

**EYFS**

**Art in continuous provision**

**Indoor**

- 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**

- 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**

*NB: yellow relates to nursery*

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"> <li>• 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.</li> <li>• Join different materials and explore different textures.</li> <li>• 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.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
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	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
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<p>Year 1</p> <p><b>Knowledge</b> I can describe what I can see and like in the works of another artist.</p>	<p><b>Drawing</b> 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><b>Painting</b> 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><b>Textiles</b> I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads.</p> <p><b>Collage</b> 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><b>3D</b> 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><b>Knowledge</b> 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><b>Drawing</b> 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><b>Painting</b> I mix primary colours to make secondary colours. I can make brown. I add white to colours to make tints. I add black to colours to make tones.</p>	<p><b>Printing</b> 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><b>ICT</b> 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><b>Knowledge</b> I can compare the work of different artists; including those from other cultures and different time periods. I am beginning to look at pieces of art and try to understand what the artist might be feeling or trying to express.</p>	<p><b>Drawing</b> I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber) I can use different grades of pencil to show tones and textures. I can include facial expressions in my drawing.</p>	<p><b>Painting</b> I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. I can use a range of brushes to produce different effects.</p>	<p><b>Textiles</b> I have the basics of running stitch, cross-stitch and backstitch and I can use it to add texture to my work. I know how to colour fabric and have used this to add pattern. I have the basics of quilting, padding and gathering fabric.</p> <p><b>Collage</b> My cutting skills are precise. My skills now include: coiling, overlapping 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. I use mosaic.</p> <p><b>3D</b> I can use guides to roll clay to a given uniform thickness I can use slip and cross hatching in order to join clay elements to a slab to create form I can add colour and texture to clay using paint and clay tools.</p>
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<p>Year 4</p> <p><b>Knowledge</b></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><b>Drawing</b></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><b>Painting</b></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><b>Printing</b></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><b>ICT</b></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><b>Knowledge</b></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><b>Drawing</b></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><b>Painting</b></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><b>Textiles</b></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><b>Collage</b></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><b>3D</b></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><b>Knowledge</b> I can make a record about the styles and qualities of my work. I can say what my work is influenced by.</p>	<p><b>Drawing</b> I use different grades of pencil at different angles to show different tones. I use hatching and cross hatching to show tone and texture in my drawings. I can compare and contrast the effects of drawing in different media. I can annotate and evaluate my work in terms of line, shape, space, texture, tone and colour.</p>	<p><b>Painting</b> I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.  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. I can use oil paints to produce backgrounds, shapes, textures, patterns and lines. I can combine water colours and oil paints to produce a piece of art inspired by the style of an artist.</p>	<p><b>Printing</b> I can over print using different colours. I know how printing is used in the everyday life of designers or artists. 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><b>ICT</b> I can use a software package to create a montage in the style of Warhol. I explore comics throughout the 20th and 21st century to see how styles are used for effect. I can sketch a cartoon character and create a cartoon strip I can use a software package to transfer my character into digital form I can animate my character in digital form.</p>
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