

ART IN THE EARLY YEARS FOUNDATION STAGE					
<p>Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Expressive arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Early Learning Goals:</p> <p>Physical Development (Fine motor skills) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Expressive arts and Design (Creating with materials) 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.</p>					
Exploring and developing ideas					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Record and explore ideas from first hand observation, experience, and imagination. Answer questions about the starting points for their work and the processes they have used. Discuss how other artists, craftspeople and	Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. Ask and answer questions about the starting points for their work and the processes they have used.	Select and record from first hand observation, experience, and imagination, and explore ideas for different purposes. Discuss how and why other artists, craftspeople and designers have used	Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. Explore the roles and purposes of artists, craftspeople and designers. Explore	Select and record from first hand observation, experience, and imagination, and explore and develop ideas appropriately for different purposes. Question and make thoughtful observations about starting points and use these to make	Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form, and what they think they were trying to express. Explore the roles and purposes of artists, craftspeople and designers working in

designers have used colour, shape, pattern, and form	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	colour, shape, pattern and form.	working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work.	informed choices in their work. Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.	different times explaining how the context influenced their work.
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Evaluating and developing work

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <p>Use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media</p> <p>Draw for a sustained period of time from life, e.g. the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Gather and collect artwork.</p> <p>Layer different media, e.g. crayons, pastels, felt tips and charcoal. Work out ideas for drawings. Interpret an object through drawing.</p> <p>Begin to use different shading techniques to create different tones.</p>	<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <p>Use different implements and media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Draw for a sustained period of time from life with increasing accuracy.</p> <p>Begin to create a sense of distance and proportion in a drawing.</p> <p>Use different shading techniques to begin to give depth to a drawing.</p>	<p>Plan, refine and alter their drawings as necessary.</p> <p>Collect and record visual information from different sources. Use research to inspire drawings e.g. from life, research, memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use sketches to develop a final piece.</p> <p>Experiment/use different mark making techniques to create texture in a drawing.</p>	<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <p>Use a variety of source material for their work, e.g. from life and research.</p> <p>Create a sense of distance and proportion in a drawing.</p> <p>Experiment with drawing techniques to support their observational drawing.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p>	<p>Draw accurately from life, e.g. a figure, real objects real spaces.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Experiment and develop ideas. Use a variety of techniques to create depth and tone</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, and shape.</p>

Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix a range of secondary colours, shades and tones. Mix and match colours to artefacts and objects.</p>	<p>Use different types of paint. Create different textures e.g. use of sawdust or sand. Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Make and match colours with increasing accuracy.</p> <p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc. Choose paints and implements appropriately.</p> <p>Use a developed colour vocabulary, e.g. tint, tone, shade, hue.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Create shades and tints using black and white.</p> <p>Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources, including those researched independently.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours. Show an awareness of how composition is created in a painting.</p>
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Printmaking

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Create an impression in a surface and print with it.</p> <p>Create a repeat pattern and recognise pattern in the environment.</p>	<p>Carry out a variety of printing techniques e.g carbon printing, monoprint, block, relief, resist printing, and rubbings.</p> <p>Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Transfer a drawing into a print.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Experiment with layered printing using two colours or more.</p> <p>Transfer a drawing into a print.</p> <p>Research, create and refine a print.</p>	<p>Talk about techniques for printing, e.g. the use of polyblocks, relief, mono and resist printing.</p> <p>Create an accurate print design.</p> <p>Build up layers and colours/textures within prints.</p>	<p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Overprint using different colours.</p> <p>Understand how to make a positive and negative print.</p>

Sculpture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Experiment with, construct and join materials e.g. recycled, natural and man-made. Scrunch, roll, shape and bond materials to make a 3dimensional form.	Manipulate malleable medias to explore shape, form and texture. Explore shape and form and different textures. Take a 2-dimensional drawing into a 3-dimensional form.	Plan, design, make and adapt models. Experiment with materials and processes to create a 3- dimensional form. Explore a variety of shapes within sculptural models.	Design and plan a 3dimensional form/sculpture. Use a variety of media to create a collaged image.	Describe the different qualities involved in modelling, sculpture and construction. Use sculptural materials appropriate to design.	Know the properties of a variety of different materials that could be used for sculpture. Plan a sculpture through drawing and other preparatory work.
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Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cut and tear paper and other materials. Build layers of materials to create an image. Create images from imagination, experience or observation.	Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Create textured collages from a variety of media. Use different kinds of media to embellish and add detail.	Collect and experiment with a range of media and visual information. Overlap and overlay materials.	Use a variety of media to create a collaged image. Create a mood board to gather materials for design.	Experiment with and combine materials and processes to design and make 3-dimensional form/sculpture.	Combine pattern, tone, texture and shape in collage. Create a mood board to explore materials and content for final piece.

GREATER DEPTH IN ART

At St John's a Greater Depth artist will display the following attributes and skills:

- 1) Work independently
- 2) Research an art movement or artist in greater depth and adapt ideas and process into their own art.
- 3) GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge and develop a style of their own.
- 4) When evaluating their work pupils are more analytical and work independently to assess and improve their art
- 5) Pupils will have a greater breadth of knowledge about artists and key art movements and can explain, make judgements, and offer personal opinions about works of art.