

EYFS	
Art in continuous provision	
Indoor	<ul style="list-style-type: none"> • Fine motor activities to build finger dexterity • Creative areas with a wide range of open-ended materials accessible at all times • Investigation encouraged eg: colour mixing, experimenting with textures • Art gallery in each classroom where children can take pride in both child-initiated art activities and display taught pieces • Self-portraits drawn and displayed at baseline, December and July to show drawing progression • Small parts trolley
Outdoor	<ul style="list-style-type: none"> • Large blackboards and white boards • Paint etc used in different media and in varying ways depending on the weather eg: powder paint on rainy days • Large textiles available for investigation and play • Small parts trolley
EYFS Full Skills Curriculum links <i>NB: yellow relates to nursery</i>	

Page 4 – Dough
Page 6 – Mark Making
Page 9 – Using scissors to cut
Page 10 – Pencil control
Page 12 – Drawing
Page 15 & 16 – Communication
Page 18 – Coil
Page 19 - Mould
Page 20 – Print
Page 21 – Colour mixing
Page 22 – Sticking
Page 23 – Extend

EYFS

Nursery

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • 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. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.

ELG	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.
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	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.
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<p>Year 1</p> <p>Knowledge I can describe what I can see and like in the works of another artist.</p>	<p>Drawing I can draw lines of different shapes and thicknesses. I can draw with crayons and different grades of pencils. I can describe the shapes and patterns I see.</p>	<p>Painting I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see. I can name the primary and secondary colours</p>	<p>Textiles I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads.</p> <p>Collage I have explored and experimented with lots of collage materials to make individual and group collages. I cut and tear paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose. I can use repeated patterns in a collage.</p> <p>3D I have used and can cut, roll and shape: Clay, Dough, Plasticine. I add texture to my models using tools. I make shapes from rolled up paper, straws, paper and card. I can manipulate clay to make a thumb pot.</p>
<p>Year 2</p> <p>Knowledge I can say how other artists have used colour, pattern and shape. I can create a piece of work in response to another artist's work.</p>	<p>Drawing I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones – light and dark. I can use a view finder to focus on a specific part of an object before drawing it.</p>	<p>Painting I mix primary colours to make secondary colours. I can make brown. I add white to colours make tints. I add black to colours to make tones.</p>	<p>Printing I have printed by pressing, rolling, rubbing and stamping. I have looked at print making in the environment (e.g. wallpapers, fabrics etc.) and used it as an inspiration for my own work. I can make my own collagraph printing block (with foam and cardboard).</p> <p>ICT I use a paint program to draw pictures in the style of various artists I edit my work using cut, copy, paste and erase. I can manipulate shapes on screen by changing position, size and colour.</p>

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<p>Year 3</p> <p>Knowledge</p> <p>I can compare the work of different artists; including those from other cultures and different time periods. I am beginning look at pieces of art and try to understand what the artist might be feeling or trying to express.</p>	<p>Drawing</p> <p>I use a number of sketches to base my work on.</p> <p>I use a viewfinder to help me in my sketching.</p> <p>I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber)</p> <p>I can use different grades of pencil to show tones and textures.</p> <p>I can include facial expressions in my drawing.</p>	<p>Painting</p> <p>I mix colours using tints and tones.</p> <p>I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>I experiment in creating mood and feelings with colour.</p> <p>I can use a range of brushes to produce different effects.</p>	<p>Textiles</p> <p>I have the basics of running stitch, cross-stitch and backstitch and I can use it to add texture to my work.</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I have the basics of quilting, padding and gathering fabric.</p> <p>Collage</p> <p>My cutting skills are precise.</p> <p>My skills now include: coiling, overlapping</p> <p>I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes.</p> <p>I use mosaic.</p> <p>3D</p> <p>I can use guides to roll clay to a given uniform thickness</p> <p>I can use slip and cross hatching in order to join clay elements to a slab to create form</p> <p>I can add colour and texture to clay using paint and clay tools.</p>
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<p>Year 4</p> <p>Knowledge</p> <p>I can experiment with different styles which artists have used.</p> <p>I can explain art forms from different historical periods.</p>	<p>Drawing</p> <p>I use a number of sketches to base my work on.</p> <p>I use a viewfinder to help me in my sketching.</p> <p>I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber)</p> <p>I can include: facial expressions, body, language, reflections, texture.</p> <p>I can organise line, tone, shape and colour to show figures in movement.</p>	<p>Painting</p> <p>I mix colours using tints and tones.</p> <p>I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>I experiment in creating mood and feelings with colour.</p>	<p>Printing</p> <p>I make my own printing blocks and experiment with different materials.</p> <p>I can make a one coloured print.</p> <p>I can build up layers of colours to make prints of 2 or more colours.</p> <p>I can print onto different materials.</p> <p>I can use my printing block to create repeated patterns.</p> <p>I know how everyday printing is used in the everyday life of designers or artists.</p> <p>ICT</p> <p>I use a digital camera to take images of the local area.</p> <p>I can experiment with points of view e.g. close up, distance, difference angles</p> <p>I can create a montage of my photos.</p> <p>I can write about my ideas and add sketches and annotations to my montage.</p>

<p>Year 5</p> <p>Knowledge</p> <p>I can experiment with different styles which artists have used.</p> <p>I have had opportunities to learn about the work of artists from books, internet, galleries etc.</p>	<p>Drawing</p> <p>I select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>I use shading to add interesting effects to my drawings, using different grades of pencil.</p> <p>I explain the ideas behind my images in my art sketchbook.</p> <p>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p>	<p>Painting</p> <p>I can create colours by mixing to represent images I have observed in the natural and man-made world.</p> <p>I experiment with different colours to create a mood</p>	<p>Textiles</p> <p>I can use sewing and textile skills as part of a project. eg wall hanging, textile book etc I can include a range of skills e.g. running stitch, cross stitch, back stitch, applique and / or embroidery</p> <p>Collage</p> <p>I can create a piece of art including the integration of digital images I have collected/taken. I can justify the materials I have chosen</p> <p>I can combine pattern, tone and shape</p> <p>I can use ceramic mosaic to create a piece of art</p> <p>3D</p> <p>I can use slip and cross hatching in order to join clay coils</p> <p>I can create a coil pot manipulating the clay to form a smooth finish.</p> <p>I can vary the diameter of the pot in order to create an interesting form.</p> <p>I can add pattern and texture to clay using paint and clay tools.</p>
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<p>Year 6</p> <p>Knowledge</p> <p>I can make a record about the styles and qualities of my work.</p> <p>I can say what my work is influenced by.</p>	<p>Drawing</p> <p>I use different grades of pencil at different angles to show different tones.</p> <p>I use hatching and cross hatching to show tone and texture in my drawings.</p> <p>I can compare and contrast the effects of drawing in different media.</p> <p>I can annotate and evaluate my work in terms of line, shape, space, texture, tone and colour.</p>	<p>Painting</p> <p>I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p> <p>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p> <p>I can use oil paints to produce backgrounds, shapes, textures, patterns and lines.</p> <p>I can combine water colours and oil paints to produce a piece of art inspired by the style of an artist.</p>	<p>Printing</p> <p>I can over print using different colours.</p> <p>I know how printing is used in the everyday life of designers or artists.</p> <p>I compare the methods and approaches of different designers in their print techniques. I have explored printing from other cultures and time periods</p> <p>ICT</p> <p>I can use a software package to create a montage in the style of Warhol.</p> <p>I explore comics throughout the 20th and 21st century to see how styles are used for effect.</p> <p>I can sketch a cartoon character and create a cartoon strip</p> <p>I can use a software package to transfer my character into digital form</p> <p>I can animate my character in digital form.</p>
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