

**Falconers Hill Infant School**  
**Art Knowledge and Skills Progression**

**National Curriculum**

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**EYFS**

The development of children’s artistic and cultural awareness 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.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three **characteristics of effective teaching and learning** are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Expressive Arts and Design- creating with materials**

Early Learning Goals

- 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.

| KS1 | Using materials  | Drawing  | Use colour, pattern, texture, line, form, space and shape   | Range of artists  |
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|     | Use a range of materials creatively to design and make products. | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Know 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. |

**S1 Art End Points (NC):**

Can use a range of materials creatively to design and make products.

Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.

**Topic**

**Artist Focus**

**Printing and pattern- Autumn 1**

EYFS- Giuseppe Arcimboldo/ Andy Goldsworthy



Year 1- Andy Warhol



Year 2- Cornelius Krieghoff



**Sculpture- Autumn 2**

EYFS- Michelle Reader



Year 1- Joan Miro



Year 2- Alberto Giacometti



**Drawing- Spring 1**

EYFS- Mondrian



Year 1- Keith Haring



Year 2- Gakonga



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|  | <p><b>Key Knowledge</b></p> | <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• A pattern is something which repeats</li> <li>• Printing is...</li> <li>• Andy Goldsworthy is an artist who creates patterns using natural materials</li> <li>• Guiseppe Arcimboldo created art work using fruit and vegetables</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• A pattern can be regular or irregular</li> <li>• Patterns can be natural and man-made eg animal patterns</li> <li>• An artist is a person who creates paintings or drawings as a profession or hobby.</li> <li>• Printing is transferring a picture, words or digital image from one place to another using ink, pencil or other medium.</li> <li>• A repeated pattern is copying the same sequence or colour or object that has already been done to create a design</li> <li>• Andy Warhol was a famous American artist who created iconic portraits of famous people using bright colours.</li> <li>• Contrasting colours can create dramatic images.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• A printed pattern is created with a wood block or shape that is repeated.</li> <li>• A painted pattern is created by hand.</li> <li>• Patterns can be created using lines and shapes.</li> <li>• A pattern can be repeated, rotated or reversed.</li> <li>• William Morris is a printing artist and I can talk about their work, comparing it to other printing artists and my own art work.</li> <li>• The first printing press was invented by Johannes Gutenberg. This was a machine built to print words and pictures.</li> <li>• The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.</li> <li>• The colour used to create monoprints is usually water-based ink. A roller is used to apply the ink evenly over the a printing sheet. This is usually an acrylic sheet or other washable flat surfaces.</li> <li>• Colour can be used to depict mood.</li> </ul> | <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• A sculpture is usually 3D (not flat)</li> <li>• A sculpture can be made out of playdough, salt dough, clay, junk, construction materials etc</li> <li>• A sculpture is usually joined together using materials such as tape, glue, staples etc</li> <li>• Some artists create sculptures.</li> <li>• Michelle Reader is an artists who makes sculptures</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• A sculpture is usually a 3D art form.</li> <li>• Sculptures can be made from natural or man-made materials.</li> <li>• Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary.</li> <li>• A free-standing structure needs a solid or flat base in order to be able to stand.</li> <li>• Materials can be joined in a variety of ways e.g. glue, masking tape.</li> <li>• Water makes clay softer and easier to mould, but that too much can make it unworkable.</li> <li>• Clay can crack when it dries if it is too thin.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• A sculpture is 3D form or horizontal representation using 3D materials and can be carved from wood or stone or constructed using other materials.</li> <li>• Clay is a natural material and has been used to produce pots because of its malleable nature</li> <li>• Materials can be man-made or natural and have different associated qualities</li> <li>• The choice of a material affects what the product will look like and its use</li> </ul> | <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Drawings can be done through direct observations</li> <li>• When drawing from observation, I only draw what I can see, not what I think I can see.</li> <li>• There are lots of different ways to make marks, symbols and signs on a variety of different papers</li> <li>• A self portrait is a drawing of myself</li> <li>• Different materials can be used for drawing such as pencils, crayons, felt tips, chalks</li> <li>• Mondrian is an artist who drew pictures with straight lines but he didn't use a ruler!</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Drawing techniques and styles can represent thoughts, as well as feelings.</li> <li>• Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, pastels</li> <li>• Pastels come in two varieties – oil pastels and chalk pastels.</li> <li>• Observational drawings require careful observation of the subject to create a realistic representation.</li> <li>• Drawings can be used to develop initial ideas.</li> <li>• Shapes can be represented through drawing.</li> <li>• Marks, lines and patterns can be added to drawings for effect.</li> <li>• Tone refers to the lightness or darkness of something</li> <li>• Keith Haring is an artist who loved drawing cartoons. He drew hundreds of drawings on New York's subway. He used chalk to make his art</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.</li> <li>• Chalk pastel are soft and can be blended with your finger or a cotton bud. Oil pastels are blended by applying one colour on top of the other</li> <li>• Pastels work best on a rough paper. Coloured paper or black paper make effective backgrounds. You could prepare a background by rubbing the side of a pastel across it before starting your drawing.</li> <li>• Mark making is a term used to describe the different lines, patterns, and textures we create in an artwork. The pressure and control we use can change the marks.</li> <li>• A number of different tools can be used to create different effects with your drawings, including erasers for removing marks and sponges for rubbing and smudging.</li> <li>• When drawing scale is important</li> <li>• That light and dark can affect overall appearance of your drawing.</li> <li>• Gakonga is an artist who was born in a small village near Mount Kilimanjaro, Africa. He created pictures using natural materials such as plant dyes and sea shells.</li> </ul> |
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| Key Skills | <p><u>EYFS-</u></p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Create a simple stamp/sponges and use this to produce repeating patterns and pictures</li> <li>• Experiment with consistency of paint and discuss the effects created</li> <li>• Explores concept of negative/ positive</li> <li>• Explores pattern</li> <li>• To create rubbings from natural and man made materials</li> <li>• Use different tools to explore making marks and prints</li> <li>• Print with food items.</li> <li>• Fingerpainting.</li> <li>• Use found materials man made/natural to print.</li> </ul> <p><u>Development matters statements:</u><br/><u>3 and 4 year olds:</u></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul> <p><u>Reception:</u><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Share their creations, explaining the process they have used.</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Use observational skills to identify repeating patterns in our world</li> <li>• Use and experiment with printing patterns using objects.</li> <li>• Use different mediums to create pattern eg paint, crayon, pen</li> <li>• Use tools to create patterns eg sponge, leaves, rollers, rubbings</li> <li>• To design their own printing block</li> <li>• To create a repeating pattern</li> <li>• Develop impressed images using foods ie potatoes with shapes cut into them</li> <li>• Relief prints using foam printing blocks</li> <li>• Create patterns</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Use a range of techniques to create patterns eg pressing, rolling, rubbing and stamping -relief prints/ block prints/ mono-prints</li> <li>• Print with a wide range of objects, man made and natural.</li> <li>• Discuss regular and irregular shapes.</li> <li>• Experiment with over printing and colour</li> <li>• Develop language to describe the printing process and use to describe their own and others' work.</li> </ul> | <p><u>EYFS-</u></p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.</li> <li>• Realises that tools can be used for a purpose.</li> <li>• Experiments to create different textures.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Design and make 3D figurines using a range of materials that the children choose</li> </ul> <p><u>Development matters statements:</u><br/><u>3 and 4 year olds</u></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul> <p><u>Reception:</u><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Share their creations, explaining the process they have used.</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</li> <li>• Use patterns.</li> <li>• Assemble and construct using a variety of materials such as card and newspaper</li> <li>• Cut, bend, fold, join and stick materials</li> <li>• Develop tactile skills and modelling through the use of play dough</li> <li>• Understand the significance of an artist and form opinions of their work.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>£ Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots</li> <li>£ Use clay to create sculptures</li> <li>£ Create textured pictorial designs using tools.</li> <li>£ Use scoring and slip to join clay parts</li> </ul> | <p><u>EYFS-</u></p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools – pencils, paint, sticks, chalk, water.</li> <li>• Experiment colour mixing with with crayons, chalks and oil pastels.</li> <li>• Use drawings to tell a story</li> <li>• Investigate different lines</li> <li>• Explore different textures- Draw into sand, liquids, onto the ground using liquids and tools.</li> <li>• Encourage accurate drawings of people</li> <li>• Create simple representations of events, people and objects.</li> <li>• Use lines to enclose a space, and then begin to use these shapes to represent objects</li> </ul> <p><u>Development matters statements:</u><br/><u>3 and 4 year olds</u></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul> <p><u>Reception:</u><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Share their creations, explaining the process they have used.</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Observe carefully when drawing.</li> <li>• Exercise control over a variety of drawing tools and media.</li> <li>• Use a variety of drawing tools – crayon, chalk, pencil, felt tips, pastels, charcoal.</li> <li>• Explore a range of marks that can be made when drawing and the effects of these. Explore angles and pressure of tools to change these effects.</li> <li>• Draw light and dark lines (tone)</li> <li>• Observe and draw shapes.</li> <li>• Observe and draw patterns</li> <li>• Make links between their own work and that of different artists, recognising similarities and differences</li> </ul> |
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|  |  |  | <p>together when creating their sculpture</p> <p>To know that different printing techniques link to different artists</p> | <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper</li> <li>• Draw lines from observations</li> <li>• Consider scale (comparative size of objects in a still life) when drawing.</li> <li>• Draw the gaps ( draw shapes in between objects) negative spaces</li> <li>• Produce more detailed observational drawings of objects and paintings of self and other people</li> <li>• Display shading and blending of colours in my drawings</li> <li>• Use contrasting colours in portraits</li> <li>• Explore how light and dark can affect the picture.</li> </ul> |
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| KS1 Art End Points (NC):  | Topic                | Textiles/ Collage- Spring 2   | Painting- Summer 1   | Key Vocabulary  |
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| <p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p> | <p>Artist Focus</p>  | <p>EYFS- Henri Matisse</p>  <p>Year 2- Eric Carle</p>  <p>Year 2- Pablo Picasso/ Georges Braques</p>   | <p>EYFS- Wassily Kandinsky/Jackson Pollock</p>   <p>Year 1- Vincent Van Gogh</p>  <p>Year 2- Henri Matisse</p>   | <p>EYFS</p> <p>Colour, shape, join, material, paint, paintbrush, mix, pallet, sponge, rub, dark, light, pattern, print, portrait, artist, primary colours, roller, shape, tool, weave, chalk, pencil, pen, draw, collage,</p>   |
|   | <p>Key Knowledge</p> | <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Textiles are materials such as wool, string, cotton, felt</li> <li>Collage is an image created by means of sticking materials which have been torn or cut (usually paper) to the pictures surface.</li> <li>There are different ways to glue/attach materials to paper and I can choose the most appropriate</li> <li>Henri Matisse was an old man in poor health. He could no longer paint or draw easily, so he began working on his collages, which he is best remembered for</li> <li>Henri Matisse has a famous piece of art called 'The Snail'.</li> </ul> <p><b>Year 1 Collage</b></p> <ul style="list-style-type: none"> <li>Collage has been around for a very long time. Cavemen may have used it by adding ribbons or slivers of grass or fur to images such as mammoths drawn on rock walls</li> <li>Eric Carle's art is created using the collage technique. He hand paints tissue paper, and then cuts and layers them to form bright images</li> </ul> <p><b>Year 2 Collage</b></p> <ul style="list-style-type: none"> <li>The term 'collage' was made up by both Georges Braque and Pablo Picasso in the beginning of the 20<sup>th</sup> century when collage became a distinctive part of modern art</li> </ul> | <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>All colours have a name and I can name primary and secondary colours</li> <li>The primary colours are red, yellow and blue. They cannot be made by mixing other colours together.</li> <li>All other colours can be mixed from red, yellow and blue.</li> <li>Colours can be mixed to change them</li> <li>Colours can be dark and light</li> <li>Colours are all around us in the world</li> <li>Tools can be used to paint with</li> <li>Different effects can be made using different tools</li> <li>Tools have to be used safely</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Specific primary colours can be mixed to achieve specific secondary and tertiary colours.</li> <li>Secondary colours are made by mixing equal amounts of primary colours together</li> <li>The primary colours sit equal distances apart on the colour wheel.</li> <li>painting can evoke emotions and a personal response</li> <li>Varying tones can be created with the use of colour.</li> <li>Tone refers to the lightness or darkness of something</li> <li>A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours.</li> <li>Colour washes can be used as a</li> </ul> | <p>Year 1</p> <p>Adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape Tools Tone Rubbings Roll weave textiles fibre woven cotton thread needle applique design make evaluate</p> |

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|  |  | <p><b>EYFS Textiles</b></p> <ul style="list-style-type: none"> <li>• Weaving is created by moving material or paper in and out of a frame</li> <li>•</li> <li>• There are different types of fabrics and textiles, such as threads, cottons, wool</li> </ul> <p><b>Year 1 and 2- textiles- needs breaking up in year groups</b></p> <ul style="list-style-type: none"> <li>• Textiles are flexible materials woven from fibres</li> <li>• Textiles are used to make clothing, sheets, towels, liners, carpets, rugs and a wide variety of other products</li> <li>• Materials can be sorted according to specific qualities— warm, cold, shiny, smooth.</li> <li>• Lots of materials are considered textiles such as wool, silk, cotton, nylon, felt and polyester</li> <li>• Textile production is one of the largest industries in the world- huge factories make millions of textiles each year</li> <li>• Lots of small textile producers still exist, many still produce textiles by hand</li> <li>• Blankets and quilts are often made using cotton because it is soft and is a good insulator</li> <li>• Applique is a sewing technique where fabric shapes are attached onto the main fabric to create decoration.</li> <li>• Childrens clothes are often made from cotton or polyester</li> <li>• Designers of textile products need to think about the purpose and the user</li> <li>• Different materials have different properties which make them good for different purposes</li> <li>• Templates are used to cut around, producing shapes and patterns. They can be made out of paper, card, cardboard and other materials</li> <li>• There are different ways of joining fabrics together. Some joins are quicker (eg stapling, safety pins), whilst some are more secure (sewing and glueing)</li> <li>• Some joining techniques are easier to hide.</li> </ul> | <p>background colour for a painting.</p> <ul style="list-style-type: none"> <li>• Some colours are warm (red, yellow, orange) and some are cold (blue, white)</li> <li>• Vincent Van Gogh used distinctive lines and colours to create his portraits</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• The colour wheel helps us understand the relationships between colours, primary colours, secondary colours and tertiary colours.</li> <li>• Few artists use only pure colours from around the colour wheel. Often artist will use tints, shades and tones when mixing colours.</li> <li>• On the colour wheel, each secondary colour sits halfway between the two primary colours it is mixed from</li> <li>• Complimentary and contrasting colours show different feelings and moods.</li> </ul> |  |
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|  | <p><b>Key Skills</b></p> | <p><b>EYFS- textiles and collage</b></p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things. explore different fabric with their hands</li> <li>• Handling, manipulating and enjoying using materials and describing the sensory experience</li> <li>• Simple collages including simple weaving. Use ribbons and string to thread and make patterns.</li> <li>• Experiments to create different textures.</li> <li>• Uses simple tools and combines different media techniques competently and appropriately to create new effects.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Use fabric, wool or thread to make models with recycled items.</li> <li>• Make collages using paper, tissue, crepe etc</li> <li>• Use fabrics for role play</li> <li>• Create a simple weave using strips of paper.</li> <li>• use scissors to cut and trim fabric, yarn and string</li> <li>• spread glue and stick fabric, yarn and wool on to a chosen surface</li> <li>• use fabric creatively with other resources, such as paint or wax crayons</li> <li>• see what happens when different types of fabric get wet.</li> <li>• create dens and tents.</li> <li>•</li> </ul> <p><u>Development Matters Statements</u><br/><b>3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul> <p><u>Reception:</u><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Share their creations, explaining the process they have used.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• Knows how to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation</li> <li>• Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc</li> <li>• Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc</li> </ul> | <ul style="list-style-type: none"> <li>• <b>EYFS-</b></li> <li>• Experiment with painting and colour mixing using powder paints, poster paints and water colours.</li> <li>• Explores what happens when they mix colours.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Captures experiences and responses with a range of media, such as paint and other materials or words.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p><u>Development matters statements:</u><br/><u>3 and 4 year olds</u></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour-mixing.</li> </ul> <p><u>Reception:</u><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Share their creations, explaining the process they have used.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Form and share responses to the work of artists, using this as a stimulus for their own ideas and imagination.</li> <li>• Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings.</li> <li>• Apply colour with different tools – brushes, rollers, fingers etc</li> <li>• Create repeating patterns</li> <li>• Evaluate own and others' work against criteria informed by the work of an established artist.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Mix and choose colours for effect</li> <li>• Use visible brush strokes and dabs of paint in own work</li> <li>• Use the space on a page effectively and consider the shapes of the objects as part of an overall composition.</li> <li>• Describe colours</li> </ul> | <p><b>Year 2</b></p> <p>Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces texture tint Tools twist</p> |
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|  |  | <ul style="list-style-type: none"> <li>• Introduce adhesives – pritt and PVA</li> <li>• Fold, crumple, tear, overlap and sort different materials.</li> <li>• Sew and join fabrics using a running stitch</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Stitch, knot and use other manipulative skills.</li> <li>• Cut and shape fabric using scissors</li> <li>• Glue and stitch together using large eye needles</li> <li>• Use simple applique</li> <li>• Knot, fray, fringe, twist or plait threads/fabrics</li> <li>• Overlap and overlay materials.</li> <li>• Show awareness of contrasts in textures and colours.</li> <li>• cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>• Begin to sew using a range of basic stitches.</li> </ul> | <ul style="list-style-type: none"> <li>• Make as many tints as possible using white poster paint</li> <li>• Darken colours using black poster paint to create shades.</li> <li>• Collect, sort and match colours to create an image</li> <li>• Use colour on a large scale – dye fabric for backgrounds</li> <li>• Use drawing and painting to convey a specific feeling.</li> <li>• Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work.</li> </ul> |  |
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