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| The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.   **EYFS - ELG -Expressive Arts and Design**  Exploring and Using Media and Materials  To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Being Imaginative  To 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  ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.  **The KS1 Programme of Study requires that 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. | | | |
|  | EYFS | Y1 | Y2 |
| **Generating Ideas**  **Designing & Developing Ideas**  **including use of sketchbooks for recording, designing, experimenting** | work purposefully responding to colours, shapes, materials etc.  create simple representations of people and other things | recognise that ideas can be expressed in art work  experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)  Use sketchbooks to explore ideas in an open-ended way | try out different activities and make sensible choices about what to do next  use drawing to record ideas and experiences  Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.  Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums.  Collect textures and patterns to inform other work |
| **Making**  **Making Art, Craft and Design – developing fluency**  **Through the specialisms of drawing, painting, sculpture**  **Including exploring and learning about the formal elements of line, tone, texture, colour, form, shape and pattern**  **Developing a knowledge of media, materials, methods and techniques** | work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials  Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges  Take rubbings to understand and inform their own textured prints and patterns  Create repeating patterns  Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. | try out a range of materials and processes and recognise that they have different qualities  use materials purposefully to achieve particular characteristics or qualities | deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve) |
| **Drawing and mark making**  Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks  Name, match and draw lines and marks from observation  Draw on different surfaces with a range of media  Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively  Observe and draw shapes from observation | **Drawing and mark making**  Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.  Draw lines/marks from observations.  Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.  Make large and small scale observational drawings  Look at objects from different angles |
| **Painting, printing and collage**  Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines  Explore adding white to a colour to make tints  Explore adding black to a colour to make shades  Create textured paint by adding sand, plaster etc  Paint on different surfaces with a range of media  Mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure  Make simple monochrome prints  Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.  Create images from a variety of media e.g. magazines, fabric, crepe paper  Arrange and glue materials to different backgrounds  Sort and group materials by properties e.g. colour and textures  Create and arrange shapes appropriately  Select and use textured paper for an image | **Painting, printing and collage**  Mix primary colours to make secondary colours, predicting resulting colours  Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture  Select and use different brushes to explore and make marks of different thicknesses. . Use a brush to produce marks appropriate to work e.g. small brush for small marks  Know how to mix primary colours to make brown  Create different textured paint for an intended effect, applying knowledge of colour and how different media behave eg adding water to thin paint  Create simple relief printing blocks e.g. with string and card  Experiment with overprinting motifs and colour  Make choices about which materials to use for collage based on colour, texture, shape and pattern.  Collect, sort, name and match colours appropriate for an image  Fold, crumble, tear and overlap papers and other materials  Experiment with overlapping and overlaying materials to create interesting effects. |
| **Sculpture, form and space**  Experiment with constructing and joining recycled, natural and manmade materials.  Use their hands to manipulate a range of modelling materials. Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.  Create 3D forms to make things from their imagination or recreate things they have seen. | **Sculpture, form and space**  Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.  Develop basic skills for shaping and joining clay, including exploring surface texture.  Develop understanding of 3D forms to construct and model simple forms using a range of materials.  Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. |
| Disciplinary knowledgeAppreciate the significance of art in human life, and the scope of art across time in all its formsKnow the different ways that art can exist – traditional modern and contemporaryKnow that art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. **Including evaluating own work and that of others** | recognise and describe key features of their own and others’ work | Describe and compare features of their own and other’s art work  Show interest in and describe what they think about the work of others  In response to the varied and sometimes contradictory art they see, express opinions | Explain their ideas and opinions about their own and other’s art work, giving reasons.  Begin to talk about how they could improve their own work  In response to the varied and sometimes contradictory art they see, express preferences and attempt to explain why |
| Theoretical KnowledgeIncluding knowledge of artists, craft people and designers and their works | Know how to explain what they are doing using the correct vocabulary. | Know how to recognise and describe some simple characteristics of different kinds of art, craft and design.Start to use the correct vocabulary for example the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they useKnow how to talk about own work and that of other artists and the techniques, methods and materials used, expressing their likes and dislikes.Talk about art they have seen, beginning to spot differences and similarities | Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.Know how to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use, they know what collage is, they can talk about mixing primary colours and what happens when you do)Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities, starting to making links to their own work.Express thoughts and feelings about a piece of art using some appropriate subject vocabulary in relation to materials, techniques and methods. |