



## ART

### EXPRESSIVE ARTS AND DESIGN 1 (Exploring and Using Media and Materials)

*This document shows how our Art curriculum develops from Nursery to Year 2.*

#### **Intent: EYFS**

*In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on giving children opportunities to explore a range of creative experiences and to be apply skills they have been taught to adult directed and child-initiated learning. The focus should always be on process, and the learning that is taking place in the process, as much as the outcome or finished product. The learning environment is planned to enable children to revisit skills and refine their ideas in child-initiated learning. Experiences are sufficiently open-ended to enable children to be able to express their creativity as individuals.*

	<b><i>Learning experiences</i></b>	<b>Key vocabulary</b>	<b>Development Matters in the EYFS</b>
Nursery	<p>Introduce a variety of tools for mark making for children to access in learning environment; different sized Berol pens, marker pens, chalk, crayons, different types of paint</p> <p>Introduce children to materials for 3D experiences e.g. clay, plasticine</p> <p>Introduce children to resources for collage</p> <p>Introduce children to different types of glue; PVA and glue sticks</p> <p>Opportunities for children to explore and create on a large scale e.g. collaborative mark making on large pieces of paper</p> <p>Adult led experiences to introduce specific skills e.g. cutting with scissors, folding</p> <p>Exploratory colour mixing with primary colours</p> <p>Continuous provision enables children to revisit and refine specific skills e.g. cutting and sticking</p>	<p>Naming materials</p> <p>Describing textures</p> <p>Naming colours</p>	<ul style="list-style-type: none"> <li>• Notices and is interested in the effects of making movements which leave marks.</li> <li>• Experiments with blocks, colours and marks.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> </ul>

	<b><i>Learning experiences</i></b>	<b>Key vocabulary</b>	<b>Development Matters in the EYFS</b>
Reception	<p>A variety of tools for mark making available to access in learning environment; different sized Berol pens, marker pens, chalk, crayons</p> <p>Opportunities for children to explore and create on a large scale and a very small scale e.g. large pieces of paper and very small notepads and canvasses</p> <p>Experience of different types of glue; PVA and Glue sticks</p> <p>Introduce children to materials for 3D experiences e.g. clay, plasticine, mud rock</p> <p>Introduce children to resources for collage</p> <p>Experiences in child-initiated learning rotated to revisit skills introduced in adult-led learning; collage materials in sticky bar, charcoal, pastel, block paint, powder paint, squeezey paint</p> <p>Painting and mark making with different sized brushes and mark making implements e.g. cotton buds</p> <p>Adult led experiences to introduce specific skills e.g. cutting with scissors, folding, weaving and tearing paper</p> <p>Colour mixing with primary colours</p> <p>Adult led experiences focusing on observational drawing</p> <p>Continuous provision enables children to revisit and refine specific skills e.g. cutting and sticking</p>	<p>Naming materials</p> <p>Describing textures</p> <p>Naming colours</p> <p>Lighter</p> <p>Darker</p>	<ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>

**Intent: Year 1 and 2**

***As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. Experiences in art extend and enrich other areas of cross curricular topic-based learning. Children are able to practice, revisit and refine skills across Year 1 and 2.***

The National Curriculum Key Stage 1 Programmes of Study for Art tell us that 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.

	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
<b>Using a range of materials</b>		Sketching with pastel, charcoal, chalk and pencil  Exploring texture: tiles, paint, clay  Block watercolour palettes  Wax crayon – making moving pictures	Paintbrush, block, strokes, line		Sketching with pastel, charcoal, chalk and pencil  Exploring texture: Clay, mudroc volcanoes  Individual watercolour palettes	Pastel, charcoal, chalk, pencil, clay
	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
<b>Using drawing, painting and sculpture</b>		Colour mixing and fading; silhouettes and sunsets  Models of castles (link to Warwick Castle experience)  Observational drawing – sunflowers	Rubbing, texture, sketch, shadow, perspective, horizon, outline, silhouette, proportion		Observational drawing of fruit with pastels  Statues in Aylesbury	Shape, line, shade, sculpture

	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
<b>Techniques in using colour, pattern, texture, line, shape, form and space</b>		Exploring shades of colour - adding white to make a colour lighter  Marbling  Shape and colour mixing: Paul Klee inspired	Primary colours, secondary colours		Exploring hot and cold colours  Exploring the colour wheel	Primary colours, secondary colours, tertiary colours
	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
<b>Experimenting, creating, selecting, combining</b>		Textures in paint: bark rubbing/printing  Printing  Shape and colour mixing: Paul Klee and Kandinski inspired	Rough, smooth, print, impression		Making clay diva lamps  Rainforest animals – using photographs and non-fiction texts as a stimulus for watercolour painting  Printing with potatoes Printing on fabric	Print, impression
	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
<b>Learning about the work of a range of artists, craft makers and designers</b>		Paul Klee 'Castle and Sun' (link to Warwick Castle experience)  Kandinski 'Circles'	Portrait, landscape, artist		Rousseau 'Tiger in a tropical storm'  Quentin Blake	Portrait, landscape, artist