



Whole School Overview

Art and Design

Foundation Stage

EYFS Expressive Art and Design- Early Learning Goal.

Exploring and Using Media and Materials- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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.

Nursery

Learning Objectives	Key Skills	Notes
<p>Nursery 1- EYFS – Development Matters Statements</p> <ul style="list-style-type: none"> • To begin to notices and is interested in the effects of making movements which leave marks. • To experiments with blocks, colours and marks 	<p>Drawing:</p> <ul style="list-style-type: none"> • Beginning to handle mark making materials • Beginning to experiment with these materials <p>Colour:</p> <ul style="list-style-type: none"> • Beginning to experiment with colour when mark making e.g. using different coloured pencils <p>Form:</p> <ul style="list-style-type: none"> • Experiments with construction blocks <p>Texture:</p> <ul style="list-style-type: none"> • Begins to show an interest in different materials and the sensory experience of handling them <p>Printing:</p> <ul style="list-style-type: none"> • Begins to print using provided materials e.g. sponges. • Prints using body parts e.g. fingers in paint. 	
<p>Nursery 2- EYFS – Development Matters Statements</p> <ul style="list-style-type: none"> • To begin to explores colour and how colours can be changed. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Begins to complete drawings that represent objects. • Can talk about their drawings and the purpose of them. <p>Colour:</p> <ul style="list-style-type: none"> • Mix colours and notices changes that occur. 	

<ul style="list-style-type: none"> • To begin to understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • To begin to be interested in and describe the texture of things. • To begin to realise tools can be used for a purpose. 	<ul style="list-style-type: none"> • Begins to use tools to support the mixing of colour. <p>Form:</p> <ul style="list-style-type: none"> • Beginning to use tools to create different effects although these may lack purpose. • Manipulates soft crafting materials to create different shapes. • Models soft crafting materials using cutters, stencils etc. <p>Texture:</p> <ul style="list-style-type: none"> • Can begin to create collages/multi-media pieces of art. • Describes the textures of what has been used e.g. leaves <p>Printing:</p> <ul style="list-style-type: none"> • Prints confidently with a purpose in mind. • Can begin to decide on shapes/objects to be used for printing <p>Pattern:</p> <ul style="list-style-type: none"> • Can create pictures using different colours that may start to indicate patterns 	
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Reception

Learning Objectives	Key Skills	Notes
<p>EYFS – Development Matters Statements</p> <ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiments to create different textures • To understands that different media can be combined to create new effects. • To manipulates materials to achieve a planned effect. • To constructs with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select appropriate resources and adapts work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using <p>•The pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Drawing:</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. • Use drawings to tell a story from retelling or from imagination. • Investigate different lines - thick, thin, wavy, straight. • Explore different textures and experiment with mark making to illustrate these. • Ensure sensitivity and visual awareness. • Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers) <p>Colour:</p> <ul style="list-style-type: none"> • Experiencing and using primary colours predominantly – to ensure they know their names. • Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. • Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. • Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. <p>Form:</p> <ul style="list-style-type: none"> • Handling, feeling, manipulating materials • Constructing and building from simple objects • Pulls apart and reconstructs 	<p>Greater depth: Can they develop their own ideas through selecting and using materials and working on processes that interest them?</p> <p>Through their explorations, can they find out and make decisions about how media and materials can be combined and changed?</p> <p>Can they talk about the ideas and processes which have led them to</p>

	<ul style="list-style-type: none"> • Able to shape and model from observation and imagination. • Impress and apply simple decoration. • Simple language created through discussion of feel, size, look, smell etc <p>Texture:</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Simple collages, using paper, pasta, beans and larger tactile things. • Selects, sorts, tears and glues items down <p>Printing:</p> <ul style="list-style-type: none"> • Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc • Make rubbings showing a range of textures and patterns. • Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • Able to work from imagination and observation. • Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. • Print with block colours. <p>Pattern:</p> <ul style="list-style-type: none"> • Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns • Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah • Simple symmetry – folding painted butterflies. 	<p>make their designs or images? Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others?</p>
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Key Stage 1

National Curriculum Requirements of Art at 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 wider 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

Learning Objectives	Key Skills	Notes
Year 1		
<ul style="list-style-type: none"> • To hold a drawing tool to make marks • To know the properties of different media • To describe what they can see and like in the work of another artist/craft maker/designer • To ask sensible questions about a piece of art. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Can communicate something about themselves in their drawing. • Can create moods in their drawings. • Can draw using pencil and crayons. • Can draw lines of different shapes and thickness, using 2 different grades of pencil. • Can understand the qualities of different media and understand how they can be used. <p>Colour:</p> <ul style="list-style-type: none"> • Ensure they know names of all colours. • Mix colours to make new colours. • Find collections of one colour • Applying colour with a range of tools. <p>Form:</p> <ul style="list-style-type: none"> • Use hands and tools to build • Construct to represent personal ideas. • make known objects. • Cut using scissors. • Carve using tools. • Pinch and roll coils and slabs using a modeling media. 	<p>Greater depth: Can they make links between their own artwork and other artists'?</p> <p>Can they evaluate their own and others' artwork and make suggestions for improvement?</p> <p>Can they comment how an artist/designer has used colour, pattern and shape?</p>

	<ul style="list-style-type: none"> • Make simple joins. • Discuss weight and texture. <p>Texture:</p> <ul style="list-style-type: none"> • To cut and tear paper and card for their collages • To secure materials within their composition using glue • To use a simple painting program to create a picture • Can go back and change their picture <p>Printing:</p> <ul style="list-style-type: none"> • To print with a clear intent • Can print onto paper and textile • Can design their own printing block Can create a repeating pattern <p>Pattern:</p> <ul style="list-style-type: none"> • Awareness and discussion of patterns around them – pattern hunt. • Experiment creating repeating patterns on paper using drawing or printing of own design. • Link to Maths 	<p>Can they plan their art using a range of techniques e.g. sketches, discussion?</p>
Year 2		
<ul style="list-style-type: none"> • Build on Year 1 Knowledge and skills • To link colours to natural and man-made objects • Can say how other artists/craft maker/designer have used colour, pattern and shape • Can create a piece of work in response to another artist's work. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Continue as Year 1 to experiment with tools and surfaces. • Continue to draw a way of recording experiences and feelings. • Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. • Sketch to make quick records of something. • Work out ideas through drawing • Colour: • Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ • Make as many tones of one colour as possible using primary colours and white. • Darken colours without using black 	<p>Greater depth: Can they make comparisons between their own artwork and other artists’?</p> <p>Can they articulate what they are trying to express in their own artwork?</p> <p>Can they make suggestions for</p>

	<ul style="list-style-type: none"> • Mix colours to match those of the natural world – colours that might have a less defined name • Experience using colour on a large scale, A3/A2 playground. <p>Form:</p> <ul style="list-style-type: none"> • Awareness of natural and man made forms and environments • Expression of personal experiences and ideas in work • Also able to shape and form from direct observation • Use a range of decorative techniques: applied, impressed, painted, etc. • Use a range of tools for shaping, mark making, etc • Construct from found junk materials. • Replicate patterns and textures in a 3-D form <p>Texture:</p> <ul style="list-style-type: none"> • Build on experiences in Year 1 • Develop skills of overlapping and overlaying to create effects. • Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. • Simple appliqué work attaching material shapes to fabric with running stitches. • Start to explore other simple stitches - backstitch, cross stitch. • Use various collage materials to make a specific picture <p>Printing:</p> <ul style="list-style-type: none"> • Create order, symmetry, irregularity • Extends repeating patterns - overlapping, using two contrasting colours etc • Still prints with a growing range of objects, including manmade and natural printing tools • Talk simply about own work and that of other artists. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. <p>Pattern:</p> <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. 	<p>improvement in their own and others' artwork?</p> <p>Can they transfer skills into a different medium e.g. using drawing skills when painting?</p>
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	<ul style="list-style-type: none">• Look at natural and manmade patterns and discuss.	
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Key Stage 2

National Curriculum Requirements of Art at 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

Year 3

Learning Objectives	Key Skills	Notes
<ul style="list-style-type: none"> • Build on Year 2 Knowledge and skills • Can compare the work of different artists • Can explore work from other cultures • Can explore work from other periods of time • Are beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work 	<p>Drawing:</p> <ul style="list-style-type: none"> • Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. • Encourage close observation of objects in both the natural and man made world. • Observe and draw simple shapes. • Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. • Make initial sketches as a preparation for painting and other work. • Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have <p>Colour:</p> <ul style="list-style-type: none"> • Extend exploring colour mixing to applying colour mixing. • Make colour wheels to show primary and secondary colours. • Introduce different types of brushes for specific purposes. • Begin to apply colour using dotting, scratching, splashing to imitate an artist. 	<p>Greater depth: Evaluate their learning process and make suggestions for improvement in their own and others' artwork.</p> <p>Adapt or improve their original ideas.</p> <p>Explain why they have selected specific materials for their artwork.</p> <p>Begin to communicate</p>

	<ul style="list-style-type: none"> • Pointillism – control over coloured dots, so tone and shading is evident. <p>Form:</p> <ul style="list-style-type: none"> • Use the equipment and media with increasing confidence. • Shape, form, model and construct from observation and / or imagination with increasing confidence. • Plan and develop ideas in sketchbook and make simple choices about media. • Have an understanding of different adhesives and methods of construction • Begin to have some thought towards size <p>Texture:</p> <ul style="list-style-type: none"> • Use smaller eyed needles and finer threads. • Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. • Awareness of the nature of materials and surfaces – fragile, tough, durable. • Tie dying, batik – ways of colouring or patterning material. • Look at artists <p>Printing:</p> <ul style="list-style-type: none"> • Use the equipment and media with increasing confidence. • Use relief and impressed printing processes. • Use sketchbook for recording textures/patterns. • Use language appropriate to skill. • Discuss own work and that of other artists. • Explores images through monoprinting on a variety of papers • explore colour mixing through overlapping colour prints deliberately. • Pointillism <p>Pattern:</p> <ul style="list-style-type: none"> • Search for pattern around us in world, pictures, objects. • Use the environment and other sources • to make own patterns, printing, rubbing. • Use sketchbooks to design own motif to repeat. • Create own patterns using ICT 	<p>influences of their artwork e.g. mood boards, artists, objects, nature.</p>
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	<ul style="list-style-type: none"> • Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground • Link to Maths - symmetry 	
Year 4		
Learning Objectives	Key Skills	
<ul style="list-style-type: none"> • Build on Year 3 • Can experiment with different styles which artists have used • Can explain art from other periods of history 	<p>Drawing:</p> <ul style="list-style-type: none"> • Identify and draw the effect of light (shadows) on a surface, on objects and people. • Introduce the concepts of scale and proportion. • Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. • Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) • Computer generated drawings. • Drawing from direction • Colour: • Make the colours shown on a commercial colour chart. • Mix and match colours to those in a work of art. • Work with one colour against a variety of backgrounds. • Observe colours on hands and faces - mix flesh colours. • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. • Use colour to reflect mood (matisse) • Form: • develop ideas in sketchbook and make informed choices about media. • Experienced surface patterns / textures. • Work safely, to organize working area and clear away. • Discuss own work and work of other sculptors with comparisons made. • Consider light and shadow, space and size. • Investigate, analyse and interpret natural and manmade forms of construction 	<p>Greater depth: Critique their own and others' artwork throughout the learning process to develop and support each other. Use a range of sources e.g. books, internet, galleries to influence their ideas.</p> <p>Experiment with combining different materials and discuss their effectiveness.</p> <p>Discuss how a range of factors influences art from different cultures.</p>

	<p>Texture:</p> <ul style="list-style-type: none"> • Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. • Continue experimenting with creating mood, feeling, movement and areas of interest. • Look at fabrics from other countries and discuss. Compare with own. • Discuss different types of fabric. <p>Printing:</p> <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns. • Use language appropriate to skill. • Interpret environmental and manmade patterns and form • Discuss the nature of effects able to modify and adapt print as work progresses. • Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc <p>Pattern:</p> <ul style="list-style-type: none"> • Consider different types of mark making to make patterns. • Look at various artists creation of pattern and discuss effect • Link to Maths – • Geometry, shape lines 	
Year 5		
Learning Objectives	Key Skills	Notes
	<p>Drawing:</p> <ul style="list-style-type: none"> • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Look at the effect of light on an object from different directions. 	<p>Greater depth: Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect</p>

	<ul style="list-style-type: none"> • Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. • Produce increasingly accurate drawings of people. • Produce increasingly detailed preparatory sketches for painting and other work. • Introduce the concept of perspective. • Work on a variety of scales and collaboratively. • Independently selects materials and techniques to use to create a specific outcome. <p>Colour:</p> <ul style="list-style-type: none"> • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it (Pollock, Monet, Chagall) <p>Form:</p> <ul style="list-style-type: none"> • Use sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Produce more intricate patterns and textures. • Work directly from observation or imagination with confidence. • Take into account the properties of media being used. • Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) 	<p>on their artistic process? E.g. form, composition, tone</p> <p>Plan carefully their art, taking into account layout, composition and perspective.</p> <p>Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history.</p>
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	<ul style="list-style-type: none"> • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>Texture:</p> <ul style="list-style-type: none"> • Interpret stories, music, poems and use environment and townscapes as stimuli. • Select and use materials to achieve a specific outcome. • Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. • Consider methods of making fabric. • Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley <p>Printing:</p> <ul style="list-style-type: none"> • Experienced in combining prints taken from different objects to produce an end piece. • Experiment with ideas, to plan in sketchbook. • Experienced in producing pictorial and patterned prints. • Designs prints for fabrics, book covers and wallpaper • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) • Discuss and evaluate own work and that of others. <p>Pattern:</p> <ul style="list-style-type: none"> • Organise own patterns • Use shape to create patterns • Create own abstract pattern • Patterns reflect personal experiences and expression. • Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. • Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) • Discuss own and artists work, drawing comparisons and reflecting on their own creations. 	
Year 6		
Learning Objectives	Key Skills	Notes

<ul style="list-style-type: none"> • Can make a record about the styles and qualities in their work • Can say what their work is influenced by • Can include technical aspects in their work, e.g. architectural design 	<p>Drawing:</p> <ul style="list-style-type: none"> • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Look at the effect of light on an object from different directions. • Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. • Produce increasingly accurate drawings of people. • Produce increasingly detailed preparatory sketches for painting and other work. • Introduce the concept of perspective. • Work on a variety of scales and collaboratively. • Independently selects materials and techniques to use to create a specific outcome <p>Colour:</p> <ul style="list-style-type: none"> • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it (Pollock, Monet, Chagall) <p>Form:</p> <ul style="list-style-type: none"> • Use sketchbook to inform, plan and develop ideas. • Shape, form, model and join with confidence. • Produce more intricate patterns and textures. • Work directly from observation or imagination with confidence. • Take into account the properties of media being used. 	<p>Greater depth: Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements.</p> <p>Able to work independently, confidently and take creative risks in their work.</p> <p>Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history</p>
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	<ul style="list-style-type: none">• Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)• Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>Texture:</p> <ul style="list-style-type: none">• Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.• Applies knowledge of different techniques to express feelings.• Use found and constructed materials.• Work collaboratively on a larger scale. <p>Printing:</p> <ul style="list-style-type: none">• Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief• Recreates a scene remembered, observed or imagined, through collage printing• Screen printing• Explore printing techniques using by various artists. <p>Pattern:</p> <ul style="list-style-type: none">• Organise own patterns • Use shape to create patterns• Create own abstract pattern• Patterns reflect personal experiences and expression.• Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.• Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)• Discuss own and artists work, drawing comparisons and reflecting on their own creations.	
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