

# Programme of Study for Art and Design at Key Stage 1

# 1

KEY STAGE

## Introduction

The fundamental aim of the art and design curriculum is to develop pupils' artistic potential and aesthetic sensitivity to the visual and tactile elements of the world in which they live. Art and Design has one attainment target which embodies the key experiences of investigating and realising. All pupils should have opportunities to investigate ideas and materials and to realise their intentions in ways which integrate these key experiences.

Art and design activities at Key Stage 1 should be enjoyable. They should provide pupils with opportunities to be imaginative and creative through structured play, and through working individually, in groups and as a whole class. Art and design activities should develop pupils' visual and spatial awareness and support the development of their manipulative skills. They should also promote pupils' self-esteem and social skills.

As pupils progress through the key stage and develop manipulative skills, they should be given opportunities to undertake more focused art and design activities in two and three dimensions.

## Contribution to Educational (Cross-curricular) Themes

This Programme of Study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to play and work collaboratively in their investigating and realising activities. It encourages pupils to develop awareness of themselves in relation to members of their class and families.

Pupils are required to investigate their immediate environment and to begin to understand the differences between the natural and man-made elements within it. They are also required to talk about their investigations and realisations and express thoughts and feelings about their own and other people's work. *For example, they could examine locally produced images, symbols and objects, explore how they were made and speculate about the materials used.*

## INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should be made aware of safe practice when involved in investigating and realising activities, and when using art and design materials and tools.

Investigating and realising activities include:

- **exploring and experimenting**, for example, making prints on wet sand, shaping clay or dough, or arranging shapes into patterns;
- **selecting and sorting**, for example, materials and objects collected from the garden, printed materials, or two and three dimensional craft and design objects;
- **observing and recording**, for example, making paintings of trees and flowers following a nature walk;
- **making**, for example, making two and three dimensional pictures and objects arising from their investigating activities;
- talking about what they have noticed or examined, what they have made, and what they think and feel about their own and other people's work.

Pupils' experiences in investigating and realising should, over the duration of the key stage, enable them to:

- use art and design materials creatively and imaginatively, and with increasing control;
- talk about their work and how it was made;
- develop an awareness of
  - **colour**, for example, by being able to recognise colours and how they might be mixed,
  - **line**, for example, by drawing with a range of different kinds of materials and tools,
  - **shape and space**, for example, by creating their own pictures and by looking carefully at shapes and their position in pictures and paintings,
  - **form**, for example, by collecting, sorting and making three dimensional objects,
  - **texture and pattern**, for example, by feeling and making rubbings or impressions of different surfaces and by identifying patterns in natural and made objects;
- **become familiar with a range of art, design and craft works**, for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture from the past and present, and from different cultures. Pupils should have access to appropriate resources, for example, books, prints, photographs, slides, videos or other technology such as CD-ROM, which will enable them to view and experience the work of artists, designers and craftworkers.

The following investigating and realising requirements should be implemented within the context of the activities outlined under materials, tools and processes.

Pupils should have opportunities to:

- a explore and respond to direct sensory experiences, and to memory and imagination;
- b observe and record aspects of their school and home environments;
- c experiment with and use a range of materials, tools and processes;
- d talk about their own and other people's work, *for example, how they have made their work and what they think and feel about other people's work;*
- e talk about the work of artists, designers and craftworkers, *for example, their ideas and how they represented them in their work;*
- f use resource and reference materials to develop ideas, *for example, a collection of objects or photographs;*
- g use colour, line, texture, shape, form and pattern in two and three dimensional work.

### **Materials, Tools and Processes**

Pupils should have opportunities to:

- a paint and draw, *for example, using paints, fingers, brushes, pencils, pens and chalk;*
- b experiment with paint, *for example, thick and thin paint and how it can be applied to a variety of surfaces, and ways of lightening and darkening colours;*
- c discover the variety of marks which can be made by a range of drawing and painting materials and tools;
- d make prints, *for example, using objects and monoprinting techniques;*
- e make random and repeat prints on a variety of surfaces, *for example, on different types of paper or fabrics;*
- f work with textiles, *for example, using a variety of fabrics and yarns, collage work, decorating with paints and fabric crayons, and using simple straight stitches;*
- g explore the qualities of malleable materials, *for example, shaping and decorating dough and/or clay by pinching, pulling, pressing, rolling and modelling, and by using objects to create surface patterns or textures;*
- h make three dimensional structures by assembling, arranging and joining a variety of materials, *for example, card, papers and found materials, and by joining them with glue or tape.*