

Creative and Aesthetic: Introduction

Visual and graphic arts

The Waldorf curriculum practices two modes of artistic activity:

1. Aesthetics: based on artistic exercises in colour, line and form in which children learn the qualities and techniques of the media (e.g. water colour painting, form drawing). This approach is experiential (colour exercises, basic forms with elaborations). These are deemed to be formative experiences.
2. Art as mode of expression and communication (including illustration). Once children have learned the qualities of the media and techniques, they have opportunities to practice these freely

Art is used in the main lesson in both of these functions, but also in designated art lessons, though usually taught by the class teacher. From class 6 upwards specialist art teachers are sometimes called on.

The most common artistic practices are;

- Painting: beginning with watercolour wet-on-wet painting, where the medium retains the transparency and fluidity of the colours. Later gouache, oil pastels, ink and other paint media,
- Form drawing (also called dynamic drawing), makes movement visible on paper and requires focus, control and patient practice as children work through increasingly complex forms,
- Drawing, beginning with wax stick and block crayons and thick, wooden, coloured pencils; and moving to sketching pencils, chalk, charcoal sticks and pencils, graphite pencils, and conte sticks.
- Modelling using clay, wax, wax and kaolinite based modelling materials; then papier-mâché, plaster and ceramics.
- simple printing techniques (potato-cut, lino-cut) are introduced from middle school
- simple photography and film making are developed from the late middle school

Handwork

The UK Waldorf Handwork Curriculum uses a layered, “learning by doing” approach to teaching fibre and textile skills. This involves:

- learning to make and use specific handwork tools, such as knitting needles, which are then used to create useful items for school or home; and
- learning new handwork skills and techniques in each successive year, building on the skills previously learned. The new skills usually involve increasing complexity and might include crocheting, hand sewing, precise stitching such as cross stitch, machine sewing, simple hand weaving and fabric dyeing.

Each year classes have a main handwork project which allows them to develop a specific skill. Pupils can express themselves and experiment through colour selection, pattern, design and by combining the new project with elements of previously learned skills. Supplementary activities, based on individual teachers' expertise, can offer variety and provide pupils with additional learning opportunities.

The practical skills pupils acquire also provide them with direct experience of elements of some of the main lesson topics they will encounter in later years such as the industrial revolution where the production of thread, weaving and textiles played a pivotal role.

Long Term Curriculum Intents

Language and communication

- Talk and/or write about the work that you and others have created.
- Consciously express thoughts, emotions, ideas and experiences through a chosen medium

Health and well-being

- Develop dexterity, physical fluency, automaticity and stamina in a chosen craft or art form.
- Have a sense of satisfaction, achievement and pride in the creation of something useful, beautiful or thought provoking.

Senses

- Develop multi-sensory sensitivity to stimuli, artefacts and works of art.
- Sensory integration

Imagination and play

- Envisage the final form of an artefact or performance, and the process of arriving at it.
- Imagine the possibilities of materials.
- Experiment with learned skills to create something new

Empathy

- Consider, recognise and appreciate the motives, intentions, emotions, effort and skills of artists, craftspeople and performers.
- Have an awareness of the responses and reactions of an existing or potential audience for a piece of work

Aesthetics

- Appreciate the aesthetic qualities and potential of materials, tools, techniques and finished work.
- Observe and appreciate mastery and masterful work.
- Refine one's own work to create something worthy of practical use, display or performance

Inquiry

- Investigating the properties, limitations and potential of materials and tools.
- Understanding the history of techniques, technologies and processes, and their impact on making and creating.
- Asking questions of and answering questions through creative and aesthetic media

Democratic participation and society

- Understanding the social and cultural differences between arts and crafts in different cultures.
- Understanding the social and cultural status of arts and crafts, and how they can be made accessible to all

Lifelong learning

- Developing effective working habits and autonomy in a chosen art or craft.
- Having a sense of agency and empowerment in one's ability to make, create, perform and/or express oneself

Future thinking

- Considering the ecological, ethical and moral aspects of making, creating and performance, both in the materials used and the cultures drawn upon.

Holistic thinking / Spirituality

- Experiencing an art form as numinous or transcendent.
- Understanding the interdependence of history, materials, science, technology, art, craft and performance in the development of societies and cultures

Judgement

- Develop discernment.
- Compare, contrast, evaluate and think critically about art, craft or performance.
- Develop reflectivity and reflexivity about ones own art, craft or performance

| Creative & Aesthetic Age-related Learning Opportunities for C1 | Relevant Learning Descriptors |
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| Children should have the opportunity: | Beginning Visual Art Children can prepare their materials for the lesson, work quietly and in a focused way, and |

- To develop good work habits.
- To give and receive feedback about their own work and the work of others, in a constructive and supportive setting.
- To experience success and learn with enthusiasm
- To work with colours artistically (e.g. tissue paper activity)
- To have sensory experiences (e.g. beeswax, lanolin, wool)
- To make and use simple tools through making own knitting needles
- To use and care for tools appropriately (e.g. carders)
- To learn how to cast on, knit garter stitch, count stitches, increase and decrease and cast off.
- To learn how to thread a sewing needle, make up their knitted projects and sew a simple flat shape, e.g. lining for recorder case.

Drawing

- To draw on a given theme, e.g. from a story or an experience
- To experience 'guided drawing', where the child draws along with the teacher
- To illustrate their writing

Form Drawing

- To explore drawing straight lines and curves, creating shapes, patterns, page borders and representing the pattern inherent in some natural forms

Painting

- To prepare their own materials for the lesson
- To observe the teacher demonstrating techniques that are matched to an image from a familiar story, and to imitate this.
- To experience the character of a colour through the medium of watercolour paint on both damp and dry paper, and to encounter how colours can represent an atmosphere in story themes
- To explore how to create secondary colours through combining and merging primary colours.

Modelling

- Experience a range of modelling materials through free play and structured lessons

care for and maintain their equipment. Children can articulate a considered and empathic response to their own work and to the work of others.

Beginning Drawing

Children draw humans and animals as flat figures with even tones, usually as a side view standing on a flat ground. The proportional relationship between figures is often related to the importance of the figure to the child, rather than its relative size (proportion of significance).

Beginning Form Drawing

Children can draw simple, regular geometric shapes and patterns freehand.

Beginning Painting

Children can soak and stretch their paper, clean their water jars, and mix paint to the required consistencies. They can apply paint to the paper surface in a controlled way, observing changes in tone through varying the density of the paint:water ratio. They can create secondary colours, controlling the blending of paint harmoniously.

Beginning Modelling

Children can create a form from a single piece of material, using their fingers to apply pressure and counter pressure to the modelling material with purpose.

Beginning Handwork

Children can prepare and manipulate wool in a number of ways, e.g. carding, teasing, wrapping, twisting etc. They can use some basic woodworking techniques (sharpening to a point, sanding) to create a well-finished pair of knitting needles. Children can cast on, knit in garter stitch, make increases and decreases, change colours and cast off. They can identify and count stitches, and see where they may have made an irregular stitch. Children can thread a suitable sewing needle. They can make reasonably even stitches in straight lines.

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| <ul style="list-style-type: none"> • Model from one piece of material, from which a form is gently defined through manipulation (sculpture) • Discover the inherent qualities of the materials and explore the range and limitations of the materials. | |
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| Creative & Aesthetic Age-related Learning Opportunities for C2 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To work with greater independence and responsibility within a designated team to prepare and distribute materials necessary to the lesson. • To give and receive feedback about their own work and the work of others, in a constructive and supportive setting. • To learn how to knit with a purl stitch • To learn how to use a crochet hook, making a chain and learning a number of stitches (e.g. single, double and treble crochet), and understanding how to increase and decrease • To learn how to count crochet stitches • To learn to make securing stitches and simple embroidered stitches (e.g. seed and sand stitch) <p>Drawing</p> <ul style="list-style-type: none"> • To draw on a given theme, e.g. from a story or an experience • To experience 'guided drawing', where the child draws along with the teacher • To illustrate their writing <p>Form Drawing</p> <ul style="list-style-type: none"> • To explore symmetry and mirroring • To create patterned borders • To explore the creation of symmetrical patterns with found objects and natural materials <p>Painting</p> <ul style="list-style-type: none"> • To practice and refine techniques and skills introduced in Class 1, e.g. preparing their materials, brushwork, etc • To hear stories and engage in class discussion and selection of colour to create an impressionistic response | <p>Early Visual Art Children can work together to prepare and distribute materials for the lesson in an efficient way. Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p>Early Drawing Children draw humans and animals as flat figures with even tones, usually as a side or frontal view standing on a flat ground. The proportional relationship between figures is often related to the importance of the figure to the child, rather than its relative size (proportion of significance).</p> <p>Early Form Drawing Children can draw regular and symmetrical patterns, mirroring forms or images across a given horizontal or vertical line. They can draw a regular patterned border, and create a flower or mandala-type form by building symmetries and using natural or found materials.</p> <p>Early Painting Children can soak and stretch their paper, clean their water jars, and mix paint to the required consistencies. In discussion with peers, they can plan their work through the selection of appropriate colours. Children can apply paint to the paper surface in a controlled way, creating both clearly defined areas where colours do not meet, but also carefully blending primary colours on the paper to create secondary ones. Through their work, they demonstrate their emerging understanding of tone, composition, intensity and balance, using their skills to convey their intention.</p> <p>Early Modelling Children can create an intended form from a single piece of material, using their fingers to</p> |

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| <ul style="list-style-type: none"> To develop increased dexterity and manipulation of the medium To explore working with colour strengths, and two shades of one colour To explore how the juxtaposition of colours affects their tone and intensity To consider the composition of a painting <p>Modelling</p> <ul style="list-style-type: none"> Experience a range of modelling materials in structured lessons Model an intended shape from one piece of material, from which a form is gently defined through manipulation (sculpture) Discover the inherent qualities of the materials and explore the range and limitations of the materials. | <p>apply pressure and counter pressure to the modelling material with purpose.</p> <p>Early Handwork: Children extend their knitting skills to include a purl stitch, and practise their previously learned skills, knitting with more accuracy and rhythm. They can use a crochet hook to create chains and a number of stitches, holding the hook with one hand and the yarn with the other. They maintain a reasonably consistent tension on the yarn, creating fairly evenly sized stitches. Children can crochet one or more objects, using the stitches they have learned and increasing and decreasing where necessary. They are aware of the number of stitches they are using and how the number changes if they are making an increase or a decrease. They can make a needlebook, incorporating securing stitches, and using simple embroidered stitches with purpose, for example the colour and stitching indicate usage.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <ul style="list-style-type: none"> To work with greater independence and responsibility within a designated team to prepare and distribute materials necessary to the lesson. To give and receive feedback about their own work and the work of others, in a constructive and supportive setting. To reflect on their work in a supportive peer group setting. To practice a variety of crocheting, knitting and sewing processes To explore and use colour to create a design and indicate function, for example of a hat's constituent parts. To complete an extended sewing activity, e.g. a hand puppet To learn how to iron fabric safely <p>Drawing</p> <ul style="list-style-type: none"> To draw on a given theme, e.g. from a story or an experience To experience 'guided drawing', where the child draws along with the teacher | <p>Developing Visual Art Children can work together to prepare and distribute materials for the lesson in an efficient way. Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p>Developing Drawing Children mostly draw humans and animals as flat figures with even tones, but may begin to add elements of perspective to objects like buildings. The relative sizes of figures and objects in their drawings are becoming more proportionate. They add labels and/or captions to their pictures when appropriate.</p> <p>Developing Form Drawing With guidance, children can draw more complex forms with overlapping, coiling and/or intertwining elements. They can draw symmetrical reflections of forms in the horizontal, diagonal and vertical axes.</p> <p>Developing Painting Using their own judgement in choosing the areas to be worked, children can paint a form which arises out of a single colour through the use of tones and density of pigment. They can</p> |

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| <ul style="list-style-type: none"> To illustrate their writing <p>Form Drawing</p> <ul style="list-style-type: none"> To explore how basic forms can be combined to create more complex shapes To explore how to make one shape appear to 'cross' another To explore mirroring and creating symmetry in two axes <p>Painting</p> <ul style="list-style-type: none"> To work with an extended palette of watercolour pigments which include Primary, Secondary and Tertiary colours. To explore painting with a single colour, using tones and density to allow a form to arise To explore how forms can be created using two colours adjacent on the colour wheel <p>Modelling</p> <ul style="list-style-type: none"> Experience a range of modelling materials in structured lessons Model an intended shape from one piece of material, from which a form is gently defined through manipulation (sculpture) Discover the inherent qualities of the materials and explore the range and limitations of the materials. | <p>create simple forms using two colours adjacent on the colour wheel.</p> <p>Developing Modelling Children can create an intended form from a single piece of material, using their fingers to apply pressure and counter pressure to the modelling material with purpose.</p> <p>Developing Handwork: Children can complete a handwork project, e.g. knitting or crocheting a hat. With support they use appropriate techniques and stitches to follow their own design, using colour to indicate or emphasise function (e.g. a light band around the brim—the opening). Children can sew with a number of basic stitches. They can use an iron safely to press seams and remove creases from fabric.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C4 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <ul style="list-style-type: none"> To give and receive feedback about their own work and the work of others, in a constructive and supportive setting. To review and reflect on their work in a supportive peer group setting. To learn a precise, decorative stitch, such as cross stitch To incorporate symmetry into their work To learn to use colour to indicate the opening/top/bottom of an object To experience the vertical and horizontal planes through their stitching <p>Drawing</p> | <p>Progressing Visual Art Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p>Progressing Drawing Children still draw humans and animals as flat figures, but are beginning to differentiate between foreground and background. The relative size of figures and objects in their drawings is roughly proportionate. They can use diagonal shading to create images without an outline. Children can create a map of a space that is familiar, representing elements first with pictures, and then with more abstract symbols.</p> <p>Progressing Form Drawing</p> |

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| <ul style="list-style-type: none"> To draw on a given theme, e.g. from a story or an experience To explore the use of coloured pencils to create images through diagonal shading/simple hatching To explore the drawing of pictorial and symbolic maps <p>Form Drawing</p> <ul style="list-style-type: none"> To explore extended plaiting and braiding forms with strands, and both symmetry and asymmetry. <p>Painting</p> <ul style="list-style-type: none"> To learn how to mix a range of earthy tones (the tertiary colours) both on paper and in the palette. To learn to overlay fine layers of contrasting colours (i.e. blue and red). To select and apply colours, primary, secondary and tertiary, to convey expressions of plants and landscapes. Assess how to lend weightiness or airiness to paintings of landscapes and birds through the placement and choice of overlaid colours, <p>Modelling</p> <ul style="list-style-type: none"> To explore modelling with clay | <p>With guidance, children can draw complex forms with intertwining and plaited elements, for example knotwork.</p> <p>Progressing Painting Children can paint simple landscapes or figurative images from stories, following the teacher's demonstration and/or description. They can select, mix and blend intended colours, and create different effects through overlaying and the placement of colours with purpose.</p> <p>Progressing Modelling Children can form given forms from a single lump of clay, e.g. sphere, pyramid, simple animal shapes.</p> <p>Progressing Handwork Children work freely, rhythmically and accurately, completing a project such as an embroidered bag or purse, and demonstrating their growing manual dexterity with precise, decorative hand stitching. They can work in the horizontal and vertical plane to create patterns, showing an awareness of symmetry, and using colour to indicate, for example, the opening, top or bottom of an object such as a bag or purse. Children use scissors, needles and pins appropriately and safely.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C5 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <p>Drawing</p> <ul style="list-style-type: none"> To explore more complex ways of illustrating their written work To explore close observation of plants in their environment and create detailed drawings To explore colour shading with coloured pencils <p>Form Drawing</p> <ul style="list-style-type: none"> To explore plant and nature motifs, e.g. branching, metamorphosis, fractals <p>Painting</p> <ul style="list-style-type: none"> To explore how the order of layering colours can produce distinctly different hues (e.g. a yellow under a blue will make | <p>Competent Drawing Children illustrate their written work in creative ways, leaving planned spaces for drawings, and overlapping text and images. They can discuss and describe a particular plant, and then represent it with a detailed and accurate pictures drawing. Children use coloured pencils with some skill, shading with colour and creating shadows to give depth to some objects.</p> <p>Competent Form Drawing Children can use their understanding of pattern and geometry in nature to draw plant-like forms or examples of similar patterns in, for example, a snail shell. They can metamorphosize a shape by creating a series of images which gradually move from the start to the end point.</p> <p>Competent Painting</p> |

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| <p>a different shade of green to a yellow painted thinly over a blue)</p> <ul style="list-style-type: none"> To paint scenes which illustrate contrasting climatic zones To paint scenes which reflect the different cool and warm tones of various times of day (e.g. cool, misty mornings, heat imbued dusks etc) To paint animals in a range of habitats To explore the use of colour tones to create perspective in landscapes <p>Modelling</p> <ul style="list-style-type: none"> To explore creating plant and human forms from clay To learn to knit in the round To learn to knit ribbing To learn to knit a heel To use colour to indicate different parts/functions of an area of a piece of work To identify and correct irregular stitches Knit two identical items to form a pair | <p>Children consciously discover and create colour differences, working with more subtle differentiations and nuances of colour. They produce work that demonstrates their control of the medium, representing the intended mood, atmosphere and subject of the painting through their choice and blending of colours and their composition.</p> <p>Competent Clay Modelling Children can create a simple plant form from a single lump of clay, beginning by making a sphere or ovoid. They can form simple human figures with arms and legs.</p> <p>Competent Handwork Children can apply their prior skills and knowledge in knitting to double pointed needles, working in a consistent direction. They can knit ribbing, switch between knitting in the round to flat knitting (heel flap) and back to knitting in the round, turn a heel and complete a pair of socks. Children can select colours to create a pattern which indicates various parts of the sock and its opening. They can identify irregular stitches and correct them, asking for help where necessary.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C6 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <p>Drawing</p> <ul style="list-style-type: none"> To explore shading with pencil and charcoal to create illusions of depth, light and shadow To explore drawing objects and still life in pencil and charcoal To explore aspects of colour theory, including complementary and contrasting colours. <p>Painting</p> <ul style="list-style-type: none"> To learn how to stretch and secure damp paper, in advance of working on it in a stretched and dried state. To explore the technique of veil painting. To experience how the veiling can be used to create images which are related to the interplay of colour and light (atmospheric / weather conditions, crystalline formations etc.) | <p>Secure Drawing Pupils can draw objects and still life compositions in pencil and charcoal, creating the illusion of three dimensions through skillful shading. They can complete given exercises with colour.</p> <p>Secure Painting Pupils can prepare their paper and other materials appropriately. They can talk about the image they want to create, and describe how they will apply the layers. Pupils can apply thin, transparent coloured areas to the dry page allowing each layer to dry between applications. They can manage and manipulate layers in order to work towards their pre-planned image outcomes.</p> <p>Secure Clay Modelling Pupils can represent a number of different landscape features with clay, demonstrating their geographic understanding. They can create a small group of figures with simple, undetailed features, demonstrating the</p> |

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| <ul style="list-style-type: none"> To explore creating different shades of a colour through adding white and black <p>Clay Modelling</p> <ul style="list-style-type: none"> To explore modelling some landscape features, e.g. mountains, caves, waterfalls To develop and refine modelling of human forms to include groups <p>Tool Use</p> <ul style="list-style-type: none"> To develop woodworking tool skills, including axes, froes, draw knives and mauls; chisels, gouges, clamps and holding equipment, different sorts of saws, mallets, rasps, sandpapers etc. To split firewood (if this can be safely supervised) To develop green woodworking skills, including using the shaving horse, and other woodland devices (e.g. cleaving breaks) <p>Materials</p> <ul style="list-style-type: none"> To explore how wood in different forms and from different species can be shaped and transformed If available skills and resources allow, children can learn some further methods and techniques to transform a material through additional craft teaching. <p>History and Context</p> <ul style="list-style-type: none"> To encounter the cultural and historical nature of woodworking tools To experience a craftspersons perspective <ul style="list-style-type: none"> To draw several realistic animals in their landscape, before selecting one To explore creating a pattern from their own drawing To practice marking and cutting fabric To follow a pattern, sewing and stuffing appropriately To embroider features If time allows, children should make a soft doll from their own pattern | <p>relationship between the people/animals portrayed.</p> <p>Secure Technology</p> <p>Tool Use</p> <p>Pupils can use woodworking tools safely, effectively and appropriately, assessing the risks involved and demonstrating their understanding of how to mitigate these.</p> <p>Materials</p> <p>They can talk about the advantages and disadvantages of the materials they use, and how they were selected.</p> <p>History and Context</p> <p>Pupils have an understanding of the craft workshop as a place of community practices that mediates appreciation and respect. They can talk about the social, cultural and technological history of some of the tools they use.</p> <p>Secure Handwork</p> <p>Children apply their prior learning about animals in Biology (Humans and animals, Zoology) to observe and draw their selected mammal. With support, they can transform this drawing into a sewing pattern for a 3D animal. Children apply their previously learned sewing and embroidery skills to make up the pattern, marking and cutting fabric, sewing seams, stuffing the animal and embroidering features.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C7 | Relevant Learning Descriptors |
| Children should have the opportunity: | Proficient Drawing |

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| <p>Drawing</p> <ul style="list-style-type: none"> To explore the rules of one and two point perspective To explore the drawing of shadows <p>Painting</p> <ul style="list-style-type: none"> To explore creating coloured landscape pictures with both watercolour paints and oil pastels To explore art techniques from a range of cultural styles <p>Clay Modelling</p> <ul style="list-style-type: none"> To explore creating solid three dimensional shapes with flat faces To explore modelling human forms of gesture and movement <p>Tool Use</p> <ul style="list-style-type: none"> To further develop woodworking tool skills To further develop green woodworking skills To learn to use bookbinding tools, e.g. guillotines, knives, awls etc <p>Materials</p> <ul style="list-style-type: none"> To explore how wood in different forms and from different sources can be shaped and transformed To explore a craft of the teacher's choosing, depending on available skills and resources To make glue for book binding from raw materials <p>History and Context</p> <ul style="list-style-type: none"> To encounter the cultural and historical nature of woodworking and other craft tools To experience a craftsman's perspective To explore the mechanics of foot movement, and the implication for properly fitting shoes To draft own shoe/slipper pattern To make own shoes/slippers with a sole, using traditional shoe-making methods | <p>Pupils understand the rules of one and two point perspective, and can demonstrate this in their work. They can achieve subtleties of light and shade in their drawings.</p> <p>Proficient Painting Pupils can use the veiling technique with watercolour paint and oil pastels to create a varied range of atmospheric effects.</p> <p>Proficient Clay Modelling Pupils can model a range of precise three-dimensional forms with flat faces. They can create a simple human figure which implies movement or gesture, e.g. someone in the process of turning, bending, pointing, reaching etc.</p> <p>Proficient Tool Use Pupils can use a wide range of woodworking tools safely, effectively and appropriately, assessing the risks involved and demonstrating their understanding of how to mitigate these.</p> <p>Proficient Materials Pupils can select an appropriate raw material, e.g. species of tree, type of seasoned wood, for their project. If available skills and resources allow, children can learn some methods and techniques to transform a material through additional craft teaching.</p> <p>Proficient History and Culture Pupils have an understanding of the craft workshop as a place of community practices that mediates appreciation and respect. They can talk about the social, cultural and technological history of many of the tools they use.</p> <p>Proficient Handwork Pupils can talk about the structure of the foot and the way in which it moves during walking and running. They can measure their own feet accurately, and use the measurements to draft a shoe or slipper pattern, adding the seams. Pupils can make up their shoes/slippers using traditional shoe-making techniques. They can cut out accurately, tack and sew the shoe/slipper top, and finish them with cork soles, linings and precise stitching.</p> |
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| Creative & Aesthetic Age-related Learning Opportunities for C8 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity:</p> <p>General</p> <ul style="list-style-type: none"> To practice stretching watercolour paper using a board and tape. To continue to develop veil painting techniques using the layering of a single colour, a series of cool colours, a series of warm colours, and the full spectrum. To explore applying the laws of one- and two-point perspective to construct drawings of cubes, pyramids, cones, spheres and cylinders. To apply the laws on one- and two-point perspective using vanishing points both within and outside the frame to create real and imaginary cityscapes and landscapes using watercolours, gouaches, oils, pastels, pencils and charcoal. To explore elements of design in relation to posters, book jackets and repeat patterns and incorporate the use of collage, colour contrast, lino and wood cuts into the execution of the designs. <p>Clay Modelling</p> <ul style="list-style-type: none"> To explore the representation of atmosphere and temperament both figuratively and in abstract forms To explore the modelling of body language and dramatic gesture <ul style="list-style-type: none"> To safely and rhythmically operate a treadle sewing machine To explore the technical aspects of how the treadle machine works and the various parts To explore different types of fabric/material, including animal, plant and synthetic fibres To explore the role of the sewing machine and its significance in the industrial revolution, particularly in the UK context To draft a simple pattern, cut it out and sew it | <p>Mature, Independent Drawing and Painting Pupils can prepare their own materials appropriately for the activity. They can use a range of techniques to create work with a sense of perspective, including colour perspective and the laws of one- and two-point perspective. Pupils can work with a wide range of media, including watercolour, gouaches, oils, pastels, pencils and charcoal, demonstrating a good level of understanding of the medium's potential and limitations, and a good level of control in application. They can apply their aesthetic knowledge and understanding and their practical skills to design projects, for example book jackets, posters etc.</p> <p>Mature, Independent Clay Modelling Pupils can represent atmosphere and temperament in both figurative and abstract form. They can model human forms which represent whole body language and dramatic gesture, e.g. adult protecting a child, lovers embracing etc.</p> <p>Mature, Independent Tool Use Pupils can use a wide range of woodworking tools safely, effectively and appropriately, assessing the risks involved and demonstrating their understanding of how to mitigate these.</p> <p>Mature, Independent Materials Pupils can select an appropriate raw material, e.g. species of tree, type of seasoned wood, for their project. If available skills and resources allow, children can learn some methods and techniques to transform a material through additional craft teaching.</p> <p>Mature, Independent History and Context Pupils have an understanding of the craft workshop as a place of community practices that mediates appreciation and respect. They can talk about the social, cultural and technological history of many of the tools they use.</p> <p>Mature, Independent Handwork: Pupils can talk about how a treadle sewing machine works, and how to use one safely. They can sew various seams, and can choose between machine and hand sewing to make or repair a simple garment. Pupils can draft a simple pattern, or select an appropriate commercial pattern, cut it out and sew it</p> |

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| | accurately and precisely, press it, and finish the garment to a high standard. |
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