



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art -National Curriculum.

Communication and Language

By commenting on art activities children are doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Providing them with creative opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Physical Development

Fine motor control and precision helps with hand-eye co-ordination.. Repeated and varied opportunities to explore and play with arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Expressive Arts and Design

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

Key Stage 1 National Curriculum Expectations

Key stage 1

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

Key stage 2

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.

Pupils should be taught:

- ♣ 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

Intent

Our intention is to provide an Art and Design education which engages, inspires and challenges 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 also know how art and design both reflect and shape our history, contribute to culture and the creativity of our nation

At Alumwell Infant School we have a vision that all children will be enterprising, confident and curious learners in all areas of a broad and balanced curriculum. The teaching of Art and Design at Alumwell Infants allows children to develop not only creative skills but also the opportunity to express their individual thoughts, processes and ideas. It can also enhance social, intellectual and physical skills. Children will be competent and confident using and exploring different artistic tools and mediums, Art allows cross curricular links across all subjects as well as providing children with the skills to enjoy art as part of history and cultures.

Implementation

The teaching and implementation of the Art and Design curriculum at Alumwell Infants School is based on the EYFS Framework and the 2014 National Curriculum. It is progressive throughout the school to ensure high standards of teaching and learning and is reflective of the pupils' deepening understanding of Art and Design across year groups. The knowledge and skills stated in EYFS Framework and the National Curriculum are encompassed and taught as part of a half termly topic, allowing for cross-curricular links to be made.

Children across **EYFS** are introduced to a variety of media and materials and presented with the opportunity to explore and use them through a combination of child initiated and adult directed activities which allow the children to express their own ideas through experimenting with colour, design, texture, form and function. In EYFS pupils realise that tools can be used for a purpose and through high quality teaching, they develop the skills to use simple tools and techniques competently and appropriately. Through the carefully planned art and design curriculum pupils are exposed to a broad and rich vocabulary which helps them to begin to discuss their opinions and ask questions about artwork and designs.

The art and design curriculum in **Year 1** is taught as part of the half-termly topic work and is delivered by teaching specific skills and techniques, and providing opportunities for purposeful cross curricular links. Pupils produce creative work, explore their ideas and record their experiences through a wide range of activities, including sketching, colour mixing, sewing, weaving, modelling and collage. Through these opportunities, pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils are introduced to artists such as Ezpressionists, Hokusai, Van Gogh, Edwin Butler Bayliss, Lowry and evaluate and analyse their works using their expanding vocabulary related to art and design.

At Alumwell Infant School, the pupils in **Year 2** use a range of equipment to manipulate different materials and media using progressively more complex techniques including coil pot techniques, collage, colour mixing and blending, tie dye, applique and construction of heraldic shields and space ships. Pupils become increasingly proficient in techniques such as painting, sketching and construction as they continue to explore colour, pattern, line, shape, space and form through a range of different activities. The works of famous artists are explored where the children have the opportunity to discover the different styles and techniques used.

Finally all children will take part in a Creative Arts Week at the end of Summer Term. This experience should present to the children a rich and varied range of experiences which will give them the opportunity to learn new skill, practise and refine skills previously acquired and showcase their expertise and talents in the creative field.

Impact

The impact of the art curriculum at Alumwell Infant School is that all children have access to a broad and balanced curriculum. The children will be able to make links between art and other areas of their learning. The children will be given the opportunity to express themselves creatively and they will have started to develop an awareness of the emotional impact that art can have on themselves and others. The children will have a development of skills, knowledge and vocabulary throughout each school year and during their time at our school. The progress of the children will be reflected in the work produced showcased in rich and diverse displays throughout the school and in collections of work kept by class teachers. Their progress will also be measured by conversations with the children which will demonstrate their vocabulary, opinions and understanding of art and design and these will help staff to ensure the children receive a supportive and challenging curriculum.

*A new format for the assessment of this area of the curriculum is currently being formulated.

	EYFS	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	Year3/KS2
Vocabulary	Drawing Pencil Line Colour in Straight Circle/other shape names Rubber Portrait 3D Cut stick tape pull push on below next to above Painting Brush, paint, mix, palette, dip, colour names Textile/ Collage Fabric, collage, stick, layer, positional language. Artists Artist, painter, sculptor, same, different	Drawing thick thin sketch texture 3D roll knead sculpt(ure) texture construct Printing Repeat, pattern Painting Brush size, primary/secondary colours, gouge, scrape Textile/ Collage Texture, construct Artists Style, artists, craft, design, similarities, differences Portrait painting/ expressionists Indian designs art (rangoli, Diwali) Hokusai (great wave) Monet (water lillies) Lowry – industrial landscapes Edwin Butler Bayliss – local indust. Landscapes	Drawing shade smudge blend portrait, self- portrait, Line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space 3D join slip form malleable sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials Printing colour, shape, printing, printmaking, woodcut, relief printing, objects, Mono print, motif, , Painting Shade, acrylic, poster, watercolour, artefact, wash Textile/ Collage Join, natural, man-made, form, recycled, dye, collage, cut, place, arrange Artists Turner Portraits of royalty –Holbein etc. Mondrian – calendars Leonardo da Vinci – flight machine plans/drawings Janet Bell -seaside paintings	Drawing line, pattern, texture, form, record, detail, question, observe, refine. Textiles/Collage collage, squares, gaps, mosaic, features, cut, place, arrange Printing woodcut, relief printing, objects

Drawing	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used.	Explore the use of line, shape and colour Begin to show shading and tone. Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. Demonstrate how different drawing tools can be used to make a wide range of marks. Draw and paint from observation	Experiment with the visual elements of line, shape, pattern and colour Work out ideas for drawings in a sketchbook Draw for a sustained period of time using real objects, including single and grouped objects Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint	Experiment with different grades of pencil and other implements Use shading to show light and shadow effects
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	EYFS	Year 1	Year 2	Year3/KS2
Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Match colours to different artefacts and objects. Begin mixing colours. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Look and talk about what they have produced, describing simple techniques and media used.	Explore a variety of tools and techniques including the use of different brush sizes and types Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Name the primary and secondary colours Create moods in their paintings Mix paint to create secondary colours	Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones Work on a range of scales e.g. large brush on large paper etc. Mix and match colours & predict outcomes Make tints by adding white Make tones by adding black Use a viewfinder to focus on a specific part of an artefact before drawing it Show pattern and texture	Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc. Use their sketchbook to observe, collect and record visual information from different sources Use different media to achieve variations in line, texture, tone, colour, shape and pattern Plan, refine and alter their work as necessary Work confidently on a range of scales e.g. thin brush on small picture etc.

3-D Work/ Sculpture

Enjoy using a variety of malleable media such as clay, papier mache, Salt dough.

Impress and apply simple decoration.

Cut shapes using scissors and other modelling tools.

Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.

Look and talk about what they have produced, describing simple techniques and media used

Explore sculpture with malleable media e.g. clay

Manipulate clay in a variety of ways e.g. rolling, kneading, cutting, pinching; and shaping

Add texture by using tools

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Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models

Explore line and texture using a variety of media

Experiment with, construct and join recycled, natural and man-made materials more confidently

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Research, plan, design and make models

Work with a degree of independence

Cut, make and combine shapes to create recognisable forms;

Use clay and other malleable materials and practise joining techniques

Add materials to the sculpture to create detail;

Construct a simple clay base for extending and modelling other shapes

Make a simple papier maché object

Printing	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to print from.. Look and talk about what they have produced, describing simple techniques and media used	Make marks in print with a variety of objects, including natural and made objects Build a repeating pattern	Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques, e.g. fabric printing, rolling, pressing, stamping and rubbing	use more than one colour to layer in a print; Replicate patterns from observations; Make printing blocks; Make repeated patterns with precision;
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Textiles and Collage	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc. Cut, tear and glue a combination of materials for their collages Gather and sort the materials, threads and fabrics they will need. Use a variety of techniques e.g. weaving, fabric crayons, sewing Group fabrics and threads by colour and texture	Use different kinds of materials on their collage . Sort and arrange them and explain why they have chosen them Create a picture independently Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic Join fabrics using glue Sew fabrics together Y1	Use a variety of techniques for collage e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining Experiment with a range of media e.g. overlapping, layering, tessellation, mosaic etc. Select colours and materials to create effect, giving reasons for their choices; Refine work as they go to ensure precision;
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Find out about the work of artists and designers.

Recognise pattern in the environment

Respond to ideas

Make changes to their own work

Describe what they can see and like in the work of notable artists and designers.

Ask sensible questions about a piece of art

Say how other artists have used colour, pattern and shape

Create a piece of work in response to another artist's work

Key vocabulary to demonstrate knowledge and understanding in this strand:

Portrait painting/ expressionists
Indian designs art (rangoli, Diwali)
Hokusai (great wave)
Monet (water lillies)
Lowry – industrial landscapes
Edwin Butler Bayliss – local indust. landscapes

Observe and express opinions on 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

Observe and comment on differences in their own and others' work

Explore ideas

Link colours to natural and man-made objects

Create a piece of work in response to another artist's work

Use key vocabulary to demonstrate knowledge and understanding in this strand:

Turner
Portraits of royalty –Holbein etc.
Mondrian – calendars
Leonardo da Vinci – flight machine plans/drawings
Janet Bell -seaside paintings

Find out about artists, architects and designers

Reflect upon their work inspired by a famous notable artist and the development of their art skills;

Continue to express an opinion on the work of famous, notable artists and refer to techniques and effect;

Plan, refine and alter their work as necessary

Design and create images and artefacts in response to their personal ideas