

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

Children at the expected level of development will:

- 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

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 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.

Key Stage 2 National Curriculum Expectations

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 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

CURRICULUM COVERAGE

	AUTUMN		SPRING		SUMMER	
	Artists	Coverage	Artists	Coverage	Artists	Coverage
Year 1	Axel Scheffler/ Picasso Frank Phillip Stella	The Gruffalo Focus: Drawing Portraits Focus: Painting 2D and 3D shapes Focus: Printing	Eric Carle Andy Goldsworthy	Animal Collage Focus: Collage Natural Sculpture Focus: Sculpture	Sean Charmatz Alexandra Kehayoglou	Purple Mash artwork Focus: Digital Media Bear Habitats Focus: Textiles
Year 2	Christopher Wren	Clay Pots Focus: Sculpture	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 Working with fabrics Focus: Textiles Printing using different media Focus: Printing
Year 3	William Morris	Repeating Pattern Christmas Cards Focus: Textiles	Vincent Bal + Kumi Yamashita	Shadows Focus: Drawing Clay Rock Sculptures Focus: Sculpture	Barbara Hepworth George Seurat	Pointillism Plants Focus: Painting
Year 4	Shane Devries Adonna Khare	Tinga Tinga Focus: Drawing Christmasaurus Art Firework/ Bonfire Art Adonna Khare animals Focus: Shading	Picasso, Kandinsky, Monet, Palezotti, 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
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	Air raid shelter paintings (sketch/wax/pastel) Printing	Classical Greek sculpture	Collage – inspired by Ancient Greek colours, patterns, architecture	Mike Barrett	Digital Media – use of photography Evolution animations

		Christmas/Make Do and Mend in WW2 – printing on paper/fabric				
Features of our St. Martin's school life						
Xxx Leader	XXX 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	<p>Respond to ideas and starting points. (Stories, rhymes, objects, the natural world)</p> <p>Describe what I think about my own and others' work</p>	<p>Explore ideas from imagination or from real starting points</p> <p>Comment on differences in others' work and suggest ways of improving my own work</p>	<p>Explore ideas and collect visual and other information for my work</p> <p>Comment on similarities and differences between my own and others' work.</p> <p>Adapt and improve my own work.</p>	<p>Explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook</p> <p>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.</p> <p>Adapt and refine my work to reflect the purpose and meaning of the work</p>	<p>Explore ideas and collect visual and other information. I keep these in my art sketchbook</p> <p>Use this in developing my work, taking account of the purpose</p> <p>Analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context</p> <p>Adapt and refine my work to reflect my own view of its purpose and meaning</p>	<p>Explore ideas and collect visual and other information. I keep these in my art sketchbook</p> <p>Use this in developing my work, taking account of the purpose</p> <p>Analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context</p> <p>Adapt and refine my work to reflect my own view of its purpose and meaning</p>

Vocabulary					
Drawing		portrait, self-portrait, line drawing, detail, landscape, cityscape, building, 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.	Use pencils, pastels and charcoal when drawing.	Use a number of sketches to base work on.	Select the most suitable drawing materials for the type of drawing to be produced.	Select appropriate drawing materials.	
Draw with crayons and pencils.	Show patterns and textures when drawings by adding dots and lines.	Use a viewfinder to help with sketching.	Use shading to add interesting effects to drawings, using different grades of pencil.	Know when different materials can be combined and use this to good effect.	
Describe shapes and patterns.	Show different tones using coloured pencils.	Annotate sketches in art sketchbook to explain ideas.	Explain the ideas behind images in an art sketchbook.	Developing an individual style of drawing.	
Colour in neatly, following the lines very carefully.	Make a variety of lines of different sizes, thickness and shapes.	Sketch lightly	Use a variety of different shaped lines to indicate movement in drawings.	Choose appropriate techniques to convey the meaning of work.	
		Use different grades of pencil at different angles to show different tones.	Use shading to show shadows and reflections on 3D shapes.	Drawings communicate movement.	
		Use hatching and cross hatching to show tone and texture in drawings.	Study other artists' drawings and have experimented with some of these styles.	Drawings of still life include shadows and reflections.	
		Explore comics throughout the 20th and 21st century to see how styles are used for effect.		Include historical studies of technical drawings, such as ancient architecture	

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

		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	
Sculpture	To used: Clay Dough Plasticine	Make a clay pot. Make a carving using dry clay. Add lines and shapes to clay work.	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.)	Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques.
	Add texture to models using tools.	Add texture to clay work by adding clay and with tools.	Use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.	Models on a range of scales communicate observations from the real or natural world.
	Make shapes from rolled up paper, straws, paper and card.	Make nets of shapes to create recognisable forms.	Use carvings to create shapes, texture and pattern.	3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.
	Cut, roll & coil materials	Join these together to create abstract forms. Experiment with making life size models.	Explore paper techniques such as pop-up books and origami. Add paper curlings or other objects to a surface to embellish.	3D work contains both visual and tactile qualities.
			Use carving techniques to reflect images observed and drawn in the natural world.	

Vocabulary				
Collage	collage, squares, gaps, mosaic, features, cut, place, arrange, texture, shape			shape, form, arrange, fix, form, pattern, mosaic
	<p>Explore and experiment with lots of collage materials.</p> <p>Cut and tear paper, textiles and card.</p> <p>Sort and arrange collage materials for a purpose.</p> <p>Use: paste, glue and other adhesives.</p>	<p>Create collages sometimes in a group and sometimes on independently.</p> <p>Mix paper and other materials with different textures and appearances.</p> <p>Use shapes, textures, colours and patterns in collages.</p> <p>Say how other artists have used texture, colour, pattern and shape in their work.</p>		<p>Cutting skills are precise. Skills now include: Coiling, overlapping.</p> <p>Make paper coils and lay them out to create patterns or shapes.</p> <p>Use mosaic and montage. Use tessellation and other patterns in collage.</p> <p>Use cutting skills to produce repeated patterns.</p> <p>Look at mosaic, montage and collage from other cultures.</p> <p>Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</p> <p>Experiment with ceramic mosaic techniques to produce a piece of art.</p> <p>Work reflects a purpose, which I write about in my art sketchbook.</p>

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		
Textiles	Sort threads and fabrics.	Use glue to join fabrics.	Have the basics of cross-stitch and backstitch.	Have an understanding of how to use the sewing appliqué, embroidery, plaiting, finger knitting.	
	Group fabrics and threads by colour and texture.	Use running stitch to join fabrics.	Know how to colour fabric and have used this to add pattern.	Combine some of the techniques known to create hangings.	
	Make weavings with fabrics or threads.	Explore plaiting and understand the basic method.	Make weavings such as 'God's eyes'.	Work based on tapestries, artefacts and hangings throughout history and in other cultures.	
	Make a fabric by weaving or 'teasing' out wool.	Know how to dip dye to produce fabric of contrasting colours.	Have the basics of quilting, padding and gathering fabric.	Textile techniques are precise and convey the purpose of work.	
	Look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)	Look at examples of patchwork and then design and make one, using glue or stitching.	Know how to colour fabric and have used this to add pattern.	Develop a preference for the type of textile work and a range of pieces in a particular style, for a range of purposes.	
			Create texture in textiles work by tying and sewing threads or by pulling threads.	Textile work combines visual and tactile elements.	
		Use textile skills to create artwork that is matched to an idea or purpose.			
		Aware of textiles work from other cultures and times.	Textile work based on historical or cultural observations.		

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
	<p>Use printing tools such as fruit, vegetables and sponges.</p> <p>Print onto fabric or paper.</p> <p>Make printing blocks eg: string patterns or Plasticine shapes.</p> <p>Explore techniques such as repeating, overlapping, rotating and arranging shapes.</p>	<p>Print by pressing, rolling, rubbing and stamping.</p> <p>Look at print making in the environment. (e.g. wallpapers, fabrics etc).</p> <p>Create a print in response to the work of an artist or designer.</p> <p>Look at how artists and designers have used colour, shapes and lines to create patterns.</p>			<p>Printing blocks and experiment with different materials.</p> <p>Make a one coloured print.</p> <p>Build up layers of colours to make prints of 2 or more colours.</p> <p>Know how printing is used in the everyday life of designers or artists.</p> <p>Compare the methods and approaches of different designers in their print techniques.</p> <p>Explore printing from other cultures and time periods.</p> <p>Print using a number of colours built up in a sequence.</p> <p>Make precise repeating patterns by creating accurate printing blocks.</p>

Vocabulary					
Digital Media	Use the computer to draw pictures with lines and shapes.	Use the computer to draw pictures with lines and shapes.		Use a digital camera to take images of things people have made.	
	Change the pen colour and rub out to change my work.	Change the pen colour and rub out to change works.		Use the internet to research ideas or starting points for art.	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.
	Draw ideas and tell others what they are.	Draw ideas and tell others what they are.		Use a digital camera to capture textures, colours lines, tones, shades and inspiration from the natural and man-made world.	Create digital images.
	Draw ideas and tell others what they are.	Use a paint program to draw pictures.		Take digital photographs and enhance them using computer software.	Create work that combines visual and tactile qualities to communicate an intention or purpose.
		Edit work using cut, copy, paste and erase.		Use the internet to research.	
		Describe work using these key words: Line, Tone, Colour, Texture, Shape.			

