

## Early Years Foundation Stage

*Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

Pupils should be taught to:

1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. Share their creations, explaining the process they have used.

## The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art for ms.

## Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Nursery Artist	Reception Artist	Year 1 Artist	Year 2 Artist
	<p><b>Colour mix – J Pollock</b>  <b>Rainbow art – Seurat</b>  <b>Fruit art – Picasso</b></p>	<p><b>Mona Lisa – L da Vinci</b>  <b>Snowman sculptures – R Briggs</b>  <b>Patterns painting – P Mondrian</b></p>	<p><b>Clay bowl – K B Jones</b>  <b>Hero sketch – J Kirby</b>  <b>Repeating patterns/Woodland picture – Van Gogh</b></p>	<p><b>Autumn painting – A Goldsworthy</b>  <b>Metal sculpture – Monet</b>  <b>Seascape art – P Clee</b></p>
Progression and Assessment Criteria	<p><b>Expressive Arts and Design</b>  <b>Independent Learning</b>  <b>Drawing</b></p> <ol style="list-style-type: none"> <li><b>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</b> <ul style="list-style-type: none"> <li>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings</li> </ul> </li> <li><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></li> <li><b>Use drawing to represent ideas like movement or loud noises.</b></li> <li><b>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</b></li> </ol> <hr/> <p><b>Painting: Colour mix – J Pollock, Rainbow art – Seurat, Fruit art – Picasso</b></p> <ol style="list-style-type: none"> <li><b>Explore colour and colour-mixing.</b> <ul style="list-style-type: none"> <li>Encourage children to draw from their imagination and observation.</li> <li>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li> <li>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</li> </ul> </li> <li><b>*Explore printing patterns with different objects e.g. fruit.</b></li> </ol> <p><b>The work of artists: J Pollock, Seurat, Picasso</b></p> <ol style="list-style-type: none"> <li>Introduce children to the work of artists from across times and cultures.</li> <li>Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</li> </ol>	<p><b>Expressive Arts and Design</b>  <b>Independent Learning</b></p> <ol style="list-style-type: none"> <li><b>Create collaboratively, sharing ideas, resources and skills.</b> <ul style="list-style-type: none"> <li>Provide opportunities to work together to develop and realise creative ideas.</li> <li>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</li> </ul> </li> </ol> <hr/> <p><b>Drawing: Mona Lisa – L da Vinci</b></p> <ol style="list-style-type: none"> <li><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></li> <li><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> (*Build on Nursery - Draw with increasing complexity and detail, show different emotions in their drawings and paintings, like happiness, sadness, fear etc.)</li> </ol> <p><b>Painting: Patterns painting – P Mondrian</b></p> <ol style="list-style-type: none"> <li><b>*Experiment with mixing colours.</b> <ul style="list-style-type: none"> <li>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</li> </ul> </li> <li><b>*Know how to create patterns, including with printing.</b></li> </ol> <p><b>Sculpture: Snowman sculptures – R Briggs</b></p> <ol style="list-style-type: none"> <li><b>*Experiment with cutting and rolling materials.</b></li> <li><b>*Know how to shape mouldable materials such as play dough and clay to create an object.</b></li> </ol> <p><b>The work of artists: L da Vinci, P Mondrian, R Briggs</b></p> <ol style="list-style-type: none"> <li>Look at artists work to generate inspiration and conversation about art and artists.</li> <li><b>*Build on Nursery - Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</b></li> </ol> <p><b>ELGs: Expressive Arts and Design</b>  <b>Creating with Materials</b></p> <ol style="list-style-type: none"> <li><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> <li><b>Share their creations, explaining the process they have used.</b></li> </ol>	<p><b>Drawing: Hero sketch/Woodland picture/People</b>  <b>Drawing: Hero sketch</b></p> <ol style="list-style-type: none"> <li>Experiment with a range of drawing tools (pencils, crayons, felt tips, chalk) to create lines of different thickness and styles in drawings.</li> </ol> <p><b>Drawing: Woodland picture</b></p> <ol style="list-style-type: none"> <li>Explore and create different textures and effects through rubbings, e.g. leaves, coins, concrete, brick etc.</li> </ol> <p><b>Drawing: People - Transition</b></p> <ol style="list-style-type: none"> <li>Explore how to show how people feel in my art, e.g. mouth and eyes.</li> </ol> <p><b>Painting: Repeating pattern/Clay bowl</b></p> <ol style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Experiment mixing my own colours.</li> </ol> <p><b>Repeating Pattern</b></p> <ol style="list-style-type: none"> <li>Know how to create a repeating pattern in print.</li> </ol> <p><b>Sculpture: Clay bowl</b></p> <ol style="list-style-type: none"> <li>Experiment with cutting, rolling and coiling materials.</li> <li>Know how to shape mouldable materials such as clay/salt dough to create something of purpose.</li> </ol> <p><b>The work of artists:</b></p> <ol style="list-style-type: none"> <li>Describe what I can see and give an opinion about the work of an artist.</li> <li>Ask questions about a piece of art or work of an artist.</li> </ol>	<p><b>Drawing: Seascape art/People</b>  <b>Drawing: Seascape art</b></p> <ol style="list-style-type: none"> <li>Experiment with pencils, pastels and charcoal to create art.</li> <li>Develop a range of techniques using colour, line, shape and space</li> </ol> <p><b>Drawing: People - Transition</b></p> <ol style="list-style-type: none"> <li>Explore how artists draw facial expressions and experiment with these.</li> </ol> <p><b>Painting: Autumn painting</b></p> <ol style="list-style-type: none"> <li>Know how to mix paint to create all the secondary colours.</li> <li>Experiment creating warm and cool colours</li> <li>Know how to use colours create moods in artwork.</li> <li>Know how to create a printed piece of art by either stamping pressing, rolling or rubbing to create texture.</li> </ol> <p><b>Sculpture: Metal sculpture</b></p> <ol style="list-style-type: none"> <li>Know how to shape, form and construct from flexible materials such as metal wire.</li> </ol> <p><b>The work of artists:</b></p> <ol style="list-style-type: none"> <li>Suggest how artists have used colour, pattern and shape.</li> <li>Know how to create a piece of art in response to the work of another artist.</li> <li>Compare the work of two artists.</li> </ol>
Vocab	paint, brush, draw, colour, shape, line, marks	primary colours, mix, print, pattern, cut, join, artist, drawing	mood/feelings, stroke, hard/soft/pressure, dark/light/texture, repeating, pattern, primary and secondary colours, rolling/coiling, shape/mould, sketch	secondary colours, charcoal, pastel, observe, pressing, rolling, rubbing, stamping, warm colours, cool colours, expression, construct, flexible

# Art and Design

Artist	<ul style="list-style-type: none"><li>• Festivals art - Jackson Pollock</li><li>• Food art - Pablo Picasso</li><li>• Rainbow art - George Seurat</li></ul>	<ul style="list-style-type: none"><li>• People and faces art – Leonardo da Vinci</li><li>• Sculpture art – based on Raymond Briggs</li><li>• Texture and patterns art – Piet Mondrian</li></ul>	<ul style="list-style-type: none"><li>• Sculptural art – Keith Brymer Jones</li><li>• Drawing art – Jack Kirby</li><li>• Woodland painting art – Vincent van Gogh</li></ul>	<ul style="list-style-type: none"><li>• Sculptural art – Claude Monet</li><li>• Seascape art – Paul Klee</li><li>• Natural art – Andy Goldsworthy</li></ul>
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	Year 3 Artist	Year 4 Artist	Year 5 Artist	Year 6 Artist
	Cave paintings - T McRae Transfer sketches - Banksy Deity sculpture - H Moore	Mosaic – Gaudi Briggs Mythical sculpture - A Gormley Mountain landscape – C Friederick	One point perspective – L Afremov Greek Gods sculpture – L Rie Paint collage – Picasso / H T Hussein	Recyclable materials sculpture – F Stella Still life drawings – W Kemp Print collage – G Braques
Progression and Assessment Criteria	<p><b>Drawing: Transfer sketches/People</b> <b>Drawing: Transfer sketches</b> 1. Know how to use sketches to produce a final piece of art. 2. Experiment with different grades of lead and charcoal pencils (4H –4B), to show tone, shade and texture. <b>Drawing: People - Transition</b> 3. Understand how to show facial expressions in my art.</p> <p><b>Painting: Cave paintings</b> 4. Experiment with tints by adding white to a base colour to create a range of lighter tints. 5. Experiment with tones by adding black to a base colour to create a range of darker tones. 6. Know how to use an increasing range of brushes and other tools to create different effects in painting. 7. Know how to mix media to produce an effect.</p> <p><b>Sculpture: Deity sculpture</b> 8. Know how to sculpt and carve using clay.</p> <p><b>The work of artists:</b> 9. Know how to identify the techniques used by different artists. 10. Know how to compare the work of different artists and recognise when art is from different cultures and historical periods. 11. Know how to express an opinion on pieces of art.</p>	<p><b>Drawing: Mountain landscape/People</b> <b>Drawing: Mountain landscape</b> 1. Explore using marks and lines to create a range of different effects of texture. 2. Know how to successfully use shading to create depth 3. Understand the concept of perspective, in terms of objects appearing to be closer or further away. <b>Drawing People - Transition</b> 4. Understand how to show facial expressions and body language in sketches</p> <p><b>Painting: Mosaic</b> 5. Know how to create a background using a wash. 6. Know how to use colours of a single hue plus monochromatic tints (by adding white and black to create the hue of one colour). 7. Know how to create mosaic using at least four colours.</p> <p><b>Sculpture: Mythical sculpture</b> 8. Know how to sculpt other mouldable materials such as metal (foil). 9. Create a structural skeleton for a sculpture from a range of materials</p> <p><b>The work of artists:</b> 10. Experiment with the styles used by other artists. 11. Explain some of the features of art from historical periods. 12. Explain what I like and dislike about different pieces of art.</p>	<p><b>Drawing: One point perspective/People</b> <b>Drawing: One point perspective</b> 1. Identify and draw objects and use marks and lines, to produce texture. 2. Know how to use shading to show the effect of light and dark. 3. Explore the concept of perspective by creating art to show the horizon line of where the land meets the sky. <b>Drawing: People - Transition</b> 4. Understand how to use line and shape, to create emotion and forms of movement in my art.</p> <p><b>Painting: Paint collage</b> 5. Know how to use a variety of painting techniques in my paintings for example; stippling, dry brushing, palette knife, washing, dabbing, splattering, detail. 6. Explore using a range of paints, e.g. watercolour, acrylic, oil etc. 7. Know how to create a layered print design in two or more colours.</p> <p><b>Sculpture: Greek Gods sculpture</b> 8. Know how to sculpt using two or more materials to create sculpture, e.g. papier mâché, clay, foil etc.</p> <p><b>The work of artists:</b> 9. Research the work of an artist and use their work to replicate a style. 10. Explain why I like particular pieces of art.</p>	<p><b>Drawing: Still life drawings/People</b> <b>Drawing: Still life drawings</b> 1. Experiment with line, marks and shading to create form. 2. Use shading to show the effect of light, dark and shadows. <b>Drawing People - Transition</b> 3. Understand, explain and show how to use line, tone and shape to create emotion and movement in my art.</p> <p><b>Painting: Print collage</b> 4. Know how to create a colour palette revisiting skills from previous years. 5. Know how to create an accurate print design following criteria. 6. Know how to overprint and collage to create different patterns and effects, using layering of media and materials.</p> <p><b>Sculpture: Recyclable materials sculpture</b> 7. Know how to sculpt a model with two or more materials to create a piece of art. 8. Know how to use recycled, manmade and natural materials to create a sculpture/model. 9. Explain why I have used specific tools and techniques to create my art. 10. Know how to use feedback to make amendments and improvement to my art.</p> <p><b>The work of artists:</b> 11. Explain the style of my work and how it has been influenced by a famous artist or culture. 12. Identify different techniques and styles used in the work of others and famous artists.</p>
Vocab	carve, tint, tone, tertiary colours, blend, palette , modern, sculpture, backwash, texture, effects	mould, wash, perspective (near/far), dimension, hue, monochromatic tint, structure, shade, depth, reflection	impressionism, project, composition, one point perspective, replicate, paint techniques, light effect, dark effect, paint collage, emotion	mood board, surrealism, limited palette, overprint, cultural, digital, layering, collage, mixed media, abstract, recyclable/manmade/natural materials
Artists	<ul style="list-style-type: none"> <li>Cave paintings art – Tommy Mc Rae</li> <li>Urban artwork – Banksy</li> <li>Sculptural art – Henry Moore</li> </ul>	<ul style="list-style-type: none"> <li>Roman architecture (Antoni Gaudi) and mosaics - Emma Biggs</li> <li>Mythical creature's sculptural art - Anthony Gormley</li> <li>Landscape art - Casper David Friedrich</li> </ul>	<ul style="list-style-type: none"> <li>One point perspective art - Leonid Afremov</li> <li>Greek Gods sculptural art – Lucie Rie</li> <li>Paint collage art – Pablo Picasso / Hazem Taha Hussein</li> </ul>	<ul style="list-style-type: none"> <li>Still life drawing art – Will Kemp</li> <li>Print collage art – Georges Braque</li> <li>Recyclable materials sculptural art –Frank Stella</li> </ul>