

# Art and Design

Foundation Stage	Key stage 1	Key Stage 2
<p>Children in the Foundation Stage work toward to the Expressive Art and Design and Physical Development Early Learning Goal Statements:</p> <p><b>ELG Creating with Materials</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations explaining the process they have used</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively, using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors and paint brushes</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>

## Art and Design in the Foundation Stage

Children in the Foundation Stage develop their Art and Design skills, knowledge and understanding through the area of learning “Expressive arts and design” and “Physical Development”, which involves supporting the children to explore and play with a wide variety of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art and design and technology. This also involves children developing their fine motor skills.

These activities are delivered through planned adult led activities and through providing a range of media and materials for them to explore independently in the continuous provision:

### **Expressive Art and Design**

#### **ELG Creating with Materials**

They 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

### **Physical Development**

#### **ELG: Fine Motor Skills**

Hold a pencil effectively, using the tripod grip in almost all cases

Use a range of small tools, including scissors and paint brushes

Begin to show accuracy and care when drawing.

*The skills we work towards in the Foundation Stage are outlined in the following Early Learning Goals:*

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## Art and Design in Key Stage 1

Learning Intention	Notes on artists, media, methods and materials
Respond to ideas	Sketch books
Explore ideas and collect visual information	
Explore different methods and materials	
I can show how people feel in paintings and drawings	Pencil
I can use charcoal, pencil and pastel to create art	Charcoal, pencil, pastel
I can use pencils to create lines of different sizes and thickness in drawings	Pencils
I can choose and use three different grades of pencil when drawing	Varying grades of pencils
I can use a viewfinder to focus on a specific part of an artefact before drawing it	Viewfinder, pencil
I can name primary and secondary colours	Colour chart, poster paints,
I can mix primary colours to make secondary colours	Colour chat, paint, poster paints 'calculations' e.g. red+yellow=orange
I can use thick and thin paint brushes	Variety of brushes
I can add white to colours to make tints	B&Q colour cards, poster paints
I can add black to colours to make tones	B&Q colour cards, poster paints
I can add colour to my work in a variety of ways.	Poster paint, water colour paints, pastels, chalk, felt tip, wax crayon, pencil crayon
I can use an IT paint package to create a picture	2 simple
I can use different effects within an IT paint package	2 simple
I can cut, roll, carve, mould and coil materials	Salt dough, playdoh, clay
I can make a clay coil pot	Clay
I can make a clay pinch pot	Clay
I can create a repeating pattern in print	
I can use objects to create prints	Fruit, vegetables, sponges, stamps.
I can create a printed piece of art by pressing, rolling, rubbing and stamping to make prints	Fruit, vegetables, sponges, stamps, leaves, clay, patterned rolling pin
I can replicate print from the environment	Wallpaper, flowers, brick wall, trees. Andy Goldsworthy/sculpture link – inspiration for printing.

I can join materials using glue	PVA glue
I have attempted joining materials using a stitch	Running stitch with an adult
I can describe what I can see and give an opinion about the work of an artist	Famous works of art by a given artist
I can ask questions about a piece of art	Famous works of art by a given artist
I can suggest how artists have used colour, pattern and shape	Famous works of art by a given artist
I can create a piece of art in response to the work of another artist	Famous works of art by a given artist. Relevant media and materials to recreate a piece of art.

## Art and Design in Lower Key Stage 2 (Year 3 and 4)

Learning Intention	Notes on artists, media, methods and materials
I can develop ideas from starting points	Sketch books Include: paint, images, colour.
I can collect information sketches and resources	
I can adapt and refine ideas as they progress	
I can explore ideas in a variety of ways	Visual Language directory at the end of the document
I can comment on artworks using visual language.	
I can show facial expressions in my art	The Scream Edvard Munch
I can show body language in sketches and paintings	The Scream Edvard Munch
I can annotate my sketches to explain and elaborate ideas	Sketch books
I can use sketches to produce a final piece of art	Sketch books
I can use different grades of pencil to shade and to show different tones and textures	Varying grades of pencil Practise in sketch books
I can use marks and lines to show texture in my art	Hatching, cross hatching, dots, lines
I can sketch lightly	Varying grades of pencil Practise in sketch books
I can use shading to show light and shadow	Varying grades of pencil Practise in sketch books
I can show movement in figure and forms	Line, tone, shape and colour
I can use a range of brushes to create different effects in painting.	Produce shapes, textures, patterns and lines.

I can mix colours effectively	Variety of paints: poster paints, water colours, acrylic
I can create a wash using watercolour paints	Watercolours. Explore backgrounds in Monet's work
I can experiment with creating mood with colour.	Look at The Scream Edvard Munch explore colours used and why?
I can use digital images and combine with other media in my art	2 simple
I can use IT to create art which includes my own work and that of others.	2 simple The Scream Edvard Munch?
I can integrate my digital images into my work	2 simple
I can sculpt clay and other mouldable materials to create simple figurines	Clay, plasticine, playdoh, salt dough, fimo.
I can add materials to provide interesting detail	Sequins, gems, shells,
I can use tools to carve and add shapes, texture and pattern	Clay tools, cutting clay with wire.
I can print onto different materials using at least four colours	Paper, card, fabric, poster paint, acrylic paint.
I can replicate more complex/intricate print from natural or built environments	Wallpaper, flowers, brick wall, trees. William Morris
I can make a printing block	Coiled string glued to a block Foam sheets Acrylic paints Rollers
I can make precise repeating patterns	Using printing block to replicate patterns in the environment.
I can shape and stitch materials	Fabric scissors Pinking shears Running stitch Backstitch Cross stitch
I can colour fabric	Fabric pens Fabric dyes
I can identify the techniques used by different artists	Famous works of art by a given artist
I can experiment with the styles used by other artists	Famous works of art by a given artist
I can compare work of different artists	Famous works of art by a given artist
I recognise when art is from other cultures	Famous works of art by a given artist from different cultures. Big topic link opportunity.
I recognise when art is from different historical periods	Famous works of art by a given artist from different historical periods. Big topic link opportunity.

I can explain some of the features of art from historical periods	Famous works of art by a given artist from different historical periods. Big topic link opportunity.
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## Art and Design in Upper Key Stage 2 (Year 5 and 6)

Learning Intention	Notes on artists, media, methods and materials
I can develop and imaginatively extend ideas from starting points	Sketch books
I can collect information, sketches and resources and present ideas imaginatively in a sketch book	Include: paint, images, colour, glitter etc
I understand that different materials have different qualities and utilise them in my work.	Smudging pastels to create softness Charcoal to create mood Selecting which paints for a given task e.g. why water colour for a wash? Why not acrylic? Different grades of pencil depending on the effect you want to achieve.
I can spot the potential in unexpected results as work progresses to develop creativity	Have any famous artworks been a 'mistake?' Photo copy previous mistakes in their sketchbooks can they adapt them to make new art?
I can comment on artworks using visual language.	Use visual language directory at the end of this document
I can express emotion in my art	Explore emotion through drama, video, mirrors to make observations
I can explain why I have used/plan to use different tools and techniques to create art	Discussions through collaborative learning
I can use marks and lines to create texture	Hatch, cross hatch, pointillism,
I can add effects to my drawings e.g. reflections, shadows, direction of sunlight	Explore sunlight hitting the object at different angles. Try in real life first.
I can organise line tone and shape and colour to show figures and forms in movement	
I can choose to make my work realistic or impressionistic.	
I can use shading to create mood and feeling	
I can sketch lightly before painting to combine line and colour.	
I can create a colour palette based upon colours observed in both the natural and built world	

I can use the qualities of different paints for different effects	Why would you choose water colours not acrylic for a wash? Can you add water to acrylic to create a wash?
I can combine colours, tones and tints to create mood	
I can combine paint qualities and brush techniques to create texture	How to the textures you can create with acrylic, oil and poster paints vary?
I can develop a personal style of painting drawing upon other artists.	Sketchbooks and final pieces
I can use images which I have created, scanned and found; altering them where necessary to create art	2 simple, photoshop
I can use a range of e-resources to create art	2 simple, photoshop
I can use clay and other mouldable materials confidently to create simple pots and figurines	Clay, clay tools, explore animation e.g. pingu, Wallace and Gromit. Online tutorials.
I can combine clay e.g. add a handle to a jug	Clay, clay tools
I can use clay tools competently and independently	Clay, clay tools
I can use frameworks such as wire to support my sculpture	Wire, mesh,
I can use modrock to create a sculpture	
I can build up layers of colours	
I can create an accurate print design showing fine detail following a criteria	
I can over print to create different patterns	
Using my sewing skills from Year 3 and 4 I can quilt, pad and gather fabric	Running, back and cross stitch
I can work precisely	
I can choose the most suitable stitch to use for the task in hand	
I can identify the techniques used by different artists	
I can experiment with the styles used by other artists	
I can explain the style of my work and how it has been influenced by a famous artist	
I can compare work of different artists	
I can research the work of an artist and use their work to replicate a style	
I can use feedback to make amendments and improvement to my art	
I recognise when art is from other cultures	
I recognise when art is from different historical periods	
I can explain some of the features of art from historical periods	
I can identify the techniques used by different artists	

I can experiment with the styles used by other artists	
I can compare work of different artists	
I recognise when art is from other cultures	

