

# Art and Design

Processes in Art and Design

Activity Ideas at Key Stages 1 and 2

## Key Stage 1 and 2

### Processes in Art and Design

Art is a creative journey. The **process** of art making should be viewed as a significant aspect of creation. The process of art making often takes second place to the art being produced. Teachers need to recognise the abundance of learning opportunities that occur during the creation process. They have a responsibility to help pupils to develop their knowledge that **engagement during the creative process** is a key to success.

Give the children opportunities to experience the different processes involved in creating art. They can realise these processes by:

- drawing and painting;
- 3D construction;
- using malleable materials;
- working with textiles; and
- print making.

Give the children opportunities to develop their skills in each of the processes listed above.

At each key stage, pupils should have the opportunity to experiment with and use a wide range of media and materials to create their artwork. You need to guide the children sensitively through their learning when engaging in these activities, so that they can make meaningful progress.

Depending on the children's age, experience and skills, you may need to teach these processes separately until they have developed a good level of understanding. When the children demonstrate confidence and understanding in these processes, it is good practice to merge processes. This will help the children to understand and experience how to combine two or more art processes to enhance their work.

The Northern Ireland Curriculum for Art and Design at **Key Stage 1** states that pupils should be enabled to:

**experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.**

For example, children may:

- *choose a favoured medium to produce an image and then make drawings, paintings and three-dimensional objects, for example having identified favoured strategies, develop their use over the course of successive sessions leading to a finished piece;*
- *work at a broad range of sizes and scales and on a variety of supports, for example try out coloured and textured backgrounds, make work at hand-held, table-top and floor levels;*
- *use the mark-making properties of media such as charcoal, graphite, ink, felt-tip pens, tempera or poster paints to achieve a desired outcome, for example use mixed media, including digital media, to make a record of a journey;*
- *revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment, for example produce a series of clay models that gradually increase in size or surface detail; and*
- *use modelling and construction techniques to make three-dimensional work, for example experiment with cutting, folding and joining methods to make a model building from thick paper or thin card.*

At **Key Stage 2**, this progresses to:

**use a range of media, materials, tools and processes such as drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.**

For example, the children may:

- *extend their repertoire of favoured media for the production of an image by making drawings, paintings and three-dimensional objects using a range of techniques and approaches, for example incorporate scanned or photographic images into a mixed media construction such as using scanned and printed eyes to stick on to a model dinosaur;*
- *work using a broad range of sizes and scales, and on a variety of supports, selecting the format appropriate to intentions, for example use larger scales when wanting to record detail and smaller scales when working quickly to capture movement or fleeting effects;*

- *appreciate how to use the mark-making properties of media such as charcoal, graphite, ink, felt-tip pens, tempera or poster paints to achieve a desired outcome, for example select a grainy surface and soft medium such as charcoal to capture effects such as fur or liquid and a smooth surface with a medium allowing precise control such as pen and ink when recording fine detail;*
- *continuously expand familiarity with media to build confidence in handling tools and equipment, for example produce a series of drawings that explore the properties of a group of objects when seen from different angles and that are realised at a variety of scales using several different media; and*
- *use modelling and construction techniques to make three-dimensional work, for example choose the medium appropriate to intentions when planning how best to realise ideas.*

The ideas in this booklet are an introduction to this requirement and will help you to develop your own ideas and gain confidence in teaching these aspects of Art and Design at Key Stages 1 and 2.

# 3D CONSTRUCTION



Try to use a range of materials to give the children accessible opportunities to engage with spatial and tactile ways of thinking and working.

Because working directly in three dimensions does not require an abstraction into two dimensions, it can be experienced as more immediate than drawing or painting.

### Learning Intentions

We are learning to develop spatial awareness.

We are learning about the qualities of different construction materials and to use these inventively to create 3D objects and environments.

We are learning that we can use simple techniques to join materials and make constructions.

### Learning Activities

Encourage the children to experiment and investigate by:

- building 3D structures of different sizes, using boxes, cylinders and found materials of different shapes and sizes;
- shaping and forming wet sand during structured play;
- creating structures in their imaginative play that they can move inside, outside, over and under; and/or
- using construction toys imaginatively to build in three dimensions, and describe how their toys work and are made.

Encourage the children to experiment with materials, using their hands and tools to find out that they can:

- coil, curl and fold paper easily;
- bend, score and fold thin card easily;
- twist and shape pipe cleaners and thin wire; and/or
- combine and use found materials (natural or made) in different ways, for example in an outdoor environment.

Ask them to construct 3D pieces by:

- collecting and sorting a range of objects, for example stones, shells and buttons;
- modelling and constructing with the materials they find;
- making paper parcels and combining these to build in three dimensions; and/or
- modelling with dough, plasticine, clay or papier mâché.

## Key Stage 1 and 2

### Processes in Art and Design

Guide discussion to help the children engage in thinking processes:

- generating ideas, individually or in groups;
- testing a range of suggestions; and/or
- forming and agreeing upon successful solutions.

Help the children practise joining materials. They could:

- experiment with masking tape and sellotape to join paper or card;
- investigate the use of different adhesives, for example in collage work; and/or
- use different joining techniques, for example:
  - sellotape;
  - string;
  - rubber bands;
  - masking tape;
  - PVA glue;
  - paper fasteners; and/or
  - staples.



# MALLEABLE MATERIALS





Malleable materials offer accessible opportunities to engage with spatial and tactile ways of thinking and working. Because working directly in three dimensions does not require an abstraction into two dimensions, it can be experienced as more immediate than drawing or painting.

### Learning Intentions

We are learning that we can manipulate malleable material such as clay, dough and plasticine in a variety of ways to produce imaginative work for different purposes.

### Learning Activities

Ask the children to investigate how to use malleable material such as clay, plasticine or dough to play, draw, invent and design. Encourage them to:

- use coils to 'draw' and create images;
- pinch small balls of the malleable material to create hollow forms;
- flatten and roll pieces of the malleable material to make slabs;
- cut shapes out of flattened pieces;
- join clay securely by blending surfaces together using tools or their fingers;
- discover that clay will dry out if it is over-handled; and
- experiment by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing the malleable material.

Then give them opportunities to try:

- modelling;
- squeezing the material and pinching it with their fingers;
- pulling forms out of the material to create, for example, heads or legs;
- impressing;
- pressing interesting objects into the surface of the material to make textures and patterns;
- engraving; or
- drawing into the material with a pointed tool such as a pencil.



# PRINTMAKING



Basic printmaking techniques can help learners to gain insight into some of the ways that images function and are reproduced.

### Learning Intentions

We are learning:

- how to make a block print;
- that a print is a record of a surface;
- to make prints on different types of surfaces;
- to create both patterns and pictures by printing with objects; and/or
- about monoprinting and other printmaking techniques.

### Learning Activities

Ask the children to:

- stamp and/or press a variety of natural and made objects dipped in paint onto paper or fabric, using:
  - spools;
  - vegetables;
  - leaves;
  - sponge;
  - crushed paper;
  - corks;
  - flowers; and/or
  - bottle tops;
- experiment with the amount of paint or ink they use to make a print (too much paint will make a blurred print and too little will make an indistinct print);
- make random prints of different colours using many objects or blocks; and/or
- make printing blocks by drawing and impressing into plasticine, clay, potatoes or polystyrene and then inking and printing.

Encourage them to try:

- printing on a variety of surfaces including paper, card, fabric and 3D objects; and/or
- over-printing onto other pieces of work, for example printing on top of paintings, drawings, textiles and collages to create detail and pattern.

Give the children opportunities to experiment with:

- making several prints from a single object or block to create a simple pattern;
- using a limited number of objects or blocks and colours (for example, two shapes and two colours) to make patterns;
- organising printing blocks to compose a picture, for example using sponges, card and paint to depict an imaginary creature;
- taking rubbings from interesting surfaces such as embossed papers, textured card and wood grain; and/or
- matching up several prints with the objects that created them.

Guide the children through the different stages to enable them to:

- make a monoprint:
  1. Ink a smooth surface.
  2. Draw a pattern or image into it with fingers or a suitable tool, for example a used, broad felt-tipped pen.
  3. Take a print.
- make a transfer monoprint:
  1. Ink a smooth surface with a little printing ink.
  2. Place a page on top; do not rub the surface.
  3. Draw on the paper surface.
  4. Pull off the paper. The drawing is transferred on to the underside of the paper in ink.
- print on fabric using fabric crayons.

# TEXTILES



Some children prefer working with textiles to the messy aspects of wet media. Textiles have particular resonance in a Northern Ireland context because of the history of the industry here. The various practices and procedures of working with textiles are also widely reflected in contemporary practice, in the fine and applied arts.

### Learning Intentions

We are learning:

- about different types of yarns and fabrics;
- that we use different types of fabric for different purposes;
- that fabrics are constructed in different ways;
- that fabrics can be coloured; and
- that we can use fabrics and yarns to create and decorate images.

### Learning Activities

Provide opportunities for the children to:

- compare and sort yarns according to characteristics such as colour, thickness and texture;
- compare and sort a range of fabrics such as fur, silk, satin, net, lace and cotton according to various qualities such as colour, weight and texture;
- identify and classify by naming fabrics such as wool, nylon and lace;
- explore and experiment with ribbon, strips of fabric or yarns, for example by wrapping, weaving or stitching; and/or
- select and sort fabrics and yarns to help make pictures.

Lead the children in a discussion about different fabrics. For example, focus on:

- examining and describing fabrics found in the school and home environment, such as towels, curtains, sheets, blankets or rugs; or
- selecting fabrics, for example for clothing.

Guide the children in some imaginative play, choosing fabrics for specific reasons such as warmth, waterproofness, movement and/or decoration.

## Key Stage 1 and 2

### Processes in Art and Design

Help the children to develop their understanding by allowing them to:

- rip, tear or cut different fabrics to discover clues about how they are made;
- experiment with simple interlacing to understand the process of weaving; and/or
- knit on one finger to investigate the looping process of knitting.

Give the children opportunities to see how to:

- print on fabric with objects;
- paint on fabric;
- dip folded fabric into coloured inks, dyes or diluted paint; and/or
- use fabric crayons to transfer images onto fabric.

Encourage the children to practise:

- using fabrics, yarns and different types of paper to create collages;
- using glue to stick small pieces of fabric to drawn or painted pictures;
- cutting and shaping fabric to make pictures; and/or
- using strands of wool and plastic bodkins to create simple stitches on stiff paper, card or open weave fabric.

# DRAWING AND PAINTING





## Key Stage 1 and 2 Processes in Art and Design

Drawing is at the heart of all Art and Design activities. Over the course of the key stage, it's important that we give the children regular opportunities to use a range of media, materials and processes to create their own work.

In learning how to manipulate drawing and other media, practice makes perfect. The children need to take part in regular, extended activities if they are to make meaningful progress.

Art and Design activities provide many opportunities to link learning with other areas of the curriculum.

### Learning Intentions

We are learning:

- to use drawing and painting techniques to respond to what we see, remember and imagine;
- about the qualities of different drawing and painting media and a range of mark-making techniques; and
- that we can combine different media in our work.

### Learning Activities

When they are making drawings, ask the children to:

- record from observation;
- plan and develop ideas;
- express and communicate personal interest and feelings;
- create diagrams; and/or
- make maps.

Encourage the children to work with a wide range of drawing media on different surfaces (grounds) of varying shapes and sizes such as:

- cartridge paper;
- sugar paper;
- sandpaper;
- wallpaper; and/or
- handmade paper.

Give them opportunities to use:

- lead and coloured pencils (HB, B, 2B and 4B leads) to:
  - making a range of experimental marks such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines;

- leaning heavily or lightly to create dark or light marks;  
and
- experimenting with colour by working one colour on top of another;
- wax crayon:
  - experimenting with different pressures to make bold and soft lines;
  - applying pressure to create strong areas of colour; or
  - making linear drawings, then washing over them with thin paint or ink allowing the wax to resist the wash if the crayon is heavily applied;
- charcoal:
  - experimenting and making different lines; or
  - working on a large scale with large sweeping movements;
- pens, including ballpoint, marker, felt tip, to:
  - making different types of line;
- soft chalky pastels and other colour media:
  - varying the pressure to make faint, soft and strong lines;  
or
  - blending or smudging to create a soft background colour, then adding details on top with finer and more defined lines in different colours.
- paint:
  - mixing colours and describing how to make them;
  - learning to control paint and water to mix paint of different consistencies;
  - working with various types of paint, for example dry powder on a wet surface, diluted paint or paint thickened with PVA glue;
  - applying paints to a surface with a variety of tools and in different ways, for example dab, smooth, wash, sponge, stipple or stroke;
  - holding a brush correctly;
  - working with a variety of brush sizes (for example a small size 4 or 6 and a larger 8 or 10);
  - working with a variety of brush types, for example hog hair, nylon or a decorator's brush;
  - loading a brush with the correct amount of paint;
  - experimenting with brush types to make a range of marks, lines, blobs, dots and dashes;



## Key Stage 1 and 2

### Processes in Art and Design

- selecting the correct size and type of brush for a particular task, for example a large brush for a larger area and a small brush for detail; or
- working on a variety of papers and surfaces (grounds), varying the colours, shapes, sizes and textures.
- other media:
  - drawing with coils of clay, dough and/or other malleable materials;
  - drawing into wet sand, dough, clay or plasticine to produce engraved lines; or
  - making outline drawings with soft wire.

Give the children opportunities to work with mixed media, combining various drawing and painting media to create images. For example, encourage them to enrich their drawings and paintings with collage.



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