

Art

Our golden threads are key concepts that underpin learning at each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Our golden threads for Art are:

Drawing
Painting
Sculpture
Collage
Printing
Artists
Performing Arts

Art in the Early Years Foundation Stage

Art is a fundamental part of the EYFS framework through the ‘Expressive Arts and Design’ area of learning. Throughout early years, children are given the opportunity to explore colour, texture, shape and form in two and three dimensions. They have access to a wide range of construction, collage, painting and drawing experiences, using appropriate tools, materials and techniques. Children are encouraged to express their feelings and ideas creatively, using different mediums, as well as working on collaborative projects.

Area of Learning	Early Learning Goal	
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • 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.
Expressive Arts and Design	Creating with Materials	<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.

The Characteristics of Effective Teaching and Learning support children in their explorative and creative thinking, and in making choices about how to achieve their ideas.

Essential Opportunities - What the National Curriculum says

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: <ul style="list-style-type: none"> • 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. 	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. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history.

Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Exploring and Developing Ideas		
To produce creative work, exploring their ideas and recording experiences. Children can:	Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of	Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of

<ul style="list-style-type: none"> a. respond positively to ideas and starting points; b. explore ideas and collect information; c. describe differences and similarities and make links to their own work; d. try different materials and methods to improve; e. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas, Children can:</p> <ul style="list-style-type: none"> a. use sketchbooks to record ideas; b. explore ideas from first-hand observations; c. question and make observations about starting points, and respond positively to suggestions; d. adapt and refine ideas; e. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> a. review and revisit ideas in their sketchbooks; b. offer feedback using technical vocabulary; c. think critically about their art and design work; d. use digital technology as sources for developing ideas; e. use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing		
<p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> a. draw lines of varying thickness; b. use dots and lines to demonstrate pattern and texture; c. use different materials to draw, for example pastels, chalk, felt tips; d. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> a. experiment with showing line, tone and texture with different hardness of pencils; b. use shading to show light and shadow effects; c. use different materials to draw, e.g. pastels, chalk, felt tips; d. show an awareness of space when drawing; e. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b. depict movement and perspective in drawings; c. use a variety of tools and select the most appropriate; d. use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting		
<p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p>

<p>a. name the primary and secondary colours;</p> <p>b. experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>c. mix primary colours to make secondary colours;</p> <p>d. add white and black to alter tints and shades;</p> <p>e. use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>a. use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>c. create different textures and effects with paint;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Covered in Cycle B, Cycle C and Cycle D.</p>	<p>a. create a colour palette, demonstrating mixing techniques;</p> <p>b. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>c. use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>Covered in Cycle B, Cycle C and Cycle D.</p>
Sculpture		
<p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <p>a. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>b. use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>c. use a variety of shapes, including lines and texture;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <p>a. cut, make and combine shapes to create recognisable forms;</p> <p>b. use clay and other malleable materials and practise joining techniques;</p> <p>c. add materials to the sculpture to create detail;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Covered in Cycle A, Cycle B and Cycle C.</p>	<p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <p>a. plan and design a sculpture;</p> <p>b. use tools and materials to carve, add shape, add texture and pattern;</p> <p>c. develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>d. use materials other than clay to create a 3D sculpture;</p> <p>e. use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Covered in Cycle A, Cycle B and Cycle C.</p>
Collage		
<p>To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p>	<p>To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p>

<p>texture, line, shape, form and space. Children can:</p> <ul style="list-style-type: none"> a. use a combination of materials that have been cut, torn and glued; b. sort and arrange materials; c. add texture by mixing materials; d. use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<ul style="list-style-type: none"> a. select colours and materials to create effect, giving reasons for their choices; b. refine work as they go to ensure precision; c. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<ul style="list-style-type: none"> a. add collage to a painted or printed background; b. create and arrange accurate patterns; c. use a range of mixed media; d. plan and design a collage; e. use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange and fix.
<p>Printing</p>		
<p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> a. copy an original print; b. use a variety of materials, e.g. sponges, fruit, blocks; c. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects 	<p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> a. use more than one colour to layer in a print; b. replicate patterns from observations; c. make printing blocks; d. make repeated patterns with precision; e. use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> a. design and create printing blocks/tiles; b. develop techniques in mono, block and relief printing; c. create and arrange accurate patterns; d. use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
<p>Work of Other Artists</p>		
<p>To understand 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. Children can:</p> <ul style="list-style-type: none"> a. describe the work of famous, notable artists and designers; b. express an opinion on the work of famous, notable artists; c. use inspiration from famous, notable artists to create their own work and compare; 	<p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> a. use inspiration from famous artists to replicate a piece of work; b. reflect upon their work inspired by a famous notable artist and the development of their art skills; c. express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> a. give detailed observations about notable artists', artisans' and designers' work; b. offer facts about notable artists', artisans' and designers' lives; c. use key vocabulary to demonstrate knowledge and understanding in this strand.

<p>d. use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>d. use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	
<p>Performing Arts</p>		
<p>Pupils should be taught to:</p> <p>a. use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listeners.</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>Pupils should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Pupils should participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listeners.</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>Pupils should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Pupils should participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listeners.</p>

Cycle A Cycle B Cycle C Cycle D All Cycles