

Art: Five Areas of the Curriculum


Range of Materials	<p>To use a range of materials creatively to design and make products.</p>
Ideas, Experiences and Imagination	<p>To develop and share their ideas, experiences and imagination.</p>
Art and Design Techniques <i>Drawing, Painting, Collage, Printing and Sculpture</i>	<p>KS1: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>
Range of Artists, Craft Makers and Designers	<p>KS1: To learn 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> <p>KS2: To learn about great artists, architects and designers in history.</p>
Sketchbooks	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>

Range of Materials					
EYFS		Key Stage 1		Key Stage 2	
Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD	Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD	I can explore a range of mediums and discover the range of effects when designing and making a product.	I can investigate different methods of designing; including drawing and decide on methods, materials and processes.	I can compare and contrast different mediums and materials and describe their effects.	I can make informed choices about the mediums or materials that I want to use and why, justifying my choices with explanations.
Develop their own ideas and then decide which materials to use to express them. EAD	Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD	I can investigate and experiment with different materials and how they can be adapted.	I can use a range of mediums to design artwork and decide on a preference.	I can confidently use a variety of mediums with an increasing level of skill.	I can begin to purposely mix mediums to create a chosen effect.
Join different materials and explore different textures. EAD	Share their creations, explaining the process they have used. * End of year EYFS Assessment point.	I can follow and create simple processes to make my own artwork, explaining the techniques I have used.	I can choose from a range of artistic processes and techniques and justify my choices.	I know that I can use sketching as a precursor to other artwork.	I can use sketching to help me plot out my intended final piece of artwork.

Ideas, Experiences and Imagination					
EYFS		Key Stage 1		Key Stage 2	
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. EAD</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD</p>	<p>I can share ideas about what art is and where it can be found.</p>	<p>I can observe different artists and begin to identify possible inspiration behind the artist's work.</p>	<p>I can identify artist's possible inspiration and begin to identify recurring themes across artists' work.</p>	<p>I can compare and contrast artists and begin to identify common or contrasting themes, mediums or techniques.</p>
<p>Explore colour and colour-mixing. EAD</p>	<p>Share their creations, explaining the process they have used.* End of year EYFS Assessment point.</p>	<p>I can work as part of a group to create a piece of art and also create artwork independently.</p>	<p>I am beginning to create art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>	<p>I can plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>	<p>I can confidently plan, design and make art individually and collaboratively, sharing ideas for design, technique and use of materials, making reference to art/artists that I know.</p>
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. EAD</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD</p>	<p>I can create representations of real-life objects using a range of shapes.</p>	<p>I can confidently use a range of shapes within my artwork to realistically represent objects.</p>	<p>I can break down my drawings into component shapes to help me draw accurately.</p>	<p>I can adapt the style of my art to reflect my ideas, experiences and imagination.</p>
<p>Use drawing to represent ideas like movement or loud noises. EAD</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks. PD</p>	<p>Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. .* End of year EYFS Assessment point.</p>	<p>I know that we can use art to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>I can refine my drawings from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>

Art and Design Techniques						
EYFS		Key Stage 1		Key Stage 2		
DRAWING	<p>That there are different ways to hold a pencil.</p> <p>That the closer to the point that I hold my pencil the more control I have.</p> <p>How to hold a pencil using two fingers and a thumb, beginning to move away from a whole hand grasp.</p> <p>That when I create lines that join, I can create a space.</p> <p>That spaces created can form shapes.</p> <p>That shapes can be used to represent objects.</p> <p>How to draw lines to create space.</p> <p>How to use space to create shapes.</p> <p>How to add detail to my drawings e.g. adding features to a face.</p> <p>What the different emotions are and how to show them through my art work.</p> <p>How to represent ideas such as movement and loud noises through Art.</p>	<p>That colours can be mixed and when it is mixed it changes.</p> <p>How to explore by mixing colours.</p> <p>That there are different ways to hold a pencil.</p> <p>That the closer to the point that I hold my pencil the more control I have.</p> <p>How to hold a pencil using two fingers and a thumb, with increasing control.</p>	<p>I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks.</p> <p>I can draw lines of different thickness.</p> <p>I can use line and shapes to represent objects seen, remembered or imagined.</p> <p>I can investigate tone by creating light and dark shades with a pencil.</p>	<p>I can use graded pencils to explore shade on a gradient.</p> <p>I can select a pencil based on its label (2B, 6B etc.) for a purpose.</p> <p>I can experiment with creating a range of textures using a variety of different marks/lines/ rubber</p> <p>I can create both large and small-scale observational drawings of natural or man-made objects.</p>	<p>I can experiment with an extended variety of drawing tools. (Graded pencils, rubbers, crayons, pastels, felt tips, chalk, charcoal, chalk etc.)</p> <p>I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)</p> <p>I can apply tone in a drawing in a simple way. (Shadow from 3D object)</p> <p>I can experiment and create surface textures.</p>	<p>I can draw for a sustained period of time.</p> <p>I am beginning to use pen and ink to draw.</p> <p>I can develop skills of hatching and cross hatching to explore 3D work.</p> <p>I can draw in proportion.</p> <p>I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation.</p>

Art and Design Techniques						
EYFS		Key Stage 1		Key Stage 2		
PAINTING	That there are different tools that can be used in Art.	That there are wider range of simple tools that can be used when painting e.g. brush, cotton bud, finger, stick etc.	I can hold a brush correctly and clean it before changing colours.	I can name different types of paint.	I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.	I can select which type paint to use, justifying my choices.
	The names of some of the different tools that can be used in Art (particularly when painting) e.g. brush, finger, cotton buds, sticks.	How to use these tools to paint.	I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.	I can add different materials to paint to produce different textural effects e.g. water, sand, glitter, sawdust, plaster, glue etc.	I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.	I can match and mix primary and secondary colours to make tertiary colours effectively.
	That the tools used in Art can come in different sizes.	How to change work where necessary.	I can name the 3 primary colours.	I can use white and black paint to create tones of colours (tint and shade).		I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.
	How to describe the tools used in Art e.g. big/small.	That using different techniques can make paint look like different textures.	I am beginning to mix primary colours to make secondary colours.	I can use a wider range of brushes with a purpose: different sizes, different types.	I can use different types of brushes for specific purposes	
	How to use the different Art tools when painting e.g. how to paint with your finger compared to the use of a brush.	How to use techniques to make paint look like different textures.	I can create different textures with my painting tool e.g. dabbing, smoothing, washing, stippling etc.			I can understand how artists use warm and cool colour to express a mood in their work,
	That when I create lines that join, I can create a space.					I can experiment with effects and textures that I can create using paint and use these with intent in my work.
	That spaces created can form shapes.					
	That shapes can be used to represent objects.					
	How to draw lines to create space.					
	How to use space to create shapes.					
What the different emotions are and how to show them through my art work.						

Art and Design Techniques						
EYFS		Key Stage 1		Key Stage 2		
LEARNING PROGRESSION 						
COLLAGE	<p>That materials can feel different to others.</p> <p>How to describe how the material feels e.g. rough, smooth, bumpy, soft, hard.</p> <p>How to make a choice on which material to use.</p> <p>That tools can be used when working with fabric e.g. scissors.</p> <p>How to hold scissors with support.</p> <p>How to make snips in materials using scissors.</p> <p>How to share and discuss my work.</p>	<p>That materials and the way that they look can be changed.</p> <p>That tools can be used to shape and join materials.</p> <p>How to shape materials using scissors with support.</p> <p>How to join materials using tools with support.</p> <p>How to plan what I would like a material to look like.</p> <p>How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten.</p> <p>How to change materials by adding other mediums e.g. painting them.</p> <p>That materials and the way that they feel can be changed.</p> <p>How to add mediums to materials to give them a different texture e.g. glue can be added to make something that was rough become smooth.</p>	<p>I know what the definition of collage is.</p> <p>I can experiment with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p> <p>I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</p> <p>I can identify how to cut shapes accurately from paper and thin card.</p> <p>I can cut different kinds of line, e.g. straight, curved, jagged.</p>	<p>I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.</p> <p>I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper) to create different effects.</p> <p>I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials.</p>	<p>I can select and arrange materials for a striking effect when creating collage.</p> <p>I can select and arrange materials/textures/colours for a purpose.</p> <p>I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</p>	<p>I can select and arrange materials/textures/colours for a purpose and justify my choices.</p> <p>I can confidently manipulate materials to create an intended texture or effect.</p> <p>I can experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>I can select and arrange materials to convey feelings, expression and movement when creating collage.</p>

Art and Design Techniques					
EYFS	Key Stage 1	Key Stage 1	Key Stage 2	Key Stage 2	
PRINTING	I know that to print I need to add paint and pressure to an object on a flat surface.	I can find out how to print by loading an object with paint and applying it to a surface	I understand that the purpose of printmaking is to create multiple images and patterns.	I can learn how to use polystyrene when designing and creating print.	I can design and build more intricate/detailed repeated patterns.
	I know how to print using paint.				
	I know that I can print using a range of colours.	I can print with a range of hard and soft materials, e.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.	I can mimic print from the environment (e.g. wallpapers).	I can refine my mono-printing techniques by making controlled marks/patterns/motifs.	I can master printing techniques of using layers of colour and repeating patterns.
	I know how to print using a colour that is fit for purpose.		I can make mono prints by spreading paint.		
	I know that different materials can be used to print.	I can create a mono print.	I can experiment with a variety of objects to create a print, e.g. press, roll, rub, and stamp to make prints.	I can replicate more detailed patterns from the world around me (e.g. patterned fabrics/wallpaper)	
I know how to print using a limited selection of different materials.	I can print simple repeating patterns.				

Art and Design Techniques						
EYFS		Key Stage 1		Key Stage 2		
SCULPTURE	That there are different materials that I can use to build with.	That there are different techniques that I can use when working with materials. e.g. cutting, tearing.	I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading.	I can manipulate malleable materials in a variety of ways to achieve a desired effect.	I can select and arrange materials for a striking effect when creating sculpture.	I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.
	The names of the different materials that I can build with.	That there are different tools that I can use to shape materials.	I can manipulate and model materials to represent my idea.	I can manipulate and model materials accurately to represent my idea.	I can select and arrange 3D materials to convey feelings, expression and movement when creating sculpture.	I can join clay using a slip. (e.g. handles)
	That there are different ways that I can build – using the vocabulary of stack, up, across and next to.	How to shape the materials that I am using.	I can use my hands to create different textures and shapes.	I can use a variety of different tools to create different textures and shapes.	I can use clay to create a simple functional form such as a pinch pot.	I can adapt work as and when necessary and justify my choices.
	How to use materials to build/create spaces.	How to join materials together.	I can explore the different effects that I can make.	I can create a 3D sculpture using clay.		I can use clay to create a simple functional form such as a coil pot.
	How to join materials together.	That by shaping and joining the materials together I am making the model balance/more secure				
	That by joining the materials together I am making the model balance/more secure.					

Range of Artists, Craft Makers and Designers

Key Stage 1

Key Stage 2

LEARNING PROGRESSION



I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.

I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc.

I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.

I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.

I can mimic a piece of art in the style of an artist I have studied.

I can use some of the studied artists to create art in the style of their works, copying techniques to reproduce the art work.

I can replicate some of the techniques used by notable artists, artisans and designers.


I can create original pieces that are influenced by the studies of notable artists, artisans and designers.

I can identify a technique or medium that an artist has used.

I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work

I can begin to use a wider range of artistic terms/vocabulary to describe when studying an artist's work.

I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.

Sketchbooks			
Key Stage 1		Key Stage 2	
			
I know that my sketchbook is a place to explore and experiment with different skills, techniques and ideas.	I am beginning to explore and experiment with more confidence in my sketchbook.	I know that my sketchbook is a working document which develops throughout a unit of work and informs my artwork.	I can use my sketchbook as a working document that I can refer to which develops throughout a unit of work and informs and inspires my artwork.
I can use my sketchbook to practice a new technique.	I can use my sketchbook to explore and experiment with skills and techniques by trying different things and observing the effect.	I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, using what I already know to inform my process.	I can use my sketchbook to explore and experiment with previously taught and new skills and techniques, refining my techniques as I go.
I am beginning to evaluate my work, saying what I like and dislike.	I can critically evaluate my work, explaining what I like and what I would change next time and how.	I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike.	I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.
I am beginning to annotate the work in my sketchbook with simple labels, thoughts, ideas and observations.	I can annotate the work in my sketchbook with a variety of labels, thoughts, ideas and observations.	I can annotate my work with critical and analytical observations.	I am consistently and confidently annotating my work with critical and analytical observations.