

The Red Door School



Visual Arts School Plan

Developed: 2020-2021

Next Review date: 2021-2022



School Plan: Art

Mth	Theme	Year 1	Year 2
S E P T E M B E R	Myself	Strand: Drawing Strand Units: Making Drawings General: Experiment with marks, lines, shapes, textures and patterns that can be made with different drawing instruments on different surfaces. Draw their own face but first observing their features in a mirror. Then draw a friend's face. Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships e.g. friends skipping, playing with a ball. Drawing about things they like and don't like. Mild: Have opportunities to use and explore crayons, soft pencils on a range of different surfaces. Respond to story All about Me. Drawing features of their face on a paper plate. Drawing around parts of their bodies, hands, feet and outline of whole body. Moderate: Activities as above with assistance.	Strand Units: Looking and responding General: Students are encouraged to observe each other and through questions they can identify the difference in faces. Children show their completed pictures to each other, they talk about what they were trying to convey and what they like about their own work and the work of others. Mild: Look and talk about his work, the work of other children and artists. Display drawings in classroom of famous artists for students to observe. Moderate: Point to his work and respond to questions asked. Develop awareness that different movements make different marks- show awareness that movements result in a mark.
		Linkage/Integration: Print: Organising line, shape, pattern in a print design. Construction: Discovering how a 2D drawing translates into 3D reality Dance: Interpreting (in drawing) themes explored through movement. Music: Interpreting (in drawing) simple rhythm patterns, interpreting themes from songs.	Linkage/Integration: Print: Organising line, shape, pattern in a print design. Construction: Discovering how a 2D drawing translates into 3D reality Dance: Interpreting (in drawing) themes explored through movement. Music: Interpreting (in drawing) simple rhythm patterns, interpreting themes from songs.
		Strand: Drawing Strand Units: Looking and Responding Differentiated Activities:	Strand Units: Making drawings Differentiated Activities
	My Family	Strand: Drawing Strand Units: Looking and Responding Differentiated Activities:	Strand Units: Making drawings Differentiated Activities



O C T O B E R	Autumn	<p>General: Children are encouraged to talk about their families in a way that stimulates a visual response e.g. who does the garden, plays football, wears jewellery and likes bright clothes. Draw the different members of the family. To use different tools when drawing e.g. crayons, brushes, chalk Draw a portrait of 'My family and me' Describe where the family was at that time and the place. Describe what he/she likes about his own drawings.</p> <p>Mild: Talk about family members and how they are feeling.</p> <p>Moderate: Point to pictures of family members when asked.</p>	<p>General: Make silhouette drawings of classmates and family members. Identify and number the different areas in the house and to draw the furniture and where they are located. Draw the family home with garden and street. Draw and identify the different rooms in the house. Explore, observe and draw houses from stories 'The three little Pigs', 'The house that Jack built'. Use different tools when drawing e.g. sticks, grass, objects.</p> <p>Mild: Make a Family tree showing themselves and members of their family. Fill in missing information about their family to make a booklet.</p> <p>Moderate: Use pincer grip to hold drawing materials and scribble with intent. Make a booklet 'All About My Family'.</p>
		<p>Linkage/Integration: As linkage for myself as well as: Fabric and Fibre: developing awareness of line, shape and texture. A mixed media approach within strands is also possible.</p>	<p>Linkage/Integration: As linkage for myself as well as: Fabric and Fibre: developing awareness of line, shape and texture. A mixed media approach within strands is also possible.</p>
		<p>Strand: Print/Construction</p>	<p>Strand Units: Looking and Responding</p>
		<p>Strand Units: Making Prints</p>	<p>Strand Units: Looking and Responding</p>
		<p>Differentiated Activities:</p>	<p>Differentiated Activities:</p>
		<p>General: Experiment with the effects that can be achieved with simple print making techniques. Making rubbings from tree bark and fabric. Discover how simple prints could be further developed by over printing with contrasting colours. Look, handle and talk about familiar objects for experience of shape, texture and pattern. Make an Autumn tree collage using natural materials from the environment.</p> <p>Mild: Print with fruit and vegetables.</p>	<p>General: Explore and experiment with the properties and characteristics of materials in making structures. Look at collections of photos of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.</p> <p>Mild: Collect materials from the environment and talk about them.</p> <p>Moderate: Make a feely bag with materials from the environment for group time.</p>



	<p>While on nature walk make leaf rubbings. Collect leaves and press in book for future use.</p> <p>Moderate: Print with different fruits and paint with assistance. Make an apple tree hand print.</p>	
	<p>Linkage/Integration: Drawing/Interpreting line, shape, pattern in drawing. Paint and Colour: developing a sense of pattern and rhythm. Mathematics: developing awareness of 2 D shape.</p>	<p>Linkage/Integration: Drawing: developing spatial awareness in drawings. Print and Colour: discovering how colour can add interest to structures.</p>
Halloween	Strand: Print/Construction	
	Strand Units: Looking and Responding	Strand Units: Making Construction
	Differentiated Activities:	
	<p>General: Use a variety of print making techniques to make theme based or non-representational prints-printing with mask outs, making stencils and making wax resist pictures. Look and talk about his/her work and the work of other children. Look at examples of print design in everyday life. Experiment with the properties of materials used in creating 2D collage.</p> <p>Mild: Look and talk about his/her work and the work of other children.</p> <p>Moderate: Point and recognise his/her work.</p>	<p>General: Look and talk about local structures and how they are made, at a famous building and at visually stimulating artefacts e.g. shopping centre, toys and machines etc. Make a Halloween scene with life size constructions of a witch, a cat, a bat and pumpkins.</p> <p>Mild: Take turns carving out a real pumpkin. Make a Jack-O-Lantern using different coloured paper.</p> <p>Moderate: With assistance cut out pumpkin shape from card and stick features on to make face. Make spiders using paper plates and black card. Make a picture using seeds from pumpkin.</p>
	<p>Linkage/Integration: Drawing/Interpreting line, shape, pattern in drawing. Paint and Colour: developing a sense of pattern and rhythm. Mathematics: developing awareness of 2 D shape.</p>	<p>Linkage/Integration: Clay: developing awareness of how objects are solid and take up space. Drama: Making a miniature theatre set Science: Materials-Properties and characteristics of materials, designing and making.</p>
N	Planet Earth In Space	Strand: Paint and Colour



O V E M B E R		<p>Strand Units: Look and Responding</p> <p>Differentiated Activities: Earth, Day and Night</p> <p>General: Experiment with a variety of colour drawing instruments and media to develop colour awareness. Discover colour in the visual environment to help develop sensitivity to colour-to mix paints to create different shades. Discover colour, pattern and rhythm in colourful objects-to collect items in the environment to observe eg rocks, leaves and flowers etc</p> <p>Mild: Explore the relationship between how things, feel and how they look Observe and paint a model of the earth.</p> <p>Moderate:</p>	<p>Strand Units: Paint</p> <p>Differentiated Activities: Earth, Moon, Planets and Shadows</p> <p>General: Make planet earth with papier-mâché and the solar system. To paint and colour the moon and planets. Make a torn paper Earth craft showing the continents Construct and paint a Rocket.</p> <p>Mild: Experiment with colour mixing. Make marbled shaving cream painting(choose 2/3 planets)</p> <p>Moderate: With adult assistance paint a paper plate silver and then tear and stick green and blue tissue for the land and water.</p>
		<p>Linkage/Integration: Fabric/Fibre: Developing colour awareness. General: Use <u>colour</u> to express vividly, recalled feelings, experiences and imaginings. Look and talk about his/her work, the work of other children and artists.</p>	<p>Linkage/Integration: Dance: Interpreting (in paint and colour) themes explored through movement. General: Discover the relationship between how things feel and how they look.</p>
	D E C E M B E R	Christmas	<p>Strand: Paint and colour</p> <p>Strand Units: Looking and Responding</p> <p>Differentiated Activities:</p> <p>General: Give children opportunities to look at a print of a colourful painting by an artist such as Kandinsky or Matisse that is displayed for the week. Prepare activity using small tubs of yellow, blue, black and white paint. The children make marks on sheets of paper as well as mix paints. They can discuss the colours as they appear in this way furthering the children's experience in analysing and mixing colour.</p> <p>Mild: Say what he/she likes best about the work. Look at and communicate about the work of other students.</p> <p>Moderate:</p>



J A N U A R Y		<p>Look at and communicate about his/her work. Identify the work of peers.</p> <p>Linkage/Integration:</p>	<p>Make a handprint Christmas tree. With adult assistance make some Christmas art, Santa, Rudolph and the Snowman.</p>
	Winter/ Hot and Cold	Strand: Construction	Strand Units: Looking and Responding
		<p>Strand Units: Making Construction</p> <p>General: Explore and experiment with the properties and characteristics of materials in making structures. Balance build and group with small components such as Lego, bricks, railway tracks and construction toys that allow free play. Make imaginative structures (an igloo, a castle).</p> <p>Mild: Make a car or a train using cardboard boxes and drive a car under it. Make a papier-mâché snowman with a balloon and strips of newspaper.</p> <p>Moderate: Touch, feel, hold and play with 3D objects (ice cubes, hot water bottle) Observe adult spreading glue. Explore insides and outsides of boxes and containers using hands, feet and whole body.</p> <p>Linkage/Integration: Drawing: developing spatial awareness in drawings. Print and colour: discovering how colour can add interest to structures Clay: developing awareness of how objects are solid and take up space. Drama: making a miniature theatre set. Science: Materials – Properties and characteristics of materials. Designing and making.</p>	<p>Strand Units: Looking and Responding</p> <p>General: Look at and discuss his/her work and the work of other children e.g. building structures, and winter related themes. Describe the structure and say what materials and tools were used. Investigate spatial arrangements and balance in a selection of photographs or concrete objects.</p> <p>Mild: Say what he/she likes best about the work. Look at and communicate about the work of other students.</p> <p>Moderate: Look at and communicate about his/her work.</p>
	Weather	Strand: Construction	Strand Units: Looking and Responding
	<p>Strand Units: Making construction</p> <p>Differentiated Activities:</p> <p>General: Make 3D constructions by combining 2 D and 3D shapes. Make a car, a train using cardboard boxes (milk cartons, cardboard boxes) Using different textured materials make a winter scene.</p>	<p>Strand Units: Looking and Responding</p> <p>Differentiated Activities:</p> <p>General: To look at and talk about his/her work and the work of other children e.g. building structures, and weather-related themes. To describe the structure and say what materials and tools were used. To investigate spatial arrangements and balance in a selection of</p>	



		<p>To make a weather mobile using different materials.</p> <p>Mild: Make a kite using a paper bag and string. Collect, select and cut out pictures relating to the theme of weather for collage.</p> <p>Moderate: Make a winter collage using coloured or textured paper/shapes and place them randomly, with verbal or physical assistance. Make clouds using cotton wool.</p> <p>Linkage/Integration: Drawing: developing spatial awareness in drawings. Print and colour: discovering how colour can add interest to structures Clay: developing awareness of how objects are solid and take up space. Drama: making a miniature theatre set. Science: Materials – Properties and characteristics of materials. Designing and making.</p>	<p>photographs or concrete objects.</p> <p>Mild: To say what he/she likes best about the work. Look at and communicate about the work of other students.</p> <p>Moderate: To look at and communicate about his/her work. Identify the work of peers.</p> <p>Linkage/Integration:</p>
	F E B R U A R Y	Love	<p>Strand: Print</p> <p>Strand Units: Making Prints</p> <p>Differentiated Activities:</p> <p>General: Experiment with the effects that can be achieved with simple print making-with oddments that have interesting textures or shapes, discovering how simple prints could be further developed (overprinting) Print on different textured paper. Print with letters to make card saying 'I love you'. Make pictorial rubbings: shapes or coins placed under translucent paper with the side of a dark crayon. Create bubble wrap printed hearts for a Valentine card.</p> <p>Mild: Sponge paint over a heart shape stencil using one colour. Make flower printing using daisies, children hold the stem of the flower and dip into paint and then print (use more daisies and colours).</p> <p>Moderate:</p>



	<p>Use a variety of fruit, vegetables and potatoes to make prints on card. Make a card using finger to print dots on heart shape. Make a snowy owl using a bath sponge. Make snowy trees using sponges. Make prints for functional uses.</p>	
	<p>Linkage/Integration: Drawing: interpreting line, shape pattern in drawing. Paint and Colour: developing a sense of pattern and rhythm. Mathematics: developing awareness of 2-D shape.</p>	<p>Linkage/Integration:</p>
<p>Animals</p>	<p>Strand: Print</p>	
	<p>Strand Units: Making Prints</p>	<p>Strand Units: Looking and Responding</p>
	<p>Differentiated Activities:</p>	<p>Differentiated Activities:</p>
	<p>General: Work on a range of surfaces: sugar paper, blotting paper, waxed paper and cardboard. Use a variety of print-making techniques-making a variety of relief prints, making marks in the clay. Have opportunities to repeat and combine examples of one or more prints. Choose a category of animals to print with. Make hand print Safari animals using acrylic paint.</p> <p>Mild: Print with a variety of animal shapes. Communicate about prints made with parts of the body. Use torn pieces of polystyrene to create prints.</p> <p>Moderate: Sponge paint over animal stencils. Print with sponge shapes. Respond to adult's reaction to his/her work. Paint over textured surfaces with adult assistance.</p>	<p>General: To look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns. To look at examples of print design in everyday use.</p> <p>Mild: To look and talk about his/her work.</p> <p>Moderate: To look and point to his/her work.</p>
	<p>Linkage/Integration: Drawing: interpreting line, shape pattern in drawing. Paint and Colour: developing a sense of pattern and rhythm. Mathematics: developing awareness of 2-D shape.</p>	<p>Linkage/Integration:</p>
<p>M</p>	<p>Mothers Day</p>	<p>Strand: Clay</p>



A R C H	St Patrick's Day	Strand Units: Looking and Responding	Strand Units: Developing form in clay
		Differentiated Activities:	Differentiated Activities:
		General: Explore and discover the possibilities of clay as a medium for imaginative expression. The children are encouraged to talk about what they would like to create. They can discuss what they would like to make for Mothers Day eg a flower, a bowl, a rabbit. Change the form of a small ball of clay using the medium expressively. They are encouraged to view their work from all sides as it progresses. To learn to use modelling tools.	General: Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure. Show an image of St. Patrick. Children are encouraged to talk about what they are see. What kind of clothes will he wear? As the children work they are reminded to keep the piece compact, because narrow protruding items will break off as the figure dries. We want to make a figure that is steady and won't fall over. Make simple pottery pieces. To learn the skills needed to form and change clay through a need for expression. Experiment with and develop line, shape and pattern in clay.
		Mild: Teacher can bring a nest to school for children to observe. They can try creating this as well as making eggs or chicks to go in nest. Make simple clay pots and decorate when dry. Give each child a piece of clay and using open questions can help the child to create e.g. a person's face. You might ask is this Amy? How many eyes does Amy have? Etc.	Mild: Make pinch pots and coil pots and decorate. Make a pot to hold gold coins. Observe the shape of a Shamrock and see if they can make it. Learn to change the form of a ball of clay using their hands and modelling tools.
		Moderate: Having explored and worked with playdough introduce clay. First let the child explore with the clay and they can have ago at changing the form of a small ball of clay. Children can watch and imitate the adult pinching, poking, rolling and pounding the clay and so on. Show how clay easily wipes off with a moist cloth or sponge. They will be encouraged to make holes in the clay, stick things into the clay and sticking pieces of clay together.	Moderate: The children can explore with the clay, handling and manipulating it, changing the form and making balls and making snakes for St. Patricks Day To learn to use the clay in increasingly purposeful way.
	Linkage/Integration: Drawing: developing awareness of form through drawing. Drama: interpreting (as sturdy clay figures) characters explored through drama.	Linkage/Integration:	
	Spring/Easter	Strand: Clay	Strand Units: Looking and Responding
		Strand Units: Developing form in clay	Strand Units: Looking and Responding
		Differentiated Activities:	Differentiated Activities:
		General:	General:



A P R I L		<p>Children develop an awareness of form in the world around them through looking at natural and manufactured objects. E.g. stones, bones, trees, animals.</p> <p>Classroom displays of visually stimulating objects gives opportunities to observe objects, animals and figures. In this way they are encouraged to look, handle and talk about natural and manufactured objects for experience of 3D form.</p> <p>Make Easter eggs with clay and decorate with Spring colours.</p> <p>Mild: Children will be encouraged to observe natural and manufactured objects in their environment e.g. flowers, trees and animals. Students can model what adult is making. Make clay bunnies for Easter and paint when dry.</p> <p>Moderate: Once the students become more confident with the clay, say we are going to make a sunflower with a face. Can you make eyes on the face? They can explore and respond to adults' questions and directions.</p>	<p>Through observing and handling objects, the children will be encouraged to make objects showing more detail.</p> <p>They will look and talk about their work, the work of other children and figures by famous sculptures with contrasting styles.</p> <p>Children should have opportunities to see sculptures (slides or prints) of the work of Moore, Rodin and Michelangelo.</p> <p>Mild: They can be encouraged to talk about their work, the work of other children and figures by famous sculptures with contrasting styles. Imaginative creatures from stories, the circus as well as friends, family members are ideal subjects for working in clay.</p> <p>Moderate: Explore and discover the properties of clay using their hands, fingers knuckle, objects and modelling tools.</p>
A P R I L	Air and Water	<p>Strand: Paint and Colour</p> <p>Strand Units: Paint</p> <p>Differentiated Activities:</p> <p>General: Read story of The Rainbow fish. Children are encouraged to make their own fish using different coloured card and paint. Children make a Pointillism sea scene. They first draw a fish, sea creatures, sea weeds and shells. Then use cotton buds to make picture.</p> <p>Mild: Explore and enjoy the fluid nature of paint. Enjoy making new colours as they mix paint. Make an underwater resist painting. Children draw around of a (fish, seaweed, shells bubbles and scuba divers) using crayons. Then use diluted blue paint and large brush to paint over the picture.</p> <p>Moderate:</p>	<p>Linkage/Integration: Same as-Spring –Clay</p> <p>Linkage/Integration:</p> <p>Strand Units: Looking and Responding</p> <p>Differentiated Activities:</p> <p>General: Look and discuss his/her work, the work of other children and artists- describe what is happening in the painting, the colours and tones chosen and what was the artist trying to express.</p> <p>Mild: Describe what he/she likes best about the painting. Communicate what they like about the other students work.</p> <p>Moderate: To look and point to his work.</p>



M A Y		With assistance help the children to explore and mix paints. Make a paper plate jelly fish using paint and strips of crepe paper. Make an underwater resist painting with assistance.	
		Linkage/Integration:	Linkage/Integration:
	Easter	Strand: Clay	Strand units
		Strand units Differentiated activities General: Mild: Moderate	Strand units Differentiated activities General: Mild: Moderate
		Linkage/Integration:	Linkage/Integration:
M A Y	Outdoors	Strand: Fabric and Fibre	Strand Units: Creating in Fabric and Fibre
		Strand Units: Looking and Responding	Strand Units: Creating in Fabric and Fibre
		Differentiated Activities:	Differentiated Activities:
		General: Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities-soft, fluffy, coarse, stiff, warm, cool, finely or thickly woven. Look at colour and pattern. Mild: Turn play corner into a kitchen, shop, restaurant etc. Dress up as the characters in these situations using a dressing up box. To identify work of other students. Moderate: Show interest in his/her own work. Recognise own work in class displays.	General: Experiment with and develop line, shape, texture and pattern in clay. To mix colours more purposefully. Make stained glass windows. Make fabric collages. To make a costume for a puppet. Mild: Make a simple collage of an outdoor scene (playground) using fabric, beads, buttons and sandpaper. Participate in passing 'Feely bag' to experience feeling different materials (these could be things collected outdoors from nature walk) Moderate: In a group sort material found outdoors. Make random prints on fabric, using paint, sponges, brushes and found materials. Add colour to pieces of fabric using chalk or paint.
		Linkage/Integration:	Linkage/Integration:
J	Holidays and Summer	Strand: Fabric and Fibre	Strand Units: Looking and Responding
		Strand Units: Creating in Fabric and Fibre	Strand Units: Looking and Responding
		Differentiated Activities:	Differentiated Activities:



U N E	<p>General: Collect natural materials from the beach and describe how they look and feel. Make a summer/beach collage with these materials. Learn to weave with different coloured textured paper. Make masks from different fabrics.</p> <p>Mild: Make scrapbook of favourite materials. Read story 'The Rainbow Fish' and students make their own fish using scraps of coloured card or fabric. Threading pasta, buttons, spools and beads.</p> <p>Moderate: Place fabric pieces on a glued background. Make choices between pieces of fabric. Dress up life size drawing of himself/herself using old clothes. Add colour to coffee filters, using coloured markers, add water with adult assistance using a small spray bottle or eye dropper and observe colourful results.</p>	<p>General: Look at and talk about his/her work and the work of other children- describe the work, the colours, textures patterns and effects created. Look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible.</p> <p>Mild: Say what he/she likes best about the work. Communicate what they like about the other students work.</p> <p>Moderate: Recognise own work in class displays. Show interest in his/her own work.</p>
	Linkage/Integration:	Linkage/Integration: