

Art

Early Years: Understanding the World & Expressive Art and Design & Physical Development

3 & 4-year-olds will be learning to:		Children in Reception will be learning to:		ELG:	
<p>Expressive Art and Design:</p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. <p>Physical Development:</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 		<p>Expressive Art and Design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>Physical Development:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 		<p>Expressive Art and Design:</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> 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. <p>Understanding the World:</p> <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Physical Development:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
<p>Drawing</p> <p>Create simple representations of people, objects and events.</p> <p>Chooses a particular colour for purpose.</p> <p>Represent their own ideas thoughts and feelings.</p>	<p>Painting</p> <p>Explores colour and how it can be changed.</p> <p>Experiments with what happens when colours are mixed.</p> <p>Demonstrates experiences and responses through paint</p>	<p>Printing</p> <p>Exploring a range of ways to print – fruit and veg, body parts, materials etc.</p> <p>Using resources from environment – e.g. leaves for leaf printing.</p>	<p>Collage</p> <p>Exploring ways of sticking (PVA glue/pritt-stick)</p> <p>Exploring with layering and over-lapping.</p> <p>Use tools effectively and safely e.g. scissors</p>	<p>Sculpture</p> <p>Junk modelling – using different forms of attachment e.g. tape, glue, pipe cleaners.</p> <p>Construct with a purpose in mind.</p>	<p>Textiles</p> <p>Explore a range of materials and textures.</p> <p>Experiment to create different textures.</p> <p>Explore combining media and materials to create new effects.</p> <p>Use media and materials in original ways</p>

Art sketchbook non-negotiables:

EYFS will have an Expressive Arts A3 portfolio with examples of pupils taught skills that are annotated with pupil voice and pictures

Art

Drawing

Art sketchbook non-negotiables:

- Teacher will model the skills being taught in their own class sketch book
- Sketch books will have all pupils initial attempts at learning the skill
- Pupil voice and responses to learnt skill, artists work shown and annotated
- All sketch books will have a photo of the pupils finished product at the end of the taught skill (9 Per page – stuck on the right corner at the top of the page initial sketch was completed)
- Where possible, art should be taught through a cross curricular approach

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a variety of media to draw visual elements – line, shape, tone and space.</p> <p>Use of various tools.</p> <p>Observational work: objects, draw from memory and imagination.</p> <p>Vocabulary of marks – length, thickness, straight, curved etc.</p> <p>Look at artists work (dependant on pupil experience and current knowledge)</p>	<p>Experiment with line, space, tone and shape.</p> <p>Drawing using a computer.</p> <p>Observational drawing. – Imagination sparking from pictures or talk.</p> <p>Drawing in response to poetry or music</p> <p>Examine drawing from historical periods and compare and analyse</p> <p>Using different sorts of pencils, chalk/charcoal, crayons etc.</p> <p>Look at artists work</p>	<p>Using environment to create a pattern</p> <p>Look at - line shape- tone for a purpose.</p> <p>Movement, depth, shadow.</p> <p>Apply to own work.</p> <p>Use a range of tools and techniques</p> <p>Examine artists work</p>	<p>Making marks using different media.</p> <p>Develop more detailed observational work.</p> <p>Fantasy ideas.</p> <p>Work in sketch books</p> <p>Examine artists work</p>	<p>Selecting tool for specific purpose.</p> <p>Drawing showing depth and scale.</p> <p>Collect, sort, describe, match collections of lines.</p> <p>Observational drawing.</p> <p>identify how artists use line, shape, tone for a purpose.</p> <p>Examine artists work</p>	<p>Making sketches for a finished drawing eg, school building.</p> <p>Use a sketch book.</p> <p>Drawing for a purpose eg, illustration</p> <p>Look at how artists reflect social, historical, personal feelings.</p> <p>Examine artists work</p>



GREENVALE PRIMARY SCHOOL



Art					
Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using wide range of colours – mixing primary colours, shades and tints. Apply paint in different ways – brushes, fingers, sticks, combs, rollers, knives etc. Add sand, glue, sawdust for texture Look at artists work – (dependant on pupil experience and current knowledge) Emotional aspects of colour.	Look at artists work (dependant on pupil experience and current knowledge) How colour is applied. Mix colours – primary and secondary. Paint splat pictures. Experiment with different mediums	Mixing colours- create a colour wheel. Mixing strips(DIY stores) Tertiary colours. Water colours. Painting in style of..... Colour to create mood. Abstract use of colour.	Making marks with different kinds of paint. Discuss painting marks, colours and visual elements. Using visual elements to make images. Emotional use of colour	Collecting colours- colour families. Match and name colours in nature and man-made environment. Match colours of Artists for a purpose Abstract expressionism	Colour matching . Discuss colour likes and dislikes. Colour to convey mood. Warm/ cold colours, dark/ light. joy/ sadness Landscapes:

Art					
Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using a variety of objects to print; pattern and sequence. Using body parts to print.	Printing by pressing, rolling, running, stamping. Explore man-made and natural objects. Overlapping and repeating patterns. Using stamping techniques.	Make own printing block string, texture, card, masking tape. Make 2 colour print. Using press prints. Polystyrene mono-printing.	Examine pattern Continue mono-printing techniques	Revisit previous print making. Where do we see prints? Make collection of printed material. 3 or more colour printing. Print on prepared surface. Stencilling	Revisit ways of print making. Screen printing. Lino-printing- positive/ negative images. Links with other cultures, eg Africa. India



Art					
Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using a variety of materials to make free collage. Natural/man-made textiles. Tearing and cutting paper. Pieces of work for a purpose	Large shared collage. Examine modern ideas about collage and the type of responses Selecting papers, materials, etc. Using collage to express an emotion about something seen and respond Use photos to make a photomontage of ideas and add to an idea you have had.	Make given design and choose colours. Make own pattern. Black/ white pictures- black paper, white paper cuts - buildings	Explore paper and other materials. Develop cutting skills to make repeated images, eg, railings, windows, etc . Develop work on limited colour to create pattern.	Develop work to convey contrast. Rough/ smooth, dark/ light, plain/ pattern. Develop using observational drawing.	Adding collage to enhance and inform drawing and painting Explore veiling and layering to create depth.

Art					
Sculpture					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with plasticine, clay, dough – rolling, cutting, and coiling. Sticking 3D junk materials. Making impressions on materials	Making 3D sculptures. Clay tile using impressions. Examine sculpture from a historical and cultural sources.	Revision of clay techniques. Examine cultural decoration on pottery. Explore 3D using range of materials. 3D houses in clay. Using sand paper to make a piece of wood into a pleasant form.	Modelling in response to drawing. Observing artefacts- coiling, pinching, joining, impressing. Using paper mache.	Modelling in response to drawing and painting. Examine modelling for a purpose: Making functional forms. Modelling animal and human forms-clay	Construction in response to imaginary form. Use clay or sculpting medium to express thoughts, feelings, ideas.



Art

Responding to art work and using a sketchbook

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>MARK MAKING: I can explore how Kandinsky used different lines in his artwork • I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds • I can discuss the artworks of Paul Klee and say what I like and dislike about them • I can spot different mark making techniques in Klee's work • I can attempt to recreate some of the mark making in Klee's artwork</p> <p>COLOUR CREATIONS: • I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky</p> <p>SELF PORTRAIT: • I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self portrait to say about me • I can say what I like and dislike about different portraits</p>	<p>YAYOI KUSAMA I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork</p> <p>EARTH ART • I can name ways that rocks were used in ancient artworks • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala</p> <p>HENRI ROUSSEAU • I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'</p>	<p>WILLIAM MORRIS • I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design</p> <p>FAMOUS BUILDINGS • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building</p> <p>SEURAT AND POINTILLISM I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers</p>	<p>PLANT ART I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork</p> <p>SONIA DELAUNAY • I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art</p> <p>RECYCLED ART • I can explore different pieces of recycled art • I can comment on the message that a piece of art might be portraying • I can say if I like or dislike a piece of art and why</p>	<p>CHINESE ART • I can identify and record sketches of some themes commonly used in traditional Chinese art • I can discuss traditional Chinese artwork and say what I think and feel about it • I understand the significance of the dragon in Chinese culture • I can explain what the Terracotta Army is and why it is famous • I know when the Ming dynasty was in power and why their porcelain is famous</p> <p>FRIDA KAHLO • I can describe who Frida Kahlo is and give a brief summary of her work • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait • I can describe aspects of Mexican folk art • I can identify aspects of the Mexican culture in Kahlo's artwork • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings • I can apply aspects of surrealism to my own artwork</p> <p>STREET ART I can take part in a discussion about graffiti and if it is an art form or not • I can design my own tag reflecting what I have seen in existing artwork • I can experiment with the size, value and shape of my designs in my sketchbook • I can use my sketchbook to create designs for street art in a specific area • I can discuss the messages that are portrayed in some pieces of art • I can create my own piece of satirical artwork • I can explore the work of Banksy</p>	<p>LANDSCAPE ART I can identify vanishing points and horizon lines in landscape paintings • I can explain how artists use linear and atmospheric perspective in their artwork • I can comment on abstract landscapes and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • I can discuss landscape artwork by famous artists, saying what I think and feel about them • I can identify which medium has been used to create a piece of art • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with</p> <p>SCULPTING VASES • I can identify different features of a vase's design • I can describe and assess vases made by designers • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs</p> <p>EXPRESS YOURSELF I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • I can discuss and give my opinions on Chuck Close's painting techniques</p>