



	<p>EYFS</p> <p>Expressive Arts and Design</p> <p>In Art and Design, we learn how to be creative, use our imaginations to show feelings and ideas.</p> <ul style="list-style-type: none"> • Art can be anything that we can sense: things we can see, hear, feel, smell and taste. • Designing is about thinking up ideas to solve problems and to get the results that we want. 	<p>National Curriculum (2014)</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	
	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Drawing</p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Create enclosures – use to represent objects.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours.</p> <p>Use felt tip pens; specifically, black as an outline.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil</p>	<p>Demonstrate control over the types of marks made with a range of media such as pencils, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Solidly infill shapes using colour pencils, pastels, etc.</p> <p>Experiment using charcoal and white chalk.</p> <p>Draw lines/marks from observations.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes and textures using a pencil.</p> <p>Understand tone through the use of</p>



	<p>Use scissors effectively to cut along a line</p>	<p>and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>different grades of pencils (HB, 2B)</p>
<p>Painting</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs, cotton bud, and natural paint brushes.</p> <p>Recognise and name the primary colours being used</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, fingers, rollers and pads.</p> <p>Name the primary colours and start to mix a range of secondary colours.</p> <p>Mix a variety of greens, oranges and purples from primary colours.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white (darken - complementary colours-opposite colour on the colour wheel) (lighten - add a brush tip amount of yellow sometimes red)</p> <p>Create a wash with watercolour paints.</p> <p>Begin to understand the colour wheel by exploring warm and cool colours</p> <p>Develop control with brushes.</p> <p>Know when to use a thick and when</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Understand the terms landscape and</p>



		to use a thin brush.	portrait.
Sculpture 3D	<p>Enjoy using a variety of malleable media such as clay, paper mache, salt dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Create variety of junk models choosing kind of construction material needed.</p>	<p>Explore ways to make 2D become 3D by drawing objects & make mini models using modelling material.</p> <p>Experiment in a variety of malleable media such as clay, plasticine, salt dough</p> <p>Shape and model materials for a purpose (e.g. clay leaf/fish, plasticine figure) from observation</p> <p>Roll out clay to an even thickness to create a tile.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Experiment with simple tools and objects to impress and shape.</p> <p>Learn papier maché technique using cellulose paste or watered down PVA and strips of newspaper.</p>	<p>Explore and invent ways to make 2D can become 3D by drawing objects & make mini models using modelling material.</p> <p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Use pinch, coil and slab techniques to produce a clay object.</p> <p>Join clay using slip</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Make a papier maché relief picture.</p>
Expression	<p>Children to use loose sketchbook paper explore different media and marks.</p> <p>Use drawing, painting and sculpture to develop and share ideas, experiences</p>	<p>Start to record simple media explorations within a sketch book.</p> <p>Share work and share opinions about other children's work.</p>	<p>Start to record simple media explorations within a sketch book.</p> <p>Work from direct observation.</p>



and imagination			<p>Work from imagination.</p> <p>Share work and share opinions about other children’s work, and that of other artists.</p>
<p>Knowledge and Understanding</p>	<p>Technical and Formal</p> <p>Children should know:</p> <p>That there are many different forms and styles of art, craft and design</p> <p>Experiential</p> <p>Each child should be given the opportunity to:</p> <p>Share their opinions on different pieces of famous artwork.</p> <p>Work at different scales</p>	<p>Technical and Formal</p> <p>Children should know:</p> <p>How to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Begin to know the names of tools, techniques and formal elements (colour, form, line, shape, space, texture)</p> <p>Experiential</p> <p>Each child should be given the opportunity to:</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Begin to feel confident to express a preference in....</p> <p>Understand ideas can come through hands-on exploration</p> <p>Begin to build knowledge of what different materials and techniques can</p>	<p>Technical and Formal</p> <p>Children should know:</p> <p>Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Know the names of tools, techniques and formal elements (colour, form, line, shape, space, texture)</p> <p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Experiential</p> <p>Each child should be given the opportunity to:</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p>



		<p>offer the creative individual</p> <p>Work at different scales, alone and in groups</p>	<p>Begin to feel confident to express a preference in....</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Begin to build knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in group</p>
<p>Artists / Movements</p>	<p>All children should study the work of a range of artists, craft makers and designers</p> <p>Children should be given the opportunity to look at a piece artwork at the start or end of each art lesson. Give children 5 minutes to study the artwork and then talk to each other about their feelings on the piece.</p> <p>Use the Blooms for Art questions to support with questions that dig deeper.</p>		