ART & DESIGN

End of EYFS Expectations
Learning within Art & Design begins in the Early Years through 'Expressive Arts and Design'. This involves development of children's artistic and cultural awareness and 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 (Statutory Framework for the EYFS, 2021). Creating with Materials – EARLY LEARNING GOAL <u>Children at the expected level of development will:</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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 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.	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; • to use 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.

CURRICULUM COVERAGE						
	AUTUMN		SPRING		SUMMER	
	Artists	Coverage	Artists	Coverage	Artists	Coverage
Year 1	Eric Carle / Picasso Frank Phillip Stella	Hungry caterpillar Focus: drawing, colouring, collage Portraits Focus: Painting 2D shapes Focus: Printing	Axel Scheffler Andy Goldsworthy	The Gruffalo Focus: Drawing Natural Sculpture Focus: Sculpture Mother's day cards Focus: collage	Sean Charmatz Alexandra Kehayoglou	Purple Mash artwork Focus: Digital Media Cushion for Goldilocks Focus: Textiles
Year 2	Lorien Stern Bisa Butter	Clay Globes Focus: Sculpture Working with fabrics Focus: Textiles	Henri Matisse Walt Disney	Collage Focus: Collage Drawing to Digital Focus: Digital Media	Quentin Blake Romero Britto/Gunta Stolzi Yayoi Kusama	Drawing Techniques Focus: Drawing Colour Wheels Focus: Painting Printing using different media Focus: Printing
Year 3	William Morris Bernard Leach	Repeating Pattern Focus: Painting Study and Drawing Technique Christmas Card and decoration Focus: Textiles Bauble dye and cross stitch Clay sculpture (Stone Age pots) Focus: Sculpture Stone age Cave Painting Focus: Painting and Drawing	Nick Rowland George Seurat	Volcanoes Focus: Painting Volcanoes Focus: Sculpture Pointillism Focus: Painting	Anni Albers Marianne North- Victorian botanical drawing	Focus: Textiles Weaving Drawing Techniques (Plants) and Paper curling Focus: Sculpture
Year 4	Adonna Khare	Adonna Khare animals Focus: Shading Christmas Cards Focus: Kandinsky's Colour work	Picasso, Kandinsky, Monet, Riley	European Artists Focus: Focus: Painting – technique and mood Nature Art – Sayers Croft	Anthony Gormley Georges Braque – cubism	Angel of the North Clay/wire sculptures/Scale/Embellishing Focus: Sculpture Cubism – Iron Man Tapestry making Focus: Embroidery, applique and plaiting

Year 5	Beatriz Milhazes	Design Boards Focus: Collage	Andy Warhol Karl Blossfeldt & David Hockney	Block Printing/Mono-printing Focus: Printing Outdoor photography montage & making an animated film Focus: Digital Media	Salvador Dali	Draw/paint/sculpt Focus: Drawing, Sculpture, Painting Link to DT Drawstring Bag Focus: Textiles
Year 6	Henry Moore North American traditional art	Air raid shelter design and build (sketch/wax/pastel/chalk) Totum Poles (sketch, pastel, wax) Zentangles (line, texture, pattern)	Ancient Greek pottery	Collage – inspired by Ancient Greek colours, patterns, architecture	Mike Barrett & Jackson Pollock	Digital Media – use of photography Evolution animations

Features of our St. Martin's school life	Bourne Hall Art Exhibition / Epsom and Ewell Arts Festival Royal Academy of Arts Summer Exhibition Local MP Christmas Card Design Year 5 Atkins Sustainability Art / Design Competition PTFA Christmas mas Card Explorify Art/Science Competition Art Society Epsom art competition Guildford Cathedral Artwork
Art Leader	Leaders at St. Martin's will lead learning for other pupils and teach them to:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Exploring, Developing & Evaluating Ideas	Respond to ideas and starting points. (Stories, rhymes, objects, the natural world)	Explore ideas from imagination or from real starting points Comment on differences in others' work and suggest	Explore ideas and collect visual and other information for my work	Explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook	Explore ideas and collect visual and other information. I keep these in my art sketchbook	Explore ideas and collect visual and other information. I keep these in my art sketchbook

	Describe what I think about my own and others' work	ways of improving my own work	Comment on similarities and differences between my own and others' work. Adapt and improve my own work.	Make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made. Adapt and refine my work to reflect the purpose and meaning of the work	Use this in developing my work, taking account of the purpose Analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context Adapt and refine my work to reflect my own view of its purpose and meaning	Use this in developing my work, taking account of the purpose Analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context Adapt and refine my work to reflect my own view of its purpose and meaning
AC C			Year 1 History - toys	Year 4 5 and 6 Historical investigating	Year 4 5 and 6 Historical investigating	Year 4 5 and 6 Historical investigating
Drawing	**Vocabulary**					
	portrait, self-portrait, line drawing, detail, pastels, drawings, line, bold, size, space		portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline		line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti	

	Draw lines of different shapes and thicknesses. Draw with crayons and pencils. Describe shapes and patterns. Colour in neatly, following the lines very carefully.	Use pencils, pastels and charcoal when drawing. Show patterns and textures when drawings by adding dots and lines. Show different tones using coloured pencils. Make a variety of lines of different sizes, thickness and shapes.	Use a number of sketches to base work on. Annotate sketches in art sketchbook to explain ideas. Sketch lightly Use different grades of pencil at different angles to show different tones. Use hatching and cross hatching to show tone and texture in drawings.	Select the most suitable drawing materials for the type of drawing to be produced. Use shading to add interesting effects to drawings, using different grades of pencil. Explain the ideas behind images in an art sketchbook. Use a variety of different shaped lines to indicate movement in drawings. Use shading to show shadows and reflections on 3D shapes. Study other artists' drawings and have experimented with some of these styles.	Select appropriate drawing materials. Know when different materials can be combined and use this to good effect. Developing an individual style of drawing. Choose appropriate techniques to convey the meaning of work. Drawings communicate movement. Drawings of still life include shadows and reflections. Include historical studies of technical drawings, such as ancient architecture	
ACC	Maths	Science Year 3 and 6	Maths – angles English – writing to entertain	Year 3 History- beyond face value Year 6 – shadows and reflections	Year 6 – Ancient Civilisations Year 5 – Geography Space Year 5 – RE Salvation	

			Science Yr2 – Plants, Living things and their habitis			
Painting	Vocabulary					
	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint		colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists			

	Use thick and thin brushes. Use ready mixed or powder paints to show ideas. Paint pictures of what is see. Name the primary and secondary colours. Say how an artist has used colour.	Mix primary colours to make secondary colours. Add white to colours make tints. Add black to colours to make tones. Know the positions of primary and secondary colours in relation to each other on the colour wheel. Link colours to natural and man-made objects.	Mix colours using tints and tones. Use watercolour paint to produce washes for backgrounds and then add detail. Experiment in creating mood and feelings with colour. Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. Make notes in a sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. Create colours by mixing to represent images observed in the natural and man-made world. Experiment with different colours to create a mood.	Paintings use colour and shapes to reflect feelings and moods. Sketch (lightly) before painting to combine lines with colour to produce images that convey a purpose. Painting techniques are well developed. Paintings convey a purpose. Paintings that include texture gained through paint mix or brush technique. Paintings that are based on observations and convey realism or an impression. Combine colours and create tints, tones and shades. Lines in paintings that are sometimes stark and cold and at other times warm to reflect different features or intentions.	
ACC		*Year 6 Science - light*	Year 3 History –Stone Age Maths		
Sculpture	***Vocabulary***				

	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric		*rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet, form, structure, texture, shape, mark, soft, join, tram, cast*		
	To use: Clay Dough Plasticine Add texture to models using tools. Make shapes from rolled up paper, straws, paper and card. Cut, roll & coil materials	*Make a clay globe.* *Make a carving using dry clay.* *Add lines and shapes to clay work.* *Add texture to clay work by adding clay and with tools.* *Make nets of shapes to create recognisable forms. Join these together to create abstract forms.* *Experiment with making life size models.*	*Use clay techniques to apply to pottery studied in other cultures.* *3D work has a well thought out purpose.* *Use the technique of adding materials to create texture, feeling, expression or movement. (e.g wrinkles on a portrait sculpture.)* *Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.* *Use carvings to create shapes, texture and pattern. Explore paper techniques such as pop-up books and origami.* *Add paper curlings or other objects to a surface to embellish.* *Use carving techniques to reflect images observed and drawn in the natural world.*	*Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques.* *Models on a range of scales communicate observations from the real or natural world.* *3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.* *3D work contains both visual and tactile qualities.*	

ACC	DT	YEar 6 – Maths Nets	Year 3 and 6 – Early civilisations	Maths – 3D shapes		
Collage	**Vocabulary**					
	collage, squares, gaps, mosaic, features, cut, place, arrange, texture, shape				shape, form, arrange, fix, form, pattern, mosaic	
	Explore and experiment with lots of collage materials. Cut and tear paper, textiles and card. Sort and arrange collage materials for a purpose. Use: paste, glue and other adhesives.	Create collages sometimes in a group and sometimes on independently. Mix paper and other materials with different textures and appearances. Use shapes, textures, colours and patterns in collages. Say how other artists have used texture, colour, pattern and shape in their work.			Cutting skills are precise. Skills now include: Coiling, overlapping. Make paper coils and lay them out to create patterns or shapes. Use mosaic and montage. Use tessellation and other patterns in collage. Use cutting skills to produce repeated patterns. Look at mosaic, montage and collage from other cultures. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned) Experiment with ceramic mosaic techniques to produce a piece of art.	Choose the most appropriate materials for a collage to fit the purpose. Collage work has a definite theme that is apparent to any viewer. Modify and change materials to be used in collage. Collage has a striking effect because of: its colour choices, pattern, lines, tones, shapes, [or any combination of these]. Write about the visual and tactile qualities of work in a sketchbook.

					Work reflects a purpose, which I write about in my art sketchbook.	
ACC		Maths – shapes			Year 4 – History Romans Year 6 – Ancient Greece Year 5 – South America	
Textiles	**Vocabulary**					
	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set		pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, fabric, weave			
	Sort threads and fabrics. Group fabrics and threads by colour and texture. Make weavings with fabrics or threads. Make a fabric by weaving or 'teasing' out wool. Look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)	Use glue to join fabrics. Use running stitch to join fabrics. Explore plaiting and understand the basic method. Know how to dip dye to produce fabric of contrasting colours. Look at examples of patchwork and then design and make one, using glue or stitching.	Have the basics of cross-stitch and backstitch. Know how to colour fabric and have used this to add pattern. Make weavings such as 'God's eyes'. Have the basics of quilting, padding and gathering fabric. Create texture in textiles work by tying and sewing threads or by pulling threads.	Have an understanding of how to use the sewing appliqué, embroidery, plaiting, finger knitting. Combine some of the techniques known to create hangings. Work based on tapestries, artefacts and hangings throughout history and in other cultures. Textile techniques are precise and convey the purpose of work. Develop a preference for the type of textile work and a range of pieces in a		

			Use textile skills to create artwork that is matched to an idea or purpose. Aware of textiles work from other cultures and times.	particular style, for a range of purposes. Textile work combines visual and tactile elements. Textile work based on historical or cultural observations.		
ACC			Science Yr 2 – Everyday materials	Year 1-6 – Historical investigating		
Vocabulary						
Printing	colour, shape, printing, printmaking, woodcut, relief printing, objects, line, pattern, texture, colour, shape				Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph, block printing ink, polystyrene printing tiles, inking rollers	
	Use printing tools such as fruit, vegetables and sponges. Print onto fabric or paper. Make printing blocks eg: string patterns or Plasticine shapes. Explore techniques such as repeating, overlapping, rotating and arranging shapes.	Print by pressing, rolling, rubbing and stamping. Look at print making in the environment. (e.g. wallpapers, fabrics etc). Create a print in response to the work of an artist or designer. Look at how artists and designers have used colour, shapes and lines to create patterns.			Printing blocks and experiment with different materials. Make a one coloured print. Build up layers of colours to make prints of 2 or more colours. Know how printing is used in the everyday life of designers or artists. Compare the methods and approaches of different designers in their print techniques.	Printing that replicates patterns that have been observed in either the natural or man-made world and are based on observational drawings. Study printmaking from other cultures or other time periods. Use drawings and designs to bring fine detail into work. Build up colours in prints.

					Explore printing from other cultures and time periods. Print using a number of colours built up in a sequence. Make precise repeating patterns by creating accurate printing blocks.	Prints that combine a range of visual elements to reflect a purpose. Prints are based on a theme from other cultures. Prints have a starting point from a designer in history.
ACC					Year 3 – Egyptians Ancient Civilisations	
Digital Media	**Vocabulary**					
	Use the computer to draw pictures with lines and shapes. Change the pen colour and rub out to change my work. Draw ideas and tell others what they are.	Use the computer to draw pictures with lines and shapes. Change the pen colour and rub out to change works. Draw ideas and tell others what they are. Use a paint program to draw pictures. Edit work using cut, copy, paste and erase. Describe work using these key words: Line, Tone, Colour, Texture, Shape.			Use a digital camera to take images of things people have made. Use the internet to research ideas or starting points for art. Use a digital camera to capture textures, colours lines, tones, shades and inspiration from the natural and man-made world. Take digital photographs and enhance them using computer software. Use the internet to research.	Work that communicates a meaning, idea, thought, feeling or emotion and this is explained in a short piece of writing to accompany each piece of artwork or technique. Create digital images. Create work that combines visual and tactile qualities to communicate an intention or purpose.

ACC	2Paint	2Paint			Using different technologies I.T.	Using different technologies I.T. English