

My Creativity- Art and Design

	Art and Design
Learning Intentions	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits	<p><i>2D & 3D: Exemplar projects and activities based upon Wheels/Cogs. All cross curricular. 'Our Community Cog- where we all link and work together'- all classes have cardboard templates of the same cogs to decorate and personalise for their group with paint, fabric, sequins, words, symbols, collage. To be displayed together as one large joined up cog in a central area or reception. The Rolling Wheels- cycle wheel frames that will start the week in one class and travel across school being added to with weaving, labels, natural objects, threaded items, laminated pictures- once they have journeyed back and forth across school their final destination can be hanging in the willow den or tunnel. Other ideas are: track printing with different wheeled objects in different media e.g., paint, sand, mud, doughs, clay to make track print tiles; track printing with our own wheels- walkers and wheelchairs in paint or water outside on a big surface; wheel spinning to splatter paint for abstract splatter prints; Traffic displays: 3D junk modelling [free standing or wall mounted] model town and country with roads and motorways, rail tracks, traffic lights to add small world vehicles to and press button sound effects. Traffic light window suncatchers, biscuits and ice lollies. 3D Go Kart building and race- large boxes, crates, wheels- add a teddy and push down the hill and slide in outdoor area. Large tyres to plant up with soil and add bedding plants, shrubs or fill with bricks and ball pool balls.</i></p>