

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.

Cherry Garden

Creative
Development

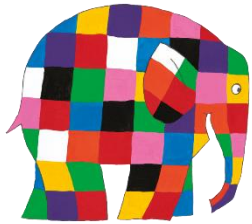
The context of 'creating' can happen within many scenarios providing both indoor and outdoor learning opportunities. Key materials and techniques to include throughout annual planning cycles should include opportunities for 2D and 3D projects. They should incorporate a combination of sensory natural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

*Cherry Garden- **Media and Materials:** Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers. Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity. Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work. Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences. Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects. **Design Technology:** Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices. Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas. Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms. **Creative Expression** Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent) Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.*

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



2D/3D: Display work associated with literacy story focus:

Rainbows and Noah's Ark: Big cardboard box modelling and large scale domestic paint rollers and plaster tilers' combs for wood effect; collage fabric animals to add or modelled animals in Modroc or papier mache; rainbow streamers- vertical blind strips sponge painted in rainbow colours and then sequenced on ceiling; basic woodwork like Noah, hammers nails & wooden blocks to knock nails into to create art pieces or wind rainbow wool around the nails to weave patterns.

Elmer: Have a go at knitting using chunky needles and multi coloured wool to create Elmer patchwork squares or use fabric squares to collage Elmer on a large scale. Make small Elmers with mosaic paper tiles and add together to create a whole class Calder style mobile. Create clay or Fimo Elmers [or plain coloured elephants]. Add Elmer to a grass land display with different paint effect trees and grasses.

Rainbow Fish: Underwater theme with bubble printing background; green bin bags to snip/rip for seaweed; natural materials to create 3D mobiles with driftwood and shells; collage and sequin, paint effect fish- pattern outlines to add scales to or hand printing; rainbow ice cube melts on cartridge paper; swing bin lid shark head and jaws!

UV Display: For classes and pupils with PMLD a UV light and paint display board to support visual work. Create patterns in black and white geometric shapes and free mark making. Use UV glow paints to explore and investigate on white fabric or paper/card to create art pieces that glow in the dark. Print t-shirts with glow paints and wear white gloves/hats/socks to try on under the UV light- make shapes and movements with our bodies.

Colours of our World: Sunny day water spray painting to create and catch a rainbow with our water spray in the sun. Window painting with different coloured panes so the sunlight shine through in a different hue. Cellophane or acetate coloured sheets framed to make sun catchers for the windows. Stained glass biscuits with coloured boiled sweet centres. Natural colours: fruits, flowers and vegetables, flower press with fabric and blotting paper to create colours of the earth.