



**“Bringing out the best  
in everyone”**



**“Everyone matters;  
everyone is important”**

## Art

An artist is a person who creates paintings, drawings and sculptures as a job or hobby

EYFS including nursery	Year 1	Year 2	Year 3 (KS2)
<b>Creation</b>			
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
<b>KNOWLEDGE</b>			
Ideas can be developed through diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	Materials and techniques that are well suited to different tasks include ink, smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Visual elements include colour, line, shape, form, pattern and tone.
<b>SKILLS</b>			

Develops their own ideas through experimentation with diverse materials.	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.
<b>Coverage</b>			
<b>FS1</b> Colour mixing, mark marking, materials and tools, transient art, printing, junk modelling.  <b>FS2</b> Transient art, creative area, open ended resources for drawing, painting and printing.	Throughout all art units.	Throughout all art units	
<b>VOCABULARY</b>			
Mix, colours, dot, line, round, hard, soft, draw, paint, wet, dry, print, dab, brush	Observe, imagination, memory, explore, texture, colour	Materials, develop, explore, change, evaluate, adapt	
<b>Generation of ideas</b>			
Experimenting with colour, design, texture, form and function	Produce creative work, exploring their ideas and recording their experiences.		Create sketchbooks to record their observations and use them to review and revisit ideas.
<b>KNOWLEDGE</b>			
Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
<b>SKILLS</b>			
Develops their own ideas through experimentation with diverse materials.	Communicate their ideas simply before creating artwork	Communicate their ideas simply before creating artwork	Use preliminary sketches in a sketchbook to

			communicate an idea or experiment with a technique.
<b>COVERAGE</b>			
Art area Investigation station Book corner	Throughout all art units	Throughout all art units.	
<b>VOCABULARY</b>			
Draw, paint, mark make, idea, creative artwork	Sketch, draw, idea, creative	Creative, ideas, final piece, communicate, materials, plan, develop, change.	
<b>Working in 3d</b>			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
<b>KNOWLEDGE</b>			
<b>FS1</b> Name basic tools i.e. scissors, glue, sellotape.  Demonstrate knowledge of construction equipment when demonstrating how to build a tower by selecting bricks or objects that will stack.	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.  Clay is used for making pots and tiles.  Name various modelling techniques such as pinching, rolling, squeezing and carving.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.  Know and use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture,	Malleable materials, such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and
<b>FS2</b>			

<p>Name basic tools i.e. scissors, glue, sellotape and begin to describe structures/sculptures by using simple language such as tall and strong.</p> <p>Children know that glue is sticky and is used to join things together.</p> <p>Uses their increasing knowledge and understanding materials to explore their interests and enquiries through malleable materials</p>	<p>Crumpling paper makes it 3d.</p> <p>Various folding techniques can be used to mold and model paper such as crumpling, bending, folding, layering and curling.</p> <p>Pupils know that sculptures are made by sculptors</p>	<p>statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>Pupils know what the word Architecture and Architect mean.</p>	<p>may need to be cut and joined together using a variety of techniques.</p>
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**SKILLS**

<p><b>FS1</b> Use one handed tools and equipment e.g. makes snips in paper with child scissors.</p> <p>Use various construction materials.</p> <p>Construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p><b>FS2</b> Develops their own ideas through experimentation with malleable materials</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Selects appropriate resources and adapts work when necessary.</p>	<p>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>Handle and manipulate a variety of materials such as clay, wire, found objects to represent something familiar.</p> <p>Demonstrate that they can experiment with materials without having a predefined outcome</p>	<p>Press objects into a malleable material to make textures, patterns and imprints</p> <p>Experiment with basic tools to add line and texture and control surface modelling.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card to create their own sculptures.</p> <p>Explore techniques of molding, pinching, carving and cutting to make shapes and tiles.</p>	<p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>
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<p>Selects tools and techniques to shape, assemble and join materials.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
<b>COVERAGE</b>			
<p>Art area Mud Kitchen Sand pit Water tray Playdough Sensory area</p>	<p>Playful Making - Christo &amp; Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown &amp; Wayne Garrett</p> <p>Making Birds</p>	<p>Be an Architect - Hundertwasser, Zaha Hadid, Heatherwick Studios</p>	<p>Telling stories through Making - Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake</p>
<b>VOCABULARY</b>			
<p>Squeeze, mould, attach, glue, push, pull</p>	<p>Push, pull, squeeze, sculpture, clay, roll, scratch, pinch, smooth, mould, pull, concrete, twist, curl, fold,</p>	<p>Mosaic, tesserae, mortar, symmetry wealthy</p>	
<b>Paint, surface and texture</b>			
<p>Use and explore a variety of materials, experimenting with colour, design, texture, form and function</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>
<b>KNOWLEDGE</b>			

<p><b>FS1</b> Begin to identify and know names of common colours.</p> <p>Children know what tools can be used for painting.</p> <p><b>FS2</b> Know key colours red, yellow and blue as well as other common colours.</p> <p>Associate colour with objects and choose colours for purpose i.e. green for grass, blue for the sky.</p> <p>Children can name some tools that could be used to apply paint.</p> <p>Uses their increasing knowledge and understanding to explore their interests and enquiries through paint, water colours</p>	<p>The primary colours are red, yellow and blue and secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. i.e. yellow and blue make green.</p> <p>There are different types of paint and painting tools i.e. watercolour, pastels, powder paint, poster paints.</p> <p>Pupils know and use the following techniques: wash, wet on dry, wet on wet, and mark making.</p>	<p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p>Knowledge of how to make secondary colors.</p> <p>Knowledge of other colour tones i.e. blue tones include turquoise and teal.</p> <p>Name brush the strokes stippling, blending, crosshatching.</p> <p>Pupils will become familiar with the term 'expressionism'</p>	<p>Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.</p>
<b>SKILLS</b>			
<p><b>FS1</b> Explore colours using paint and experiments with how colours can be changed. Experience mixing primary colours to make secondary colours.</p> <p>Experience difference types of paint e.g. powder paint, ready mixed paints and watercolours.</p> <p>Experiences a variety of brush sizes.</p> <p>Use painting tools to transfer paint onto a surface.</p>	<p>Use thick and thin brushes to explore mark making.</p> <p>Apply paint to make a background with thick/foam brushes.</p> <p>Mix primary colours to make secondary colours</p> <p>Children can explore colour accidental and purposeful colour making</p>	<p>Can select and use different brushes to paint a background or add detail including brush strokes and other painting tools.</p> <p>Add black to make tones and white to make tints.</p> <p>Mix and apply colour for purpose showing control in the use of colour.</p> <p>Pupils can use various home-made tools to apply paint in abstract patterns</p>	<p>Identify, mix and use contrasting coloured paints.</p>

<p><b>FS2</b> Explore what happens when they mix colours e.g. making colours lighter, darker by exploration.</p> <p>Use thick and thin brushes to explore mark making.</p> <p>Develops their own ideas through experimentation with paints</p>			
<b>COVERAGE</b>			
<p><b>FS1</b> Colour mixing, mark marking,</p> <p><b>FS2</b> Creative area. Kandinsky circles, Van Gough Sunflowers.</p>	<p>Exploring Watercolour Paul Klee, Emma Burleigh</p> <p>Flora and Fauna Eric Carle, Joseph Redoute, Jan Van Kessel</p>	<p>Expressive Painting Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>	<p><b>Alice Kettle, Hannah Rae</b></p>
<b>VOCABULARY</b>			
<p><b>FS1</b> Paint, brush, water, clean, mix</p> <p><b>FS2</b> Colours, circles, primary, tint, shade brush</p>	<p>Tones, strokes, landscapes, impressionism, lines</p>	<p>Watercolour, strokes, landscapes, St Pauls Cathedral, mix, blend, portrait, post- impressionism, abstract</p>	
<b>Drawing, Collage and Sketchbooks (line work)</b>			
<p>Use and explore a variety of materials, experimenting with colour, design, texture, form and function</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	
<b>KNOWLEDGE</b>			

<p><b>FS1</b> Uses their increasing knowledge and understanding to explore their interests and enquiries through pencils, pens, charcoal, pastels etc</p> <p>Know what a tool is used for and what it is called, e.g. I know that I can use scissors for cutting, a paintbrush for painting etc.</p> <p><b>FS2</b> Know if you push harder with a pencil, it will be darker.</p>	<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p>Know media is used for different purposes e.g. pencil to create thin lines and charcoal to create bold outlines.</p> <p>Pupils know what a sketchbook can be used for.</p> <p>Pupils know what a continuous line drawing is</p>	<p>Textures include rough, smooth, ridged and bumpy.</p> <p>Tone is the lightness or darkness of a colour.</p> <p>Pencils can create lines of different thicknesses and tones and can also be smudged.</p> <p>Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>There are different shades of pencil for sketching purposes.</p> <p>Know there are different styles of drawing e.g. simple line drawing and sketching.</p> <p>Know that pressing harder on the drawing tool will create a darker tone.</p> <p>Pupils know that other artists are inspired by exploring and collecting things in and around their environment.</p>	<p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p>
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**SKILLS**

<p><b>FS1</b> Draws lines and circles using gross motor movements.</p> <p>Holds pencil between one thumb and two fingers (no longer with whole hand grasp), near the point between the first two fingers and thumb with good control.</p>	<p>Use soft and hard pencils to create different types of line.</p> <p>Add detail to drawings, positioning marks/ features carefully and following lines to colour.</p> <p>Draw lines of different thicknesses.</p> <p>Use images to describe feelings</p>	<p>Use the properties of pencil, ink and charcoal to create different textures and tones in drawings.</p> <p>Draw from observation adding light and dark tone.</p> <p>Explore tone using different grades of pencil, pastel and chalk.</p>	<p>Add tone to a drawing by using linear and cross hatching, scumbling and stippling.</p> <p>Pupils will explore how they can use charcoal</p>
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<p>Uses a variety of mark making tools: crayons, pastels, brushes, charcoal, pencils, chalk, felt tipped pens.</p> <p>Uses mark making tools to draw different lines and shapes.</p> <p><b>FS2</b> Uses simple tools and techniques competently and appropriately.</p> <p>Understand that lines enclose a space and use these to represent objects.</p> <p>Holds a pencil accurately and uses it effectively to form shapes.</p> <p>Begins to use anticlockwise movements and retrace vertical lines.</p> <p>Children represent objects through drawing using different lines and shapes.</p>	<p>Represent observations by combining shapes.</p> <p>Children experiment with a variety of media – pencils, pens, charcoal, chalk etc.</p> <p>Observe and draw shapes from observation</p> <p>Pupils can create drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils explore of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils can experiment with scale, line and materials.</p>	<p>Show pattern and texture using dots and lines.</p> <p>Draw from imagination.</p> <p>Use dots and lines to demonstrate pattern and texture;</p> <p>Use different materials to draw, for example pastels, chalk, felt tips.</p> <p>Pupils can play with the objects to create new shapes and patterns. Pupils can work in sketchbooks using a variety of media (hand-writing pens, pencils).</p> <p>Children can use wax resist techniques and can consider ‘composition’ when making work.</p>	<p>Pupils can use new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p>
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**COVERAGE**

<p><b>FS1</b> Writing area, art area, creative zone</p> <p><b>FS2</b> Mark making, creative area,</p>	<p>Molly Haslund – Spirals</p> <p>Flora and Fauna Eric Carle, Joseph Redoute, Jan Van Kessel</p> <p>Making Birds</p>	<p>Andy Goldsworthy, Josphe Cornell;; Hassan Hajjai, Loran Crane, Alice Fox Nicole White - Explore and  Draw</p> <p>Music and Art - Kandinsky</p>	<p>Edgar Degas, Laura McKendry, Heather Hansen – Gestural Drawing with Charcoal</p>
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**VOCABULARY**

<p><b>FS1</b> Mark making, thick, thin</p> <p><b>FS2</b> Mark marking, thick, thin, line, colour</p>	<p>Realist art, sketch, published, illustration, blend, colours</p>	<p>Layered, strokes, stippling, blend, colours, tone, proportion, scale</p>	
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Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
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**KNOWLEDGE**

<p><b>FS1</b> Children know what printing is and that it is created by pushing down.</p> <p><b>FS2</b> Uses their increasing knowledge and understanding to explore their interests and enquiries through The use of printing (texture and materials)</p>	<p>Pupils are introduced to primary paint colours</p> <p>how they can create a 'print' using controlled pressure and paint amounts</p>	<p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p> <p>Know where printing may be used in real life e.g. wallpaper, newspapers</p>	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p>
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**SKILLS**

<p><b>FS1</b> Explores printing with stamps, potato shapes, finger printing, sponges etc. developing experimentation and curiosity.</p> <p>Develops their own ideas through experimentation with printing</p> <p><b>FS2</b></p>	<p>Pupils use their hands and feet to explore printing patterns using their bodies</p> <p>Pupils collect textured objects which they will take rubbings from</p> <p>Pupils can use controlled pressure and paint amounts to create a print.</p>	<p>Use the properties of various materials, such as clay or polystyrene, to develop a print.</p> <p>Make simple prints and patterns using a range of liquids including ink and paint.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and</p>	<p>Make a two-colour print.</p>
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Manipulates materials to achieve a planned effect.  Make simple rubbings to collect textures and patterns.  Roll printing ink over objects to create patterns.		rubbing;  Use rollers and stencils to create shapes and images.	
<b>COVERAGE</b>			
Outdoor area Art area Mud kitchen  <b>FS2</b> Leaves, shapes, potatoes,	Simple Printmaking	Xgaoc'o Xare - Exploring the World Through Mono Print	Working with Shape & Colour Matisse, Claire Willberg
<b>VOCABULARY</b>			
Print, pattern, colour, shape		Materials, tools, printing, rubbings, screen printing, block printing	
<b>Natural Art</b>			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
<b>KNOWLEDGE</b>			
Uses their increasing knowledge and understanding to explore their interests and enquiries through Natural objects	Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural	Natural forms are objects found in nature and include flowers, pine cones,	Nature and natural forms can be used as a starting

and resources (tools made out of natural objects – sticks, leaves and feathers)	materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	feathers, stones, insects, birds and crystals.	point for creating artwork.
<b>SKILLS</b>			
Develops their own ideas through experimentation with natural objects and resources	Make transient art and pattern work using a range of natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.
<b>COVERAGE</b>			
<b>FS1</b> Outdoor area Art area Mud kitchen  <b>FS2</b> Transient art area Van Gogh	Continuous provision in year 1. Forest Fun sessions – transient and natural art	Flora and Fauna	
<b>VOCABULARY</b>			
Movable, change	Evaluate, change, abstract, creative, artwork	Draw, sculpt, change, natural, object, life, sketch, detailed	
<b>Compare and Contrast</b>			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn 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.	Learn about great artists, architects and designers in history.	
<b>KNOWLEDGE</b>			
Explanation of processes used to create and begin to compare	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the

			ideas and concepts that have been explored or developed.
<b>SKILLS</b>			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
<b>COVERAGE</b>			
Art area Mud Kitchen Sand pit Water tray Playdough Sensory area	Throughout all art units	Throughout all art units	
<b>VOCABULARY</b>			
Same, different	Compare, difference, same	Compare, contrast, artist, style, technique. difference	
<b>Significance</b>			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn 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.		Learn about great artists, architects and designers in history.
<b>KNOWLEDGE</b>			
Explanation of processes used to create and begin to talk about the work of others	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Pieces of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or	The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the

		important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	movement to which they belong and the techniques and materials they have used.
<b>SKILLS</b>			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Describe and explore the work of a significant artist.	Explain why a painting, piece of art, body of work or artist is important.	Work in the style of a significant artist, architect or designer.
<b>COVERAGE</b>			
Home corner Art corner	Throughout all art units	Throughout all art units	
<b>VOCABULARY</b>			
Feelings	Express, significant, object, style, emotions	Famous, subject, ideas, time, history, skilled	
<b>Evaluation</b>			
Share their creations, explaining the process they have used	Evaluate and analyse creative works using the language of art, craft and design.		
<b>KNOWLEDGE</b>			
Explanation of processes used to create	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
<b>SKILLS</b>			

Expresses and communicates working theories, feelings and understandings using a range of art forms	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.
<b>COVERAGE</b>			
Throughout time in the creative areas.	Throughout all art units	Throughout all art units	