <p>Explore applique</p> <p>Use embroidery techniques to decorate</p> <p>Print on fabric</p> <p>Try patchwork</p> |
| Resources | <p>primary and secondary colour powder paints, KS1 brushes, palettes, water pots, concentric circles colour wheel worksheet,</p> | <p>Watercolour pans, KS2 brushes, water pots, sponges, ball point pens, ready mixed paints (red, yellow, blue & black), powder paints (primary, secondary, black & white), KS1 brushes, paper squares,</p> | <p>Printing blocks, printing inks, rollers, ink trays,</p> | <p>printing inks, rollers, ink trays, stencils, cameras, laptops, KS2 scissors,</p> | <p>Clay, clay slip, rolling pins, clay boards, modelling tools, impress tools,</p> | <p>Soap, clay tools, clay boards,</p> | <p>fabric squares (4 per child) to dye, tie dye kit, elastic bands/string, gloves, binka, needles, embroidery threads, laptops, cameras, fabric paints/pens/crayons, iron, felt scraps, fabric scraps, KS2 scissors, sewing threads,</p> | |

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| Year B | Theme | Drawing & Painting- Portraits | Drawing & Photography- Perspective & Viewpoints | Collage- Nature in Art | Digital Art & Photography- | Sculpture- Paper | Sculpture- Box Models |
| | Time | 2 hours | 4 hours | 2 hours | 2 hours | 2 hours | 2 hours |
| | Key Skills | <p>Draw outlines</p> <p>Draw with detailed and intricate marks</p> <p>Compare different artists</p> <p>Focus on facial expression in portraits</p> <p>Focus on tone</p> <p>Investigate pressure</p> <p>Compare different artists</p> <p>Create a colour wash</p> <p>Use dirty water for outlines</p> <p>Explore thin paint and Brusho</p> <p>Work over an extended period of time on one piece</p> <p>Explore overpainting, resist and layering</p> | <p>Sketch at speed</p> <p>Create a sequence of pictures</p> <p>Explore 3d, perspective and reflections</p> <p>Take photos from unusual viewpoints</p> <p>Understand viewpoints</p> <p>Integrate a photo into a work of art</p> | <p>Use sketchbooks to gather personal collections</p> <p>Choose materials for a purpose</p> <p>Copy and match environmental textures</p> <p>Explore gluing, pinning and pasting</p> <p>Explore folding, crumpling, tearing, cutting and pleating techniques</p> <p>Link collage to paintings</p> <p>Work in a mixed media style</p> | <p>Integrate a photo into a work of art</p> <p>Explore ideas through digital sources</p> <p>Use an ICT programme to combine their work with someone else's</p> | <p>Explore new joining techniques- slotting, tying, pinning, tabs, weaving and sewing</p> <p>Use tools, scissors and cutters</p> | <p>Create small scale box models</p> <p>Make formers using boxes or rolled paper</p> <p>Construct simple assemblages</p> <p>Apply surface decoration</p> |
| | Resources | <p>Sketching pencils, oil pastels, ball point pens, charcoal, chalk, soft pastels, Brusho, water-soluble pastels,</p> | <p>Sketching pencils, cameras,</p> | <p>Sketchbooks, KS2 scissors box, KS1/2 collage box, paper for final collage (range of sizes and colours available), flour & water (for paste), water pots, pins,</p> | <p>Sketchbooks, cameras, laptops, sticky notes, previously used materials e.g. watercolours, pastels etc.</p> | <p>KS2 scissors box, KS1/2 collage box, paper for final collage (range of sizes and colours available), paper punches,</p> | <p>glue sticks, wet glue, sellotape, masking tape, junk modelling resources,</p> |

Owl class 2 year ART overview

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| Year A | Theme | Painting- Atmosphere | Printmaking- Texture | Digital Art, Photography & Collage- Photomontage | Ceramics- Clay, Casting & Carving | Textiles- Soft Sculpture |
| | Time | 2 hours | 2 hours | 2 hours | 4 hours | 6 hours |
| | Key Skills | Mix all colours from primary and mix blacks Work with a limited colour palette- 1 colour with tints and shades Build up a painting in stages Understand background, middle and foreground Use a viewfinder Use scraping, overpainting, resist and layering in artworks Paint from observation Show texture, perspective, atmosphere and light effects Work on different scales and proportions Explore paint consistency Work on different surfaces | Explore masking when mono-printing Explore positive and negative space Design and make their own block Create surface texture Use 3 or more colours when overprinting | Understand the importance of balance, contrast and pattern Create a photomontage Work on different scales and proportions Combine images using digital technology | Roll clay to make a slab pot Explore casting with plaster of Paris Carve from clay | Use a range of basic stitches Paint or print on fabric Explore soft sculpture Use printing as a starting point for embroidery Work collaboratively |
| | Resources | oil paints, brushes, paper palettes, fairy liquid for clean-up, primary powder paints, ks1 brushes, water pots, mixing palettes, sticky notes, scrap paper, masking tape, | printing inks, rollers, trays, polystyrene tiles, bin bags, sticky notes, masking tape, scrap paper, various items- leaves, fabric scraps, pencils, bubble wrap etc. | cameras, ks2 scissors, glue, large paper, iPads, | clay, rolling pins, clay boards, clay tools, pencils, clay slip, plastic bowls, sand, plaster, | laptops, iPads, scrap paper, felt, needles, embroidery threads, fabric paints, toy stuffing, |

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| Year B | Theme | Drawing- Stories & Myths | Collage & Sculpture- Mixed Media Masks | Collage & Photography & Painting & Drawing & Textiles- | Sculpture- Modelling |
| | Time | 4 hours | 4 hours | 4 hours | 2 hours |
| | Key Skills | <p>Work on a sustained drawing with an increasing level of detail Draw from close observation but also influenced by stories and myths Work on different scales and proportions Experiment with techniques used by different artists Use shading, hatching and blending within works Show perspective through tonal contrast and depth</p> | <p>Understand the importance of balance, contrast and pattern Work on different scales and proportions Explore lamination, Modroc and collage for surface texture Use moulds to make masks Use Modroc for texture, decoration and skins</p> | <p>Understand the importance of balance, contrast and pattern Work on different scales and proportions Combine painting with collage Create a mixed media collage Explore frottage Use sewing techniques to join paper and card Use textiles within collage work</p> | <p>Work in relief Make large scale box models Explore positive and negative space Create natural structures Use chicken wire or willow sticks as a former Construct scale models</p> |
| | Resources | Pencils, soft pastels, charcoal, chalk, ball point pens, oil pastels, drawing inks, fine-liners, | Modroc, paint pens, metallic pens, mask moulds, | Paper, card, scissors, glue sticks, sellotape, wet glue, pom-poms, sequins, gems, feathers, decorative scissors, fabrics, cameras, needles, threads, | Willow sticks, junk modelling resources, |

Impact

During (and after) their 7 years of Art, Craft and Design education at Tydd St Mary C of E Primary School, the children will

- Have found an aspect of art, craft and design that they enjoy and feel that they can work creatively within,
- Have a good skill and knowledge base, including vocabulary, that will enable them to progress further in their art, craft and design education,
- Have had the opportunity to work with a wide variety of media,
- Be able to see progress of skills across their sketchbooks in all 9 areas of art, craft and design,
- Be able to pick out details that they like in others work and suggest ideas of how others might improve their work,
- Have found at least 1 artist whose work inspires them or whose work they enjoy looking at and talking about.