

**My Creativity-** Art and Design

Art and Design

**Learning Intentions**

When considering the individual learning outcomes for art and design reference should be made to 'Fine Motor' section of **My Physical & My Communication** as many aspects are based upon manipulative skills and choice making i.e. making a collage may involve choosing colour shape and form, cutting, arranging and positioning and then attaching- visual and perceptual/spatial skills are also involved in this process. An ethos of process and not end product is essential in allowing pupils to explore, investigate and engage. The 'process' theory will enable pupils to develop problem solving; follow models and routines; listen to and understand supported verbal instruction and direction; develop preferences; relax and support emotional well being; enjoy; develop a leisure pursuit for adulthood.

The context of 'creating' can happen within many scenarios providing both indoor and outdoor learning opportunities. Key materials and techniques to include throughout annual planning cycles should include opportunities for 2D and 3D projects. They should incorporate a combination of sensory natural and manmade resources.

2D: crayons; paint- poster, acrylic, UV reactive, glow in the dark, metallic, puffy paints; pastels; charcoal; felt tips; pencils; assorted colour, texture, pattern and reflective surfaces paper, card & fabrics; sand/glitter/sequins; easels; whiteboards & chalkboards; acrylic boards & washable surfaces i.e. windows, walls. Painting/mark making using tools, utensils and body parts.

3D: mobiles; sculpture- static and moving; models; construction; junk box modelling; clay; wire; Modroc/plaster; papier mache; cardboard structures; weaving- frames, fabric, fences, willow; wood, plastics and tools.

**Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits**

**It's All About Me-** Class or department portrait gallery. Looking at famous faces and portraits- i.e. Da Vinci's 'Mona Lisa', Picasso's 'Crying Woman', Van Gogh's self-portrait, ICT art adding photo facial image of self on to the famous portrait. Create papier-mache or Modroc picture frames for the portraits. Hang in a gallery and invite families and guests to an official opening [coffee afternoon], cut the ribbon and make tickets to send. Set up a 'portrait' photo booth for families and pupils to have portraits taken and add to the gallery wall.

2D/3D- Collage faces: facial features; mix up ICT face part collage to create funny faces; acrylic free standing single desk top easel to look through at a free standing mirror to paint and follow facial lines and features; free painting to music that makes us feel sad or happy; Moving body paper puppets- body parts in card joined together with split pins so the joints can move; sensory preference charts with symbols and photo collage; mark making with body parts- hands, feet, fingers or whole body floor painting session; make individual scrap books 'about me' adding images and pieces of freely produced art work- decorate and personalise the cover and add to each week- share together and send home at weekends for families to add to; 'mini me' models using fimo or clay; hand/feet plaques in clay; face painting; cress heads; potato heads.