



ART

EXPRESSIVE ARTS AND DESIGN – Creating with 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.

	Learning experiences	Key vocabulary	Birth to 5 Matters
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"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas

	<i>Learning experiences</i>	Key vocabulary	Birth to 5 Matters
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, squeeze 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"> • 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 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. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

		<ul style="list-style-type: none">• 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>
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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>
Using a range of materials		Exploring and creating with pastel, chalk, pencil and watercolour Exploring texture: tiles, paint, clay Block watercolour palettes and wax crayons – making a wash and wax relief pictures Creating printing reliefs using a mixture of materials Collage in the style of Reggie Laurent	Paintbrush, block, strokes, line		Sketching with pastel, charcoal, chalk and pencil Exploring texture: Clay, mudroc volcanoes Individual watercolour palettes (available to children throughout the year) Collage with different media and materials: Hot and cold colours, inspired by Alma Thomas	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>
Using drawing, painting and sculpture		<p>Colour mixing (secondary) and shading with Primary colours – link to Paul Klee</p> <p>Models of castles (link to DT - Warwick Castle experience)</p> <p>Observational drawing – Spring flowers</p>	<p>Rubbing, texture, sketch, shadow, perspective, horizon, outline, silhouette, proportion</p>		<p>Observational drawing of fruit with pastels: observe and sketch, observation with shading and smudging e.g. light and dark, drawing with oil pastels</p> <p>Making Tudor houses and Rainforest canopies (linked to DT)</p>	<p>Shape, line, shade, sculpture</p>
	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
Techniques in using colour, pattern, texture, line, shape, form and space		<p>Exploring shades of colour - adding white to make a colour lighter</p> <p>Shape and colour mixing: Paul Klee inspired</p> <p>Reggie Laurent inspired – organic free form shapes using scissors and pen</p>	<p>Primary colours, secondary colours</p>		<p>Exploring hot and cold colours – Alma Thomas inspired art work</p> <p>Great Fire of London silhouette</p> <p>Exploring the colour wheel, colour tone and complementary colours</p>	<p>Primary colours, secondary colours, tertiary colours</p>
	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
Experimenting, creating, selecting, combining		<p>Relief printing – link to Andy Warhol</p> <p>Shape and colour mixing: Paul Klee and Kandinsky inspired</p> <p>Creating shape and pattern combinations inspired by Reggie Laurent</p>	<p>Rough, smooth, print, impression</p> <p>Organic, free form, shapes</p>		<p>Printing on fabric in stages – foam tiles, tracing, transferring, adding details</p> <p>Making clay Diva lamps</p> <p>Rainforest and Antarctica animals – using photographs and non-fiction texts as a stimulus for watercolour painting</p>	<p>Print, impression</p>

	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
Learning about the work of a range of artists, craft makers and designers		Paul Klee 'landscapes' Kandinsky 'Circles' (using chalk pastels) Warhol – print making Reggie Laurent – abstract collage art	Portrait, landscape, artist		Rousseau 'Tiger in a tropical storm' Alma Thomas – use of hot and cold colours	Portrait, landscape, artist