

Early Years		
Early Learning Goal	Vocabulary	Frameworks
<p>ELG: Creating with Materials Children at the expected level of development will:</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>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; 	<p>Drawing: Pencil, line, colour in, straight, circle/other shape names, rubber, portrait</p> <p>3D/construction/malleable: Cut, stick, tape, pull, push, on, below, next, to, above</p> <p>Painting: Brush, paint, mix, palette, dip, colour, names</p> <p>Textiles/collage: Fabric, collage, stick, layer, positional, language</p> <p>Artists: Artist, painter, sculptor, same, different</p>	<p>Birth to 5 Matters Expressive arts and design: Creating with materials (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. <p>Expressive arts and design: Being imaginative and expressive (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Uses available resources to create props or creates imaginary ones to support play

<p>- Begin to show accuracy and care when drawing.</p>		<ul style="list-style-type: none"> Plays alongside other children who are engaged in the same theme <p>(Age range 6, roughly 48 to 71 months)</p> <p>A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> <p>Development Matters</p> <p>Physical Development</p> <p>3 and 4-year-olds will be learning to:</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Children in reception will be learning to:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Expressive Arts & Designs</p> <p>3 and 4-year-olds will be learning to:</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>
--	--	---

		<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
--	--	--

Key Stage One

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.

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.

	Topic 1	Topic 2	Topic 3
Topic	Painting (opaque and translucent)	Sculpture (3D, ceramics, relief)	Drawing and pastels

Relevant area of Programme of study	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p> <p>Use painting techniques with increased control - using a brush to create lines of different widths, for washes and controlled line work.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to increase their proficiency in the handling of different materials</p> <p>Taught to use a range of techniques and media</p>
Vocabulary	<p>Sketchbook Purpose Order Sketching Pressure Washes Wet on wet Wet on dry line width Composition</p>	<p>Sketchbook Sculpture 3 dimensional (3D) Junk modelling decoration Surface Environment (where) Evaluation</p> <p>Ceramics/clay :- Coils base rim surface decoration</p>	<p>Sketchbook Line Varied lines (thickness) Shading Still life Pressing hard/light</p> <p>Pastels:- line, stipple, smudging Background Foreground Evaluation</p>
Key Knowledge	<p>Experiment with the paint and different brushes Talk about how the water changes the colour from strong to wishy washy</p>	<p>Experiment with ideas and materials available for use:- How big? How will I join the pieces together?</p>	<p>Experiment with the pencils, soft pastels or oil pastels (lines, dotting, smudging)</p>

	<p>Model using paint:- To cover areas of the paper To add layers of colour Adding pigment to wet paper (wet on wet) Adding pigment to dry paper (wet on dry)</p> <p>Use their experience/ knowledge to create their own painting - thinking and talking about the choices they have made and why</p>	<p>Will the surface be left or decorated? Will it be inside or outside? Will it be still or will it move(like a mobile)?</p>	<p>Experiment using different types of paper (coloured, rough sugar or smooth paper)</p> <p>Use skills and knowledge to create own artwork</p>
	Topic 4	Topic 5	Topic 6
Topic	Printing	Critical studies	
Relevant area of Programme of study	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught to use a range of techniques and media</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught about the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Compare artists</p>	
Vocabulary	<p>Sketchbook Found objects Printing block (e.g. leaves, potato,printing polystyrene) Rollers</p>	<p>Sketchbook Evaluate Reflect/feelings</p>	

	Poster paint (no water added) Evaluation reflected/reverse image		
Key Knowledge	<p>Experiment with found objects (leaves etc...) so that children gain experience of using a coat of pigment, applying pressure and that the image created is the reflection/reverse</p> <p>Print happens when one surface is covered in an even coating of pigment (bottled poster paint is adequate) and then pressed firmly with even pressure onto a paper surface.</p> <p>Printing allows the same image to be repeated by reusing the printing block (can be found objects).</p> <p>A print block can be made using print polystyrene, pressing an image into the surface of the polystyrene (a blunt pencil is a good tool).</p>	<p>Explore the work of different artists (e.g. Monet, Van Gogh)</p> <p>Consider:-</p> <p>Style</p> <p>techniques</p> <p>The life of the artist</p> <p>Can they work in a similar style?</p>	