



### **EYFS**

### Relevant Early Learning Goals

#### **Expressive Arts and Design (Exploring and Using Media and Materials)**

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **Expressive Arts and Design (Being Imaginative)**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

#### Links to Characteristics of Effective Learning

Playing with what they know

Maintaining focus on their activity for a period of time

Thinking of ideas

Finding ways to solve problems

Making predictions

Area of Art	Skills
Drawing	Experiment with a range of drawing tools and name them
	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
	Draw from observation, memory and imagination
	Draw on a large and small scale and use different shapes and colours of paper
	Draw all kinds of objects
	Draw upright and flat
	Draw in sand, chalk on the playground etc
	Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons
Painting	Explore different types of paint – ready mixed, powder, finger, water colour etc.
	Use a range of applicators
	Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency and experiment to create different textures
	Paint flat and upright
	Paint on a small and large scale using appropriate tools





	Paint on different sizes, shapes and colours of paper
	Name and recognise colours
	Choose particular colours for a purpose
	Explore colour and how colour can be changed; explore what happens when colours are mixed
	Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)
	Use a paint programme on the computer
	Paint objects, places from observation, memory and imagination
Printing	Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks
	Print sequential patterns
	Make mono prints (drawing into printing ink with different tools and making a print)
	Use stencils to create patterns
	Print on paper and fabric (make wall hangings)
Textiles	Sort threads and fabric and talk about colour and texture
	Identify and talk about textiles in the environment
	Make pictures using Vivelle and other fabrics
	Thread and weave into orange netting, garden netting, fencing, sequin mesh
	Print onto fabric
Clay	Know how to use clay safely
	Draw into clay with a range of tools
	Compare clay with other modelling materials such as dough, plasticine etc
	Press objects into clay
	Roll clay over fabrics with different textures
	Name the tools used and describe how the clay feels using an appropriate vocabulary
	Make rubbings and talk about texture
	Make a collection of objects made from clay and talk about them
	Make thumb pots
	Make tiles and press objects into them
	Look at the work of other artists such as Clarice Cliff
3D	Use a range of junk, found and natural materials to make models and structures
	Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy
	Talk about the properties of materials, name tools and materials
	Join construction pieces together to build and balance; use glue, masking tape and other simple fastenings
	Talk about sculpture in the environment, what it can be made of and what it is about





	Use a variety of construction materials including rolled up paper, artstraws and pipe cleaners to create structures and objects Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood
	or metal etc
Collage	Understand that different media can be combined to create new effects
	Use provided resources to create collages
	Explore how collage materials can add texture and represent different textures
Suggested Artist studies	Andy Goldsworthy, Clarice Cliff, Wassily Kandinsky, Vincent van Gogh





## Year 1

### **KS1 National Curriculum Objectives**

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture (3D) to develop and share 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 artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Area of Art	Skills
Drawing	Use viewfinders to focus on a particular area
	Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc
	Draw as an individual and as part of a group on a large drawing
	Make drawings as a starting point for work in other areas such as textiles, mask making etc.
	Use pencil crayons to create coloured drawings
	Draw faces putting features in the correct places
	Communicate something about themselves in their drawing
	Create moods in their drawings
Painting	Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc
	Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours.
	Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc
	Paint a picture of something they can see
	Communicate something about themselves and moods in their paintings.
Printing	Design own blocks with card and print with sponge rollers
	Use Press print
	Develop mono printing by mixing colours
	Develop printing using stencils and found objects by creating more complex patterns
	Print onto paper and textile.
Textiles	Simple stitching into fabric pictures and designs
	Weaving into netting and using weaving boards





	Use fabric paints and crayons
	Draw designs before making
Clay	Cut shapes from clay and hang to create mobiles or decorate tiles
	Make tiles with a theme such as one of the three little pigs houses
	Cut clay into shapes and decorate such as fish, butterflies etc
	Use patterns to decorate clay – diva pots, thumb pots, tiles etc
	Know about health and safety rules (washing hands, keeping clay off the floor)
	Look at the work of other artists such as Antony Gormley
	Draw first to create a design and transfer to a tile
3D	Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue
	Make mobiles and wind chimes
	Make sculpture by slotting card together
Collage	Children will cut and tear paper and card for their collages
	Gather and sort the materials that they will need
	Create images from a variety of media e.g. photocopies material, fabric, crepe paper ,magazines etc
	Arrange and glue materials to different backgrounds
Knowledge/	Describe what they can see and like in artists work
Art History	Ask sensible questions about a piece of art
	Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers
	Record and explore ideas from first hand observations
	Ask and answer questions about the starting points for their work
	Develop their ideas –try things out, change their minds
	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
	Review what they and others have done and say what they think and feel about it.
	Identify what they might change in their current work or develop in future work
Suggested Artist studies	Antony Gormley, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Piet Mondrian, Marc Quinn, Michelle
	Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.





## Year 2

#### **KS1 National Curriculum Objectives**

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture (3D) to develop and share 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 artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Area of Art	Skills
Drawing	Draw objects from observation, memory and imagination
	Make drawings that focus on pattern or texture
	Make drawings that show how something changes over time
	Draw with wax crayon using different pressures
	Draw with charcoal and pastel, blending and smudging
	Can use ball point pen to make fine marks
	Begin to show pattern and texture in their drawing
Painting	make paintings and draw on top to add detail (mixed media)
	mix tints, shades (adding black and white) and secondary colours
	look at the work of other artists and experiment with their approaches
Printing	Begin to create screen prints
	Continue to develop mono printing by mixing colours
	Create prints by pressing, rolling, rubbing and stamping
	Re-create a print like a designer/artist
Textiles	Colour fabric using natural dyes such as beetroot, tea, onion skins, berries
	Begin to add like and shape to their work
	Join fabric using glue
	Begin to sew fabrics together
	Children could create part of a class patchwork
Clay	Able to make a clay pot





	Begin to join finger pots together
	Begin to add line and shape to their work
3D	Talk about sculpture, what it is made of, what it is for etc
	Make bowls and structures from plastic bowls decorated with tissue paper and glue
	Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out
Collage	Children can create individual and group collage.
	Use different types of materials on their collage and explain why.
	Use repeated pattern in a collage
	Fold, crumple, tear and overlap papers
	Work on different scales
Knowledge/	Link colours to natural and man-made objects.
Art History	Say how other artists have used shape colour and pattern (can be evidenced in sketch book)
	Create a piece of work in response to another artists work
	Can describe how their work is similar and different to the work of a well-known artist and designer
	Can link colour to natural and man-made objects
	Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers
	Record and explore ideas from first hand observations
	Ask and answer questions about the starting points for their work
	Develop their ideas –try things out, change their minds
	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
	Review what they and others have done and say what they think and feel about it.
	Identify what they might change in their current work or develop in future work
Suggested Artist studies	Georgia O'Keefe, Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish
	Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul
	Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl
	Warner, Michael Brennand-Wood.





## Year 3

### **KS2 National Curriculum Objectives**

- 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
- 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
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)
	Show facial expression in their drawing
	Use small sketches to produce a final piece
	Write an explanation of their sketch
	Use shading to create tone
	Use different pressures to create hard and soft lines
Painting	Select an appropriate brush type, size and style depending on the task
	Can mix colours with accuracy
	Know where the colours are on the colour wheel (primary and secondary)
	Create a background using a wash
	Use different brushes for different effects
	Explore links between colours and feelings
	Use artists' work as a starting point and create work in the style of different artists
	Work as an individual and as part of a group
Printing	Make and print card blocks in 2 colours
	Make texture blocks and print (sponge rollers)
	Print onto paper and fabric
Textiles	Work back into prints with stitching, sequins, buttons etc
	Use patterns from different times, places and cultures as a starting point for design





	Decorate fabric with tie dye
	Make a class wall hanging by putting individual pieces together
	Begin to use more than one type of stitch
Clay	Look at the changes in clay as it dries
	Look at the work of other artists to generate ideas
3D	Add onto their work to create texture
	Work with life size materials
	Use nets to make cubes, cuboids etc and use in models
Collage	Children are able to cut accurately
	Begin to overlap materials to experiment with different final looks
	Experiment using different colours
	Begin to use mosaic and montage
	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
	Use collage as a means of collecting ideas and information and building a visual vocabulary
Knowledge/	Compare different artists of the same style
Art History	Explore work from different cultures and time periods
,	Understand others points of view by looking at work and trying to understand what the artist might have been
	thinking and feeling
	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Adapt their work according to their views and describe how they might develop it further.
	Annotate work in sketchbook.
Suggested Artist studies	Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida
	Kahlo





## Year 4

#### **KS2 National Curriculum Objectives**

- 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
- 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
- about great artists, architects and designers in history

Area of Art	Skills
Drawing	Draw, demonstrating an understanding of line, tone, scale, texture and depth
	Use mirrors, viewfinders, magnifying glasses etc to aid observation
	Use new media such as pen and ink
	Make a collection of drawings around a theme
	Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber
	Draw with pastel and charcoal
	Draw simple objects including texture
Painting	work in monochrome (shades of one colour)
	look at and make paintings with background, foreground and middle ground and use perspective
	Create moods in their paintings
	Use shading in their painting to create feelings
	Mix and match colours for purposes (e.g. skin colours)
	Mix different thicknesses of paints
	Use layers of paint to add detail to background colours
	Create different skin tones
Printing	Can print using 4 colours
_	Can create accurate print design
	Print onto different materials





Textiles	Change fabric structures by pulling threads out of hessian and replacing with coloured threads
	Look at artists work and use it to create a class piece
	Use Acrobatik or flour and water mix to create batik
	Use natural dyes or Brusho to add colour effects to fabric
	Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery
Clay	Make a simple slab pot
-	Look at the work of other artists to generate ideas
	Begin to sculpt clay into other shapes
3D	Research the work of different sculptors
	Build up from a flat surface to make masks and panels. Cover with tissue paper and glue or modroc
	Can make a sculpture using a range of materials
	Work as part of a group to create large sculptures such as robots, animals, totem poles
Collage	Use ceramic mosaic to produce a piece of art
	Combine visual and tactile qualities
	Add collage to a painted, printed or drawn background
	Use a range of media to create collages
	Use different techniques, colours and textures etc when designing and making pieces of work
	Use collage as a means of extending work from initial ideas
Knowledge/	Can discuss and describe well known artists work
Art History	Explain how their work is similar and different
	Explain their reasons behind their choices
	Explain art from other periods of history
	Use research and knowledge on different artist styles to experiment in their own work
	Learn about the work of others by looking at books, the internet and galleries.
	Use observational skills to replicate artists work
	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Adapt their work according to their views and describe how they might develop it further.
	Annotate work in sketchbook.
Suggested Artist studies	Rosie Philpott, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent,
	Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.



