

**Art and Design Technology  
learning experience at Merry Hill**

**Our Vision (Intent)**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. At Merry Hill we aim to provide a high-quality art education that will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want our children to learn and develop a variety of artistic styles and skills that are inclusive and current. We learn about a range of artists in order for our children to develop culturally, emotionally, intellectually, socially and spiritually.

Learning Art and Design at Merry Hill is underpinned by our drivers; 'Communication', 'Collaborative Learner', 'Ambitious Learner', 'Curious Learner' and 'Healthy Learner' to enable and encourage all pupils to engage in the creative, expressive, and responsive process of art and design throughout their time at Merry Hill and beyond.

As pupils progress throughout their time at Merry Hill, they will be able to think critically and develop a more rigorous understanding as an artist or designer to:

- record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- develop creativity and imagination through a range of complex activities;
- improve their ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- develop increasing confidence in the use of visual and tactile elements and materials;
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

## How we plan and teach Art and Design Technology (Implementation)

Art and Design Technology is taught through termly whole school topics, focusing on a key artist, designer or craftsperson. Children develop their knowledge and skills within Development Matters (Non-statutory framework for the Early Years Foundation stage) and the National Curriculum whilst also building on the interests of our children. We teach art and design through a weekly extended session where we begin the week with Mindfulness Mondays which enables children a soft start to their week, easing transition from home life to school life. Within each session or unit you will see:

- Specific focus on an artist, designer or craftsperson
- Skills linked to the artist, designer or craftsperson being studied
- Opportunities for discussion including self and peer assessment
- Time to revisit work from previous term/year and opportunities to rework it (progression)
- Parental involvement – skills, hobbies, artefacts, interests shared
- Every classroom has an inviting mindfulness area
- Links across other areas of the curriculum

At Merry Hill, our Art and Design curriculum is designed to be inclusive for all children, regardless of additional needs and disabilities. Our Mindfulness Mondays approach has been well received by both children and staff alike. Planning in this way allows a progressive approach to their learning, where children are encouraged to build on their knowledge and skills in every lesson. Each unit uses a 'fact file' and 'reflection sheet' that underpin the basis of the teaching and learning that takes place.

## **Intended Impact on Art and Design Technology**

Assessment should reflect the full range of our pupils learning; involve the use of a variety of information-gathering strategies that allow teachers to address pupils' diverse backgrounds, learning styles, and needs; and provide pupils with a variety of opportunities to demonstrate their learning.

### **Pupil Voice...**

Children are competent in talking about their work and the work of others, they can offer opinions on a variety of artwork and can make links to their own experiences, surroundings and community. Children talk enthusiastically about Art and understand the importance of celebrating and showing an appreciation for different cultures.

### **Skills...**

Taught progressively and at a pace that is appropriate to each (individual) child.

Teachers' knowledge and understanding ensures that skills taught match at least those listed in Birth to 5 Matters, National Curriculum Objectives and or the programme of study.

### **Evidence in Knowledge and Understanding**

Pupils make links between previous learning and can apply knowledge in more complex examples Pupils make links between artists and the different themes, genres and achievements within them. They can recognise similarities and differences and can express their views and opinions.

### **Outcomes**

At the end of each year, children will be well prepared for their next phase of learning. We expect the children to achieve ARE for their year group. Some children will progress further by developing their own preferences and links to back to artist studies.

### **Art Book/ Portfolio**

Our Art Portfolios offer another way to assess pupil's progress over a more extended period of time. This form of assessment allows our pupils to be central in our assessment and reflective process. Our portfolios provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. We as a school have witnesses for many of our pupils, it is exciting to review their work and see their growth over time.

An overview of our Merry Hill Topic						
How the topics link to the overall concepts	Autumn Term Time Travellers		Spring Term Dig a Little Deeper		Summer Term Summer Fun	
	Within this theme/topic pupils will develop an understanding of artists or designers from the past and present. The children will be investigating how are and DT have changed through the years. The children will use the artist's work within their own designs.		Within this idea pupils will understand the differences between artist and designer styles. Each artist is inspired by someone or something in their lives and the children will be delving deeper into these inspirations.		Pupils will develop a greater understanding of how the environment inspires artists around the world. The environment plays an important role in art and design.	
Artist Taught as a two year cycle	Art <i>Piet Mondrian (c1)</i> <i>Clarice Cliff (c2)</i>	DT	Art <i>Yayoi Kusama (c1)</i> <i>Andy Goldsworthy (c2)</i>	DT	Art <i>Edward TingaTinga (c1)</i> <i>Edgar Degas (c2)</i>	DT
<b>Nursery</b>	C1 Observing and copying patterns Firework collage Christmas decorations using clay and paint.	Using different media/textures/experiences such as playing with slime, using sand as a texture, shaving foam.	C2 Creating Andy Goldsworthy pictures using natural resources.	Explored the different marks that the dinosaurs make in the play dough. Exploring different textures in the tough tray outside and build dinosaur habitats.	C1 Creating animal collages. Observing and creating animal patterns. Camouflage	Designing and making animal habitats
<b>Reception</b>	C1 Skill taught: Collage C2 Skill taught: Drawing	Exploring materials	C1 Skill taught: Printing C2 Skill taught: 3D form	Joining materials	C1 Skill taught: Painting animal prints C2 Skill taught: Drawing animals found in the African Savannah	Designing and creating with a purpose
<b>Year One</b>	C1 Skill taught: Painting C2 Skill taught: Drawing (pastels)	Moving pictures – levers and sliders	C1 Skill taught: Drawing (mixed media) and collage C2 Skill taught: 3D form	Puppets - sewing	C1 Skill taught: Printing C2 Skill taught:	Food technology – fruit kebabs linked to healthy eating
<b>Year Two</b>	C1 Skill taught: Drawing (pastels) C2 Skill taught: 3D form (clay)	Wheels and axles - vehicles	C1 Skill taught: 3D form (clay) C2 Skill taught: Textiles	Food technology - smoothies	C1 Skill taught: Collage (mask making) C2 Skill taught:	Kites - structures
<b>Continuous Provision</b>	Based on the children's interests Drawing materials available (pencils, chalk, charcoal, pastels) Variety of paper (sizes, quality) Examples of art displayed Books on artists, designers and crafts people					

	Display posters – formal elements Junk modelling Construction materials (Lego, stickle bricks, foam/wooden blocks etc) Joining materials (paper fasteners, treasury tags, hole punches etc)
Extra-curricular Activity	Tate Modern Bushey Museum Local high schools/colleges

Autumn Term Topic	Content within the Arts and Design Curriculum		
	EYFS A Merry Hill Artist and Designer knows and understands...	Year 1 A Merry Hill Artist and Designer knows and understands...	Year 2 A Merry Hill Artist and Designer knows and understands...
<b>Exploring and developing ideas</b>  <b>(CONTINUOUS)</b>	<b>Expressive Arts and Design: Creating with materials</b>  <b>Range 5 (36-48mths)</b> <ul style="list-style-type: none"> <li>• How colours can be changed using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Continues to explore colour and how colours can be changed.</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• How to record and explore ideas from first hand observation, experience and imagination.</li> <li>• The starting points for their work, and to develop further their ideas.</li> <li>• The differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>
<b>Evaluating and developing work</b>  <b>(CONTINUOUS)</b>	<ul style="list-style-type: none"> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</li> <li>• Uses tools for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook</li> <li>• Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook</li> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Annotate work in sketchbook.</li> </ul>

<b>Drawing</b>	<p><b>Range 6 (48- 60mths)</b></p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>
<b>Painting</b>	<p>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p><b>Expressive Arts and Design: Being imaginative and expressive</b> <b>Range 5 (36-48mths)</b></p> <ul style="list-style-type: none"> <li>• Uses available resources to create props or creates imaginary ones to support play.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades</li> <li>• Use different types of paint.</li> <li>• Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> </ul>
<b>Printing</b>	<p><b>Range 6 (48- 60mths)</b></p> <ul style="list-style-type: none"> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and man-made objects.</li> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>
<b>Textiles/collage</b>		<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• How to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Make a simple mosaic.</li> <li>• Stitch, knot and use other manipulative skills.</li> </ul>

3D form		<ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> <li>• Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>
Digital media		<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet.</li> <li>• Record visual information using digital cameras/ recorders.</li> <li>• Use a simple graphics package to create images and effects with:-</li> <li>• <b>Lines</b>- by changing the size of brushes in response to ideas.</li> <li>• <b>Shapes</b> using eraser, shape and fill tools.</li> <li>• <b>Colours and Texture</b> using simple filters to manipulate and create images.</li> <li>• Use basic selection and cropping tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet.</li> <li>• Record visual information using digital cameras/ recorders.</li> <li>• Use a simple graphics package to create images and effects with:-</li> <li>• <b>Lines</b>- by changing the size of brushes in response to ideas.</li> <li>• <b>Shapes</b> using eraser, shape and fill tools.</li> <li>• <b>Colours and Texture</b> using simple filters to manipulate and create images</li> <li>• Use basic selection and cropping tools.</li> </ul>

Spring Term Topic	Dig a Little Deeper			
	Nursery <i>A Merry Hill Geographer knows and understands...</i>	Reception	Year 1	Year 2
Locational Knowledge Skills	Explore collections of materials with similar and/or different properties  Understand the key features of the life cycle of an animal	Recognise some similarities and differences and life in other countries	To understand how some places are linked to other places eg roads, trains.  To name London as the capital city of England.	To name and locate all of the world's 7 continents and 5 oceans.

	Begin to understand the need to respect and care for the natural environment and all living things	Recognise some environments are different to the one in which they live		<p>To name and locate the 4 countries of the United Kingdom. To identify characteristics of the 4 countries.</p> <p>To name capital cities within the UK.</p> <p>To name, locate and identify characteristics of the seas surrounding the UK.</p>
<b>Place Knowledge Skills</b>	<p>Begin to understand the concept of growth, change and decay</p> <p>Begin to understand key vocabulary related to occupations which use Geographical language, ie Palaeontologist</p> <p>Begin to use books to support their learning, ie non fiction, stories relating to dinosaurs</p>	<p>Begin to use vocabulary related to growth and plants</p> <p>Begin to understand the life cycle of plants and animals</p> <p>Use books to support their learning, ie non fiction texts</p>	<ul style="list-style-type: none"> <li>• To name, describe and compare familiar places.</li> <li>• To know about some changes that have occurred within our local area either present changes that are happening or changes over time</li> <li>• To suggest ideas for improving the local environment.</li> <li>• Bushey Rose Gardens</li> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• To know about some present changes that are happening eg at school, in the local environment and within the UK. Could this be changes to rainforest?</li> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European (London – Africa).</li> </ul>
<b>Human and Physical Geography Skills</b>	<p>Begin to use new vocabulary as appropriate</p> <p>Talk about key features of dinosaurs, extinct, carnivore/herbivore, fossils,</p> <p>Recognise place names such as the Jurassic Coast and China</p>	<p>Use new vocabulary as appropriate</p> <p>Identify key features of living things, ie animals/plants</p> <p>Know that plants need sunlight, soil (food) and water to grow</p>	<ul style="list-style-type: none"> <li>• To describe seasonal and daily weather changes.</li> <li>• To use basic geographical vocabulary to refer to key features of Bushey.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify seasonal and daily weather patterns in the UK.</li> <li>• To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• To use basic geographical vocabulary to refer to key features of places.</li> </ul>

				<ul style="list-style-type: none"> <li>• <b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>• <b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<p>Dig for 'fossils'</p> <p>Explore the forest environment</p> <p>Understand the life cycle of animal/plants</p>	<p>Plant seeds</p> <p>Recognise baby and adult animals</p> <p>How you look after pets (life cycle/care)</p>	<ul style="list-style-type: none"> <li>• To ask simple geographical questions and discuss responses.</li> <li>• To make simple maps and plans.</li> <li>• To use simple observational skills to study the geography of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• To ask more complex geographical questions and discuss responses.</li> <li>• To use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>• To use simple compass directions (North, East, South and West) and locational language.</li> </ul>
<b>Key vocabulary</b>	Fossils, Dinosaur, Extinct, Carnivore, Herbivore, Similar, Different, Palaeontologist, job/work	Pet, nocturnal, change, growing, job, fruit, vegetable, spade, farm machinery	Physical feature, human feature, city, country, seasons, summer, autumn, spring winter, directional language (route, direction, near, far, left, right), geographical resources (atlas, globe, map)	Emergent layer, canopy layer, understory layer, forest floor, tropical climate, the equator, forest, continent, habitat, vegetation.

Summer Term Topic	Summer Fun			
	Nursery	Reception	Year 1	Year 2
<b>Overview</b>	<p>Mini beasts – Use all their senses in hands-on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand the key features of the life cycle of an animal</p>	<p>Looking after the environment – Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understanding the effect of the changing season on the natural world around them</p>	<p>UK and surrounding seas – identifying characteristics of each country</p>	<p>Africa – compare and contrast human and physical features with the UK. Comparison of hot and cold climates.</p>

<b>Locational Knowledge Skills</b>	Habitat of mini-beasts, begin to understand about the eco-system, i.e. green citizens	Understand the importance of recycling  Understand how that there are different features/habitats of our country ie beaches, rock pool	<ul style="list-style-type: none"> <li>• To understand how some places are linked to other places eg roads, trains.</li> <li>• To name and locate the 4 countries of the United Kingdom.</li> <li>• To identify characteristics of the 4 countries.</li> <li>• To name capital cities within the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• To name and locate all of the world's 7 continents and 5 oceans.</li> </ul>
<b>Place Knowledge Skills</b>	Identify a variety of mini beast habitats To begin to understand what their environment entails	Identify some features of their immediate environment Begin to understand features of different environments	<ul style="list-style-type: none"> <li>• To name, describe and compare familiar places.</li> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European (London – Africa).</li> </ul>
<b>Human and Physical Geography Skills</b>	To name the four seasons To name the current season To name some of the characteristics of the seasons To use vocabulary to describe features of mini beast habitats Create supportive habitats for mini beasts	Name the four seasons and their characteristics comparing and contrasting Identify different types of transport Identify some features of beach and shore	<ul style="list-style-type: none"> <li>• To identify seasonal and daily weather patterns in the UK.</li> <li>• To use basic geographical vocabulary to refer to key features of places.</li> <li>• <b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>• <b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<ul style="list-style-type: none"> <li>• To describe seasonal and daily weather changes.</li> <li>• To use basic geographical vocabulary to refer to key features of places.</li> <li>• <b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>• <b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</li> <li>• To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>
<b>Geographical Skills and Fieldwork</b>	Use magnifying glasses to observe mini beast habitats in our environment indoors and out	Use litter pickers	<ul style="list-style-type: none"> <li>• To ask simple geographical questions and discuss responses.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask more complex geographical questions and discuss responses.</li> </ul>

	<p>Use different media to observe mini beasts in their habitats, such as ant houses/compost bins</p> <p>Separate classroom 'tidy up' rubbish into different bins with some support</p> <p>Use compost bin independently and know why this is important</p>	<p>Separate classroom 'tidy up' rubbish into different bins independently</p> <p>Use compost bin independently and know why this is important and can relate it to pollution</p> <p>Draw maps of immediate environment indoors and out</p>	<ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the UK and its countries (Places significant to the children at Merry Hill eg Romania, Poland, India)</li> </ul>	<ul style="list-style-type: none"> <li>To devise simple maps and use and construct basic symbols on a key.</li> <li>To use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>To use simple compass directions (North, East, South and West) and locational language.</li> <li>To use directional language near, far, left and right to describe location of features and routes on a map.</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Mini beast Insect Habitat Environment Recycling Compost Soil Antennae Patterns Symmetry</p>	<p>Recycling Pollution Rubbish/waste Bin Environment Litter picker Sea Beach Rock Pool Habitat Coral Damp Float Sink Transport</p>	<p>Physical feature, human feature, city, country, seasons, summer, autumn, spring winter, directional language (route, direction, near, far, left, right), geographical resources (atlas, globe, map), United Kingdom (England, Ireland, Scotland, Wales), capital cities (London, Edinburgh, Cardiff, Belfast)</p>	<p>City, capital city, country, climate, farm, hill, hotel, human features, humid, landscape, physical features, temperature, tourist, town, vegetation, village, weather</p>