# PLAN FOR

# VISUAL ARTS

## Cong National School

## 13686L

## Introduction:

The staff in consultation with the Board of Management and parents formulated this policy. It was reviewed with the visual arts Cuideitheoir ( Redmond Connolly) in February 2008.

## Vision Statement / Rationale:

To develop creative expression, to foster enjoyment and provide a balanced curriculum between doing art and looking and responding.
In our school each child will be given the opportunity to explore all of the 6 strands.
We strive to have a balance of 2/3D art.
The Visual Arts Curriculum provides for creative and aesthetic experiences through exploring, investigating, experimenting, inventing, designing and making a range of media. It develops observation skills and the sensitivity of the child to the visual, spatial and tactile world and to aesthetic experience. It challenges the children's natural curiosity, develops perceptual awareness so that the child can enjoy and interpret the art works and the visual environment and can facilitate learning in all areas of the curriculum. Creative achievements in art contribute to a sense of personal identity and self esteem and help to create cultural awareness and empathy.

## Aims:

1. To develop awareness of shape, line form, space and texture.
2. To give pleasure and enjoyment to the children.
3. To develop the child's sense of self-awareness.
4. To develop artistic language skills and acquire artistic vocabulary.
5. To develop the child's creative skills.
6. To develop an awareness of different forms of art through various media.
7. To develop an appreciation of different art forms.
8. To develop self-expression and imagination of the children.
9. To develop skills and technique for expression and invention.
10. To promote children's understanding and response to creation of 2D and 3D shapes.

11. To instil confidence in the children.

*Content*
*(p.6-11 Visual Art Teacher Guidelines )*

## *Structure and Layout*

The Visual Arts Curriculum is divided into six strands: *Drawing, paint and colour, print, clay, construction and fabric and fibre.*
Each strand's activities are interrelated and involve perceiving and exploring the visual world and making art and looking and responding to the visual world and works of Art. This results in the **Making Art** and **Looking and Responding** structure in each strand.

These activities are informed on by the Art Elements: *line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation.*

In choosing thematic content, it is advised to draw on children's experience, imagination and observation and curiosity.

**Methodologies and Approaches**
*(p.54-56 Visual Art Teacher Guidelines)*

Guided Discovery is considered the appropriate teaching method for The Visual Arts.

- It allows the pupils to explore the expressive potential of various media and experiment with them
- assess their suitability for a given task
- to cultivate their own artistic interpretation of their world
- to observe their visual environment
- To appraise artists' works.

It is important that the teacher understands children's Stages of Development in Art can gauge their ability and can challenge them accordingly.
An awareness of a broad range of imagery in children's work and in Art in general is very necessary.
Exposure to work from different eras, traditions and cultures as well as the Western Classical Tradition is needed.
Emphasis on process rather than product and on practice and progression will encourage creativity.

It will result in sequentially structured activities increasing in complexity and developing from previous experience.
There will also be a need to use activities from different levels with a class in order to allow for its range of ability and experience.

**Objectives / Content**

**Drawing:**

**Children in all classes in the school are**

- exploring/experimenting with age appropriate drawing materials

- using these materials on a range of surfaces
- making drawings about their own experiences
- making drawings based on observation
- making drawings based on their imaginations
- being given time to talk about their own drawings
- talking about the drawings of other children
- being afforded the opportunity to look at and respond to drawings by artists

**Paint and Colour:**

**Children in all classes in the school are**

- exploring/experimenting/mixing paint
- exploring a variety of painting techniques
- experimenting with a variety of coloured materials
- working with these on a range of surfaces
- marking art in colour about their own experiences
- making art in colour based on observation
- making art in colour based on their imaginations
- talking about their own paintings/work in colour
- talking about the work of other children
- being given opportunities to look at and respond to artists' work in colour

**Print:**

**Children in all classes in the school are**

- experimenting with printing tools and materials and exploring a variety of age appropriate printing techniques
- making prints based on their own experiences
- making prints based on observation
- making prints based on their imaginations
- talking about their own prints
- talking about the prints of other children
- looking at and responding to print in everyday use in the environment
- looking at and responding to artist' prints

**Clay:**

**Children in all classes in the school are**

- experimenting with clay and materials and clay tools
- exploring age appropriate pottery techniques

- using clay to represent experiences
- using clay to represent observations
- using clay to represent their imagination
- exploring other materials to show forms
- talking about their own work in clay
- talking about the work of other children
- looking at and responding to pottery and ceramic art

**Construction:**

**Children in all classes in the school are**

- exploring construction materials
- exploring age appropriate 2D construction techniques
- playing with construction games and toys
- making free constructions
- making structures based on their experiences
- making structures based on observation
- making imaginary structure
- talking about their own and group constructions
- talking about the constructions of other children
- looking at and responding to natural and built structures
- looking at and responding to sculpture

**Fabric and Fibre:**

**Children in all classes in the school are**

- experimenting with varieties of fabrics and fibres
- inventing costumes
- changing the surfaces of fabrics
- creating new fabrics
- constructing with fabrics and fibres
- representing experiences in work with fabric and fibre
- representing observations in work in fabric and fibre
- representing imagination in work in fabric and fibre
- talking about their own work
- talking about the work of other children
- looking at and responding to work created in fabric and fibre by artists and to fashion.

## The Six Strands

All strands involve:

- Working from experience and imagination
- Focusing on materials and tools
- Working from observation and curiosity

**1 Drawing**
*(P.56-71 Visual Art Teacher Guidelines)*

tool of communication, pre-language
easily assessable, shows progression
shows awareness

**2 Paint and Colour**
*(P.72-83 Visual Art Teacher Guidelines)*

Colour corner
exploring colour through fluidity of paint
Colour mixing/theory

**3 Print**
*(P.84-92 Visual Art Teacher Guidelines)*

creation, organisation and balance of shape, line, space, texture and rhythm
immediacy

**4 Clay**
*(P.93-103 Visual Art Teacher Guidelines)*

plasticity, pliancy
use of techniques
need for experimentation rather than end result
use of Papier maché

**5 Construction**
*(P.104-109 Visual Art Teacher Guidelines)*

element of play
use of junk materials
solution to a given project

**6 Fabric and Fibre**
*(P.110-120 Visual Art Teacher Guidelines)*

changing a fabric surface
creating new fabric
constructing with fabric and fibre

At present the teachers plan the time they cover their class art programme strand and strand units but we are currently discussing the feasibility - advantages and disadvantages of all classes doing the same strands and strand unit simultaneously.

**Looking and Responding**
*(P.121-127 Visual Art Teacher Guidelines)*

ample opportunity
openness
discussion of qualities rather than judgement

**The Art Elements**
Line, shape, form, colour and tone, texture, pattern and rhythm and space (spatial relationships)
(p.8-11 VA TG)
At each class level the development of the above concepts is expected to be incorporated into strand work. Also see display.

## Assessment

**Teacher Observation**

This informal method of assessment involves assessing
- The child's response to art tasks
- The child's perceptual awareness (ability to look objectively at one's own work and the work of others)
- The level of the child's commitment and personal involvement in a task

**Teacher Designed Tasks**

This may be used to assess:
- The pupil's ability in handling various media
- The pupil's use of skills
- How he/she is able to express oneself when working on a given theme
- How he/she works with others

**Work Samples**

- Each child will have an art portfolio containing work samples.
- Photographic records of selected work will be kept by the teacher

**Curriculum Profile**

Evaluations and results from above can form a basis for a more formal observation of a child's level of development in Art
This would consist of short descriptive statements, linked to curricular objectives and referring to accepted stages of Art Development in children

**Display**
- Each class should have access to display areas in their classroom and in the greater school area, eg. Along the corridors.
- Each child should have work displayed regularly.
- Discussion of Art displays should be viewed as part of the Visual Arts' programme.
- Local artists have been asked to display samples of their work in the school from time to time for the same purpose.

**Use of ICT**

- Paint and Draw programmes.
- MS Publisher.

- Accessing gallery websites for virtual tours.
- Websites dedicated to famous artists.

- Websites for Educational Art resources.
- Websites for professional development

**Integration / Linkage**

As a staff we see possibilities for integrating our work in visual arts with the following aspects of other subject areas

- Oral language (English/Gaeilge)
- Design and make (Science)
- Shape and space (Mathematics)
- Media Studies (SPHE)

As a staff we will ensure linkage with our visual arts programme by planning work within our school/classrooms on a thematic basis.

## Special Needs/ Diversity

It is the policy in our school that all children will participate in visual arts activities within the mainstream class situation. Children with differing needs - we provide each child regardless of learning, emotional, physical, behavioural differences with a broad and balanced curriculum. We adapt materials and concepts to suit. Children with particular special needs will be assisted in activities by their Special Needs Assistants. Lesson content will be modified to meet the needs of children of low, middle and high ability. More challenging opportunities will be afforded to children who display particular talent in the area of Visual Arts.

## Communication to Parents

- Requests for collection of Junk materials.

- The assessment of the childrens work will be made by teachers on the basis of their informal observations. The formal reports of these observations will be made to parents as part of annual written school reports.

**Human Resources**

Artists living locally or those with talent in the Visual Arts in the school community, including parents will be asked to support the school in its efforts to develop arts education in Cong N.S. Examples of this - art in school grounds.

**Environmental Resources**

Every effort will be made by teachers in this school to develop environmental awareness in the children. As often as possible, stimuli will be drawn from the local environment, both on a large scale and in the detail that may be used in some work. In particular, children will be taken on frequent visits/walks around the school

grounds, (our woods) and will be encouraged to work from observation on location. Birds feeding on bird feeders and many species of trees around the school.

**Financial Resources**
Necessary resources are provided from Board of Management funds.

**Looking and Responding**
We intend to use sets of slides from the National Gallery. We will access websites such as the national art gallery of Ireland or other.

**Safety**
- Use of non-toxic materials (including fungicide free wallpaper paste)
- Structured skills development in use of scissors
- Supervision of use of all sharp implements
- Craft knives to be only used by teachers

**Community links**
- Green school link - As part of our Green School Programme a Christmas tree decoration competition is organised each year. All decorations must be made from recycled materials.
- The school avails of the services of Castlebar Resource Centre (CRC) during the school year. The school considers this a vital resource for our school.

**Ratification and Implementation**

The implementation of this plan has been notified to the Board of Management. All teachers and staff will be responsible for reporting to the Principal any amendments that they think should be made to the plan for consideration at a subsequent staff meetings.

## Infant Class

## Art elements

| | |
|---|---|
| *Developing an awareness of Line* | Line can make shapes/ line can make movement |
| *Developing an awareness of Shape* | Recognise and arrange shapes |
| *Developing an awareness of Form* | Become aware of the 3-d nature of Form, through handling/ observation of shadow |
| *Developing an awareness of Colour and Tone* | See and distinguish colour in one's environment/ recognise and mix primary colours |
| *Developing an awareness of Texture* | Relate the "feel" to the "look"" of things |
| *Developing an awareness of Pattern and Rhythm* | Observe repetition of line and shape in the environment, e.g. Grass/ clouds/ parked cars |
| *Developing an awareness of Space* | Explore empty space/ filled space; look at simple environmental structures, e.g. chair |

**Strands: The class teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
|---|---|---|---|---|---|
| Use pencil, charcoal, chalk, pastel, crayon, marker to make marks<br>Draw using personal experiences and stories as a source<br>See how lines enclose shapes in everyday objects<br>Different lines (straight, curvy, jagged) make differing shapes | Develop colour awareness through:<br>Colour Corner (collecting, sorting, matching)<br>Fold -overs (colour mixing) / use of paint/ crayon/ fabric/ tissue-paper/ printing<br>Use colour to express stories, imagination, events<br>Discern light from dark<br>Discuss the way things look and the way things feel | Hand/ thumb printing<br>Junk printing<br>Roller printing<br>Sponge printing<br>Printing from edges<br>Marbling<br>Repeating prints | Using plastic materials for imaginative development by:<br>Squeezing/ pushing/ pulling/ rolling a ball of clay<br>Tearing and putting together clay<br>Making flat and standing clay<br>Making differing forms from clay (fat squat, twisty, bumpy) | Free play with construction toys and junk materials (boxes) - grouping, balancing, building<br>Finding the tallest, smallest, widest parts of the structure<br>Making simple mobiles<br>Card-making<br>Making decorations | Play with fabric / wool scraps<br>Wool collage/ fabric collage<br>Use of Hessian/ open weave material<br>Threading of ribbon/ materials through Hessian<br>Discuss the "feel" of different materials |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Tell the story of the picture<br>Tell why he/she made it this way | Describe what's happening in the painting<br>What colours are used to make light or dark areas/ lines or shapes | Getting the "feel"" of everyday objects<br>Display/discuss everyday print design, wrapping paper, wall-paper, fabric, shopping bags | Looking at, feeling and talking about smooth natural objects, stones, wood, shells<br>Using a feely bag | Be able to observe and discuss pictures/ photos of building structures in terms of spatial relationships<br>Use of model toys/ doll's house | Discuss how materials feel/ look; what their use might be; the colours and pattern used |

## Infant Class -Art elements

| | |
|---|---|
| **Developing an awareness of Line** | Line and shape can make familiar people and objects |
| *Developing an awareness of Shape* | Become aware of the different characteristics of shape |
| *Developing an awareness of Form* | Handle and work with plastic materials |
| *Developing an awareness of Colour and Tone* | Distinguish dark and light of colours and tones within a colour/ use colour expressively |
| *Developing an awareness of Texture* | Make texture (feeliness) with a variety of media/tools |
| *Developing an awareness of Pattern and Rhythm* | See pattern and rhythm in one's environment through the repetition of line and shape, e.g. Trees, stonework, house shape |
| *Developing an awareness of Space* | Balancing blocks and boxes/ using open and closed boxes |

**Strands: The class teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
|---|---|---|---|---|---|
| Draw from sources of experience and imagination<br><br>Draw from textures of found and man-made objects and make rubbings<br><br>Use computer Paint / Draw programs | Using paint techniques (paste and paint/ blow painting)<br><br>Paint from discussed source<br><br>Use of computer paint programs<br><br>Limiting palette to one colour with black and white<br><br>Observing environmental colour and matching it with colour media<br><br>Creating and reproducing texture with paint | Preparing print blocks from cut straws/ pipe-cleaners<br><br>Pressing textured objects into clay<br><br>Making pictures/ designs from prints<br><br>Using prints for collage<br><br>Roller printing over torn paper (masking out) | Make a clay form to suggest a real or imaginary creature<br><br>Make several of these<br><br>Use different tool, matchsticks/cocktail sticks to create marks, texture and patterns on the surface and talk about these<br><br>Use other materials with clay to make a mixed-media object(s)- buttons, pipe-cleaners, lollipops, feathers | Play with large boxes<br><br>Drawings/ painting of what it might be like to be in a structure like this<br><br>Making a full model of house/ rocket etc<br><br>Painting a structure one colour to concentrate on colour<br><br>Papier maché | Fabric/ fibre collages based on colour/ texture/ rhythm/<br><br>Individual work/ group work/themed work<br><br>Devising a costume / hat<br><br>Simple Tie/Dye techniques |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Discuss one's own work, the work of others and of artists: Favourite part<br><br>How he/she worked to make the picture<br><br>Whether he/she enjoyed it | Discuss: Story of picture<br><br>Enjoyment of making it<br><br>Favourite part<br><br>How the artist used colour | Looking at work and describing the print: Favourite part<br><br>How was this print made<br><br>Looking for line, shape, texture, pattern | Look at clay work and describe the object, what was used to make and decorate this, how (s) he felt making it, how and why a craftsperson may have made it | Discussion of familiar buildings; materials used,<br><br>Everyday objects;<br><br>How many different pieces<br><br>Discuss work materials used/ how it was put together | Discuss and describe;<br><br>Work Colour/ texture/ pattern<br><br>What it was like to make it<br><br>Favourite part |

## First Class & Second Class -Art elements

| | |
|---|---|
| Developing an awareness of Line | To understand that line can make shape, pattern, texture and rhythm<br>To develop a personal drawing system of symbols (schema) |
| Developing an awareness of Shape | To be aware of shape in the world around them and of outline, shadow and silhouette shapes |
| Developing an awareness of Form | To understand form through clay and construction |
| Developing an awareness of Colour and Tone | To deepen understanding of colour-mixing/ to mix colours according to choice/ to distinguish pure colour from its tones |
| Developing an awareness of Texture | Relating the feel and the look of things through drawing, clay, paint and print |
| Developing an awareness of Pattern and Rhythm | To see which Art Elements are repeated, in one's own work and that of others |
| Developing an awareness of Space | To develop a sense of how people or objects take up space<br>To develop a sense of structure through construction activities |

**Strands: The class teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
|---|---|---|---|---|---|
| Using crayons, pastels, charcoal, pens, markers and pencils, on a variety of paper<br>Use of computer drawing programs<br>Use of experience, story and imagination as sources for drawing and discussion of these<br>Making silhouette drawings | Using paint (Redimix, powder, acrylic), crayons, print, fabric to explore colour<br>To use techniques like paint and paste or washing -up liquid<br>To paint from imagination; stories, poetry, what happened next<br>To paint from Nature<br>Working with paint of different consistencies | Print with found objects (toilet-rolls/ vegetables)<br>Hand and thumb printing<br>Take rubbings/ guessing where these came from<br>Making crayon/ pencil prints<br>Experiment with overprinting and with contrasting colours<br>Use a limited colour scheme to focus on shape and negative shape, texture and pattern | Manipulating clay<br>Impressing objects into clay<br>Tearing clay up and putting it together again<br>Making different forms<br>Making real or imagined animals, birds, creatures<br>Texturising their surfaces<br>Painting and varnishing with PVA glue | Use construction toys to explore balance, grouping and building<br>Simple paper folding and card-making<br>Simple collage<br>Building simple structures from junk | Use of a prop box/ sticking fabric to clothes/making a magic cloak<br>Experimenting with open weave materials (hessian/ dish cloth)<br>Pulling threads, feeding in wool, silks, sequined strands, twines<br>Sticking varying fabrics together to explore texture<br>Wooden spoon/fabric dolls |
| Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding | Looking and Responding |
| Discussing one's own work and the work of others through describing the story of the picture | What's happening in the painting?<br>What colours/ tones are selected?<br>What does he/ she likes best about this? | Looking at and discussing textured objects<br>Looking at prints of pupils and artists - describing the print<br>Print likes in the environment | Handling and discussing found objects (cones, pebbles, shells) and everyday things (toys, simple ware) | Look at the habitats of animals<br>Look at distinctive structures (Skyscrapers/round towers)<br>Describe one's work | To develop a vocabulary for discussing this area (soft, rough, silky, fine, woolly)<br>To recognise colour and pattern<br>To describe one's work |

**First & Second class - Art elements**

| | |
|---|---|
| *Developing an awareness of Line* | To see the environment, in terms of lines |
| *Developing an awareness of Shape* | To be aware of shape in the environment<br>To explore shape in several media |
| *Developing an awareness of Form* | In handling objects to understand volume and the space something occupies<br>To "play" with balancing objects |
| *Developing an awareness of Colour and Tone* | To recognise colour around one<br>To use one colour, exploring all its tones |
| *Developing an awareness of Texture* | To create texture through tools and media |
| *Developing an awareness of Pattern and Rhythm* | To look at pattern in Nature: spirals in shells, reflections, lichen etc. |
| *Developing an awareness of Space* | To arrange objects and view them from a number of angles, noting how a sense of distance is achieved |

**Strands: The teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
|---|---|---|---|---|---|
| Drawing objects as shapes<br>Casting shadows<br>Drawing from observation<br>( household objects, nature table items, scrunched bags)<br>Drawing from the human figure (class mates posing) | Painting Music through colour<br>Exploring colour schemes, through skies, Nature themes<br>Looking for and painting camouflage and contrast in the environment<br>Choosing objects for colour, pattern and rhythm and painting from them | Card printing<br>Building up a picture with print through colour and shape<br>Collage printed pieces<br>Marbling<br>Sponging over stencils or masking tape<br>Wax-resist pictures<br>Printing from one's own clay slabs | Making and using clay oblongs for construction - designing a dwelling or series of buildings<br>Designing, making and decorating a clay plaque<br>With bits of clay, Texturising and colour and varnish (PVA) | Making an imaginative area (castle)<br>Making an imaginative 3d scene<br>Making a toy from junk<br>Making a group collage | Designing and making representational and non-representational fabric collage and appliqué<br>Threading needles<br>Decorating small pieces with informal stitches, buttons etc<br>Pompoms/ cording/ plaiting/ "cat's tails"<br>Simple wool weaving (use of bodkins) |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Discussing his own drawing and that of others by noting the lines, shapes, textures, patterns and tones used and the effects created<br>The effects created by the tools and materials used<br>What was intended by the drawing | How lines, shapes, pattern and texture are created?<br>How are they found in the work?<br>What was being said<br>What effects did the colours achieve? | Discussing the Art Elements in a print<br>How the print was made<br>Comparing their own printing methods with print-making | Looking at the one's own work and that of others describing the form, how the clay felt and worked<br>Looking at sculpture, How the artist may have worked<br>What he/ she was trying to say?<br>What the child likes best. | Looking at and discussing local or famous buildings or artefacts (uses, construction, materials)<br>In discussing work, how were balance and spaces achieved | Look at and discuss fabrics crafts and artefacts and view a craftsperson at work |

**Third & Fourth Class - Art elements**

| | |
|---|---|
| *Developing an awareness of Line* | Making Lines through mark making (pencil/crayon) and through collage (straws /pipe-cleaners)<br>Making different types of Line, eg.thck, thin, wavy, straight<br>Using Line to enclose space and make shapes<br>Seeing lines in the Environment and using this as a stimulus for work |
| *Developing an awareness of Shape* | See Shape in everyday structures |
| *Developing an awareness of Form* | Recognise 3D forms in everyday environments<br>Show form by creating surface textures<br>Use of malleable media for design and invention |
| *Developing an awareness of Colour and Tone* | Deepen recognition of Colour and Tone around one<br>Use more subtle colour mixing (range of greens achieved depending on how much more blue than yellow) |
| *Developing an awareness of Texture* | Relating the "look" to the "feel" of things<br>Creating different textures through a variety of media (paint/ clay) and skills (print-making/collage) |
| *Developing an awareness of Pattern and Rhythm* | Looking at pattern in Nature |
| *Developing an awareness of Space* | How people/ objects occupy Space<br>Use of perspective: diminishing and increasing of figures/overlapping of figures |

**Strands: The teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
|---|---|---|---|---|---|
| Using as wide a variety of media as possible for drawing<br><br>(Markers/ chalk/ pastels/ charcoal/ pencils)<br><br>Looking at Line, Shape, Texture in specific objects<br><br>Concentrating on silhouette, outline/ texture/ rhythm/ shape/ tone and pattern, where appropriate<br><br>Composing pictures through Drawing | Use a variety of media and skills, as well as Computer programs, to explore colour<br><br>Use of<br><br>*Everyday situations and personal life events*<br><br>*Poetry, music and story*<br><br>*What might happen next?*<br><br>As stimulus for paintings<br><br>Use of large-scale paintings to explore the Art Elements<br><br>Colour mixing games<br><br>Mixing colours to match found objects from the environment<br><br>Explore harmony and contrast in painting of 3-D construction | Printing in limited colour to create complex shapes, patterns and textures<br><br>Overlapping and overprinting simple prints *(printing in light and then in dark colours)*<br><br>Using relief printing (twine, pipe-cleaner, straw blocks) and looking at shape, negative shape<br><br>Masking out (covering) areas pre-printing<br><br>Using commercial stencils | Manipulation and imprinting of clay<br><br>Rejoining clay pieces without obvious signs<br><br>Experimenting with making non-representational forms and balancing them<br><br>Making pinch pots, coil pots and coil and pellet pots<br><br>Texturising and decorating clay surfaces | Making mobiles; single hangings, on clothes hangers, on wire arrangements<br><br>Designing and making Papier maché forms, using paper and paste and pulp methods<br><br>In making structures, discussing how space is used; how materials can be grouped; whether the structure is balanced delicately or solidly<br><br>Looking at the outline and the shadow cast by the structure | Use of cording, plaiting and knotting of wool<br><br>Use of knitting, sewing and crochet where viable, learning basic stitches and making small pieces<br><br>Use of standard and creative embroidery, with wool and bodkin or needle and silks<br><br>Knotting or gluing stuffed fabric to create forms<br><br>Embroidering, painting or sticking on embellishments to create a character<br><br>Making a fabric collage, pinning down paper outlines and cutting around them<br><br>Using a pinking shears |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| What is happening in the picture?<br><br>Which Art Elements are emphasised? (Line/ Shape/ Texture)<br><br>Discuss Space in the work/ what's to be found in the background?<br><br>How was action suggested? | What is the story of the painting?<br><br>Looking at the colour and tones (families of colour) in the picture<br><br>How the Art Elements are used in the composition<br><br>A "feeling" for the painting | Looking for texture, shape and line in every day objects<br><br>Describe a print in terms of what it shows and how it was made<br><br>Looking at everyday print work<br><br>Whether one likes or dislikes a print | Look at and discuss household pottery, crockery and sea-china<br><br>Describe a piece and what it expresses<br><br>Describe the materials and tools used<br><br>Discuss the plasticity of clay<br><br>Discuss ethnic masks | Discuss one's own work and the work of others by<br><br>Describing the structure<br><br>Noting the materials and tools used<br><br>Looking at the spaces in the structures<br><br>Discussing the function of the piece<br><br>Is there a sense of balance?<br><br>How was it made and decorated?<br><br>What he/she likes about it | Handling and discussing fabrics in terms of *soft, rough, coarse, thickly or thinly woven, textured*<br><br>*Colours and pattern*<br><br>*How it covers, folds or hangs*<br><br>Discussing work<br><br>**Describing the piece**<br><br>*Describing the materials and tools used*<br><br>*Describing how decorative effects were achieved*<br><br>*What he/she liked best about the work* |

**Third & Fourth Class -Art elements**

| **Developing an awareness of Line** | Using Line to create action in Drawing and Painting<br>Use of Cartooning |
|---|---|
| *Developing an awareness of Shape* | Exploring Shape in terms of movement, balance, emphasis, contrast and space; through several media: print, clay, collage and appliqué |
| *Developing an awareness of Form* | Breakdown complex forms into simple discrete 3D shapes |
| *Developing an awareness of Colour and Tone* | Using warm/cold and complementary and harmonious colour schemes<br>Creating Rhythm, Emphasis and Contrast through colour<br>Using shadow and colour to make a "sense of space" in 2D and 3D work |
| *Developing an awareness of Texture* | Interpreting texture through Drawing and Painting |
| *Developing an awareness of Pattern and Rhythm* | Repeating and varying the Art Elements in 2D and 3D work |
| *Developing an awareness of Space* | Organising Space through Construction |

**Strands: The teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
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| Imaginative Drawing with emphasis on detail and invention<br>Drawing recalled experiences, emphasising context and location<br>Observation drawings<br>Still life with/ or without | Doing large-scale paintings in groups<br>Painting the human figure in action<br>Painting other classmates<br>Using colour and tone to bring objects forward or set them back in pictures, | Printing a variety of small relief prints (potato/ card printing)<br>Making an using one's own stencils<br>Mono-printing<br>Combining print and collage (collage of printed | Making clay jewellery<br>Making clay figures from imagination<br>Using cubes/ oblongs of clay<br>▪ To make non-representational forms | Making paper sculptures and origami<br>Lighting one's own constructions (with torches, bulbs, candles, natural light)<br>Design and explain the use of a building complex | Designing and making a costume, using glue or stitching<br>Using the pattern on fabric as a stimulus for a costume<br>Patchwork using glue appliqué or stitching |

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| an imagined background<br>Drawing the same scene from different angles<br>Drawing the human figure | i.e. perspective through colour<br>Repeating colour, tone and texture to create unity in a work<br>Painting texture seen in natural and man-made objects using colour and tone with a variety of brush strokes | pieces)<br>Printing for a function (printing wrapping paper/ cards/ poster)<br>Using the computer to compose a print design | ▪ To make everyday buildings/ artefacts<br>Making simple forms from Papier maché<br>Using frameworks/ supports to make more complex Papier maché structures | Layering up cut card shapes, from a sheet of card; concentrating on texture, shape and rhythm<br>Making drawings of structures (natural or man-made) in order to examine their purpose and how they function in use | Altering an existing piece of clothing by sticking or stitching other materials to it<br>Exploring wool weaving and expanding this to include paper, ribbon, plastic, tinsel<br>Making a themed fabric appliqué piece in a limited colour scheme |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| What did the picture intend?<br>What problems were encountered/ solved?<br>Looking at similarly themed work of other artists<br>How were different tools<br>used | Discuss how tools and materials were used to create different effects<br>What was the child/ artist trying to express?<br>Looking at other artists' work on this theme.<br>Discuss use of colour schemes | Discuss how line, shape, negative shape, colour, texture and pattern were used to create this image<br>What other skills/ media were used to develop this print<br>What problems were encountered in making this print and how were they solved?<br>Discuss how various prints were made and which techniques used | Examining and discussing sculptures/ statues/ 3D forms<br>Highlighting and discussing the balance and symmetry of a work and its overall effect<br>Examining pottery/ china artefacts (study of jugs/ the story of the Willow Pattern) | Look at collections, models or photographs of natural and manmade structures and observe their outline, how space is used and how balance is achieved<br>Examine and discuss examples of local and/or contemporary architecture and the work of great architects and builders in history | Looking at costume through the ages<br>Exploring the roles of tailors, weavers, milliners, designers<br>Looking at handmade work (knitting, lace, embroidery, tapestry)<br>Looking at fabric work in the local church<br>Investigating fabric crafts (lace-making, weaving, batik, silk painting) |

**Fifth & Sixth - Art elements**

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| **Developing an awareness of Line** | To be aware that lines can suggest shape/ form/ rhythm and movement<br>Extensive use of materials in making lines |
| *Developing an awareness of Shape* | Invent and experiment with shape in design<br>Focus on shape within pictures |
| *Developing an awareness of Form* | Use 3-d media as a means in which to design and invent |
| *Developing an awareness of Colour and Tone* | Develop greater sensitivity to colour and tone in the environment |
| *Developing an awareness of Texture* | Create/ suggest a variety of textures |
| *Developing an awareness of Pattern and Rhythm* | Examine pattern and rhythm in the visual environment through drawing, painting and other media |
| *Developing an awareness of Space* | Develop an understanding of perspective from a variety of viewpoints |

**Strands: The teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
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| Use a variety of drawing media on different surfaces with confidence<br>To observe objects and draw, interpreting shape/ form/ texture/ tones<br>Concentrating on | Show competency in a wide variety of media and skills in exploring all aspects of colour<br>Be able to develop tonal, harmonious and complementary colour schemes | Using light sensitive paper<br>Using experience of printing techniques to design more complex prints<br>(Overlapping/ overprinting/ placing side by side/ masking | Using the pinch pot technique for imaginative sculptures<br>Using more complex textures, shapes, lines and patterns on clay when making | Making large-scale structures in Papier maché<br>Designing models with moveable parts<br>Using paper sculpture and collage to build up non-representational | Using textured fibres and open-weave fabrics to develop line, pattern and colour<br>Using the textured effects of basic sewing, knitting and embroidery for |

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| outline/ silhouette/ pattern/ rhythm and structure from time to time<br>Make drawings that reflect the class's broadening interests and maturity | Be able to mix colour to match Nature or colour in the environment<br>To use colour to suggest perspective | out areas)<br>To research print-making and print projects<br>Choose display options for prints | sculptures | designs which explore texture, play of light and shade and shape<br>Drawing objects from Nature to explore the fall of light and shadow | design<br>Inventing stitches<br>Making a fabric/ fibre collage<br>Combining knitting/ sewing/ crochet to create jewellery |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Describe what is happening in the drawing<br>Describe the materials and tools used<br>Did these choices achieve the desired effects?<br>Is there movement/ rhythm in the drawing?<br>How is form shown? | What is happening in the painting?<br>What kind of atmosphere is in the painting?<br>Is there movement/ variety/ space/ rhythm?<br>What kind of materials and tools were used/What kind of problems were encountered/<br>How were they solved? | Discuss and collect examples of print around them<br>Describe one's own print and the work of others<br>Choose the most striking aspect of the print | Handling and discussing natural and man-made objects in relation to form<br>Looking at and discussing pupils'/ artist's work:<br>Describing the piece/ Use of materials and tools/ How the human head was made and any problems encountered<br>Pleasing features | In looking at photos of natural and man-made objects, discuss how they are arranged, balanced and what use is made of space<br>In looking at the work of others; describing the work; how the structure was made; whether or not the materials worked; looking at its outline | In handling materials being able to discuss the texture, the folding properties, the colours and the use made of fabrics by artists and craft persons<br>In discussing the work of others, describing the piece; the materials used; solving design challenges |

**Fifth & Sixth Class-Art elements**

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| *Developing an awareness of Line* | Drawing the human form and one's environment in a more complex way<br>Using drawings and plans as a basis for design |
| *Developing an awareness of Shape* | Using shape and scale and overlapping shape to develop depth in a picture |
| *Developing an awareness of Form* | Using 3-d media in which to design and invent<br>Interpreting the human body and head in clay |
| *Developing an awareness of Colour and Tone* | Mix and use subtle colours and tones |
| *Developing an awareness of Texture* | Use a variety of drawing instruments to suggest texture |
| *Developing an awareness of Pattern and Rhythm* | Use of repetition and variation of Art Elements to create harmony or contrast |
| *Developing an awareness of Space* | Develop am understanding of linear and aerial perspective<br>Design and make a model with multiple spaces either open or shut |

**Strands: The teacher may choose activities from the menu below.**

| *Drawing* | *Paint and Colour* | *Print* | *Clay* | *Construction* | *Fabric and Fibre* |
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| Drawing from imaginative sources, showing great detail - from poetry, story, music<br>Designing cartoon strips, dream settings etc<br>Using view-finders to define scenes for drawing (composition)<br>Arranging, theming and drawing still-life<br>Developing figure drawings into portraits | To use colour to create atmosphere<br>To set up and paint one's own arrangements<br>To use a view-finder or natural frame to select a scene for painting<br>To paint the human figure in action<br>To paint tonal portraits<br>To mix colours and juxtapose colours to see how they work | Using observational drawings as starting point for relief printing<br>Creating functional prints<br>Silk-screen printing<br>(Fabric printing/ posters/ logos and cards/ wrapping paper)<br>Using computer art images to design print work | Using clay slabs to make very complex structures<br>Using Papier maché masks, heads, figures or puppets to develop themes | Making wire sculptures<br>Model-making of contemporary sculpture and architecture<br>Discussing the use of materials in construction and how they affect balance, how the piece is weighted, play of light, how busy or simple the piece is, how various materials make outlines<br>Design structures for local events/ Using CAD to design structures | Using simple batik techniques (tritik)<br>Making a fabric wall-hanging using the natural world as inspiration<br>Using traditional crafts to make individual pieces or items to be worn<br>Taking a natural object and interpreting it through line or shape etc through fabric and fibre collage<br>Design of fabric puppetry and costume |

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| | To use colour and tone to create texture | | | | and costume |
| *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* | *Looking and Responding* |
| Discuss this artist's/ child's work and their interpretation<br>Discuss problems and the solutions to drawing the human form<br>Discuss how themes in the work could be treated in another way<br>Discuss the most satisfying aspect of the drawing<br>Discuss use of space, scale and overlapping | Discuss colours used and effects achieved<br>Discuss how the theme was treated<br>What was the artist/ child trying to say?<br>Look at similarly themed work or other work of the Artist<br>Access the internet or use CD-Rom to investigate artists/works | Discuss techniques of a print<br>Discus decisions made by the artist<br>Discuss the overall effect of the print | Look at, discuss and research pottery and masks from other cultures and times<br>Look at pupil's/ artist's work and discuss what the artist was trying to express<br>How the art elements were used to create a sense of balance<br>Looking at individual parts and how they develop the whole piece | Looking at complex buildings of the past and contemporary structures and use this information to design or make a model of an imaginative building | Looking at fabrics/ tools and the work of fabric craftspeople<br>Looking at fabric and clothes in other cultures and times; exploring the role of a particular fabric or related craft through time |