



The knowledge that children have of Art will come from the national curriculum map (see separate document).

## Art in the Early Years

### **Art and Design and Technology:**

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Art' and 'Design and Technology' as part of the 'Expressive Arts and Design' area of learning. At the end of Reception, children are assessed against the 'Early Learning Goals'. The **Educational Programme** for these areas is outlined in the Framework as:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific skills for 'Art' and 'Design and Technology' can be identified in the 'Expressive Arts and Design' section. Elements of Physical Development and Understanding the World are also particularly relevant for children to develop as Artists and Designers.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

<b>EYFS</b>	<b>2- &amp; 3-year-olds will be learning to:</b>	<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Children in Reception will be learning to:</b>	<b>ELG</b>
<b>Expressive Art and Design</b>	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>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.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p>	<p><b><u>Creating with Materials</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<b>Understanding the World</b>	<p>Explore materials with different properties.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p>	<p>Explore the natural world around them.</p>	<p><b><u>The Natural World</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
<b>Physical Development</b>	<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><b><u>Fine Motor Skills</u></b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

## Art Key Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>						
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p><b>The Natural World:</b> I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p><b>Fine Motor Skills:</b> I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>I can begin to show accuracy and care when drawing.</p>	<p>I respond to ideas and starting points.</p> <p><i>I give my opinion about artists work.</i> <i>I can say how an artist has used colour.</i></p> <p>I record my opinions in a class sketchbook.</p>	<p>I explore ideas from my imagination or from real starting points.</p> <p><i>I compare and contrast work by different artists.</i> <i>I recreate art work by different artists.</i></p> <p>I record my opinions in a class sketchbook.</p>	<p>I explore ideas using a variety of starting points (own experience, <i>artists</i>, my imagination) .</p> <p>I collect visual information to help me with my artwork.</p> <p><i>I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone.</i></p> <p>I keep my ideas in my art sketchbook.</p>	<p>I explore ideas using a variety of starting points (own experience, <i>artists</i>, my imagination) .</p> <p>I collect visual and other information to help me to develop my work.</p> <p><i>I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</i></p> <p>I annotate stimuli in my sketchbook.</p>	<p>I explore <i>ideas and collect visual and other information.</i></p> <p>I use this in developing my work, taking account of the purpose.</p> <p>I pursue my own line of artistic enquiry.</p> <p>I annotate stimuli in my sketchbook.</p>	<p><i>I explore ideas and am critical of art.</i></p> <p>I pursue my own line of artistic enquiry. I base my decisions for my own art work on my preferences and audience.</p> <p>I annotate stimuli in my sketchbook.</p>

Evaluating						
<p><b>Creating with Materials:</b> I can share my creations, explaining the process I have used.</p>	I describe what I think about my own and others' work.	I comment on differences in others' work and I suggest ways of improving my own work	I comment on similarities and differences between my own and others work. I adapt and improve my own work.	I make comments on the ideas, methods and approaches used in my own work.  I adapt and refine my work to reflect the purpose and meaning of the work.	I analyse and comment on ideas, methods and approaches used in my own and others' work.  I adapt and refine my work and make suggestions to others about their work.	I analyse and comment on ideas, methods and approaches used in my own and others' work.  I comment on how ideas and meanings are conveyed in my own and others work.
Technical skills						
The learning of these skills should be evidenced within children's sketchbooks and loose artwork in EYFS (Loose Art work in EYFS and Class sketchbook in KS1 and individual in KS2)						
Drawing						
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques to <b>draw</b>.</p> <p>I can experiment with colour, design, texture, form and function when <b>drawing</b>.</p> <p><b>The Natural World:</b> I can <b>draw</b> things I observe from the world around me (Such as animals and plants).</p> <p><b>Fine Motor Skills:</b> I can <b>draw</b> by holding a pencil effectively, using the tripod grip in almost all cases.</p> <p>I can <b>draw</b> with some accuracy and care.</p>	<p>I can <b>draw</b> lines of different shapes and thicknesses.</p> <p>I can <b>draw</b> with crayons and pencils.</p> <p>I can describe the shapes and patterns I see.</p> <p>I can <b>colour in neatly</b>, following the lines very carefully.</p>	<p>I use <b>pencils, pastels and charcoal</b> in my drawings.</p> <p>I show <b>patterns and textures</b> in my drawings by adding dots and lines.</p> <p>I show different <b>tones</b> using coloured pencils.</p> <p>I make a variety of <b>lines</b> of different sizes, thickness, and shapes.</p>	<p>I use a number of <b>sketches</b> to base my work on.</p> <p>I use a <b>viewfinder</b> to help me in my sketching.</p> <p>I <b>sketch lightly</b> (so I do not need to use a rubber).</p> <p>I use different grades of pencil at different angles to show different <b>tones</b>.</p> <p>I use hatching and cross hatching to show <b>tone and texture</b> in my drawings.</p>	<p>I select the most <b>suitable drawing materials</b>.</p> <p>I use <b>shading</b> to add interesting effects to my drawings including <b>shadows and reflections</b>, using different grades of pencil.</p>	<p>I select <b>appropriate drawing materials</b>.</p> <p>I know when <b>different materials can be combined</b> and use this to good effect.</p> <p>I am developing my <b>own style</b> of drawing.</p> <p>I choose <b>appropriate techniques</b> to convey the meaning of my work.</p> <p>My drawings <b>communicate</b> movement.</p> <p>My drawings of still life include <b>shadows and</b></p>	<p>I <b>select drawing materials and techniques</b> which are most suitable for conveying meaning.</p> <p>I <b>combine different materials and techniques</b> for good effect.</p> <p>I refine my <b>own art style</b>.</p> <p>My drawings <b>communicate movement</b>.</p> <p>My drawings of still life include <b>shadows and reflections</b></p>

I can <b>draw</b> with pencils, crayons, felt tips, and chalk.				I use a variety of <b>different shaped lines</b> to indicate movement in my drawings.	<b>reflections.</b>	
<b>Painting</b>						
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques to <b>paint</b>.</p> <p>I can experiment with colour, design, texture, form and function when <b>painting</b>.</p> <p><b>Fine Motor Skills</b> I can <b>paint</b> with some accuracy and care.</p> <p>I can use a range of small tools to <b>paint</b> (such as paint brushes, cutlery, stampers, cotton buds...).</p>	<p>I can use <b>thick and thin</b> brushes.</p> <p>I paint pictures of <b>what I see</b>.</p> <p>I can name and use the <b>primary and secondary colours</b>.</p>	<p>I <b>mix</b> primary colours to make secondary colours.</p> <p>I <b>add white</b> to colours to make tints.</p> <p>I <b>add black</b> to colours to make tones.</p>	<p>I <b>mix colours</b> using tints and tones.</p> <p>I use watercolour paint to produce <b>washes</b> for backgrounds and then add detail.</p> <p>I experiment in creating <b>mood and feelings with colour</b>.</p> <p>I use a number of brush techniques using <b>thin and thick</b> brushes, to produce shapes, textures, patterns and lines.</p> <p>I <b>link colours</b> to natural and man-made objects.</p>	<p>I can <b>create colours</b> by mixing to represent images I have observed in the natural and man-made world.</p> <p>I experiment with <b>different colours to create a mood</b>.</p> <p>I sketch (lightly) before I paint so as to <b>combine lines with colour</b> to produce images that convey a purpose.</p> <p>I use a</p>	<p>My <b>painting techniques (colour and brush)</b> are well developed.</p> <p>Some of my paintings include <b>texture</b> gained through paint mix or brush technique.</p> <p>I <b>combine colours and create tints, tones and shades</b> to reflect the purpose of my work.</p> <p>The lines in my paintings are sometimes <b>stark and cold</b> and at other times <b>warm</b> to reflect different features or intentions.</p> <p>I am developing a <b>style</b> of my own. My paintings convey a <b>purpose</b>.</p>	<p>Some of my paintings include <b>texture</b> gained through paint mix or brush technique.</p> <p>My paintings are based on <b>observations</b> and can convey realism or an impression of what I observe.</p> <p>I use my repertoire of painting skills to <b>make choices to convey the meaning</b>.</p> <p>I am developing a <b>style</b> of my own.</p>

				number of <b>brush techniques</b> using thin and thick brushes, to produce shapes, textures, patterns and lines.	
<b>Collage</b>					
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques to <b>collage</b>.</p> <p>I can experiment with colour, design, texture, form and function when <b>collaging</b>.</p> <p><b>Fine Motor Skills</b> I can use a range of small tools and materials to <b>collage</b> (such as scissors, glue sticks, collaging materials like tissue paper, card, match sticks, feathers ...).</p> <p>I <b>cut, tear, and scrunch</b> paper, textiles, and card for my collages.</p>	<p>I have <b>explored and experimented</b> with lots of collage materials.</p> <p>I <b>cut and tear</b> paper, textiles and card for my collages.</p> <p>I can <b>sort and arrange</b> collage materials for a <b>purpose</b>. I use: paste, glue and other <b>adhesives</b>.</p> <p>I <b>mix</b> paper and other materials with different <b>textures and appearances</b>.</p> <p>I use <b>shapes, textures, colours and patterns</b> in my collages.</p>	<p>My <b>cutting skills</b> are precise.</p> <p>I know the striking effect work in a limited colour palette can have.</p> <p>I experiment with techniques that use <b>contrasting textures, colours or patterns</b>. (rough/smooth, light/dark, plain/patterned)</p> <p>I can make <b>paper coils</b> and lay them out to create patterns or shapes.</p> <p>I can use <b>overlapping</b> in my collage.</p> <p>I use <b>mosaic</b>.</p> <p>I use <b>montage</b>.</p> <p>I use <b>tessellation and other patterns</b> in my collage.</p> <p>I have experimented with <b>ceramic mosaic techniques</b> to</p>	<p>I choose the <b>most appropriate materials</b> for my collages to fit the purpose.</p> <p>My collage work has a definite <b>theme</b> that is apparent to any viewer.</p> <p>I can <b>modify and change materials</b> to be used in my collage.</p> <p>My collage has a <b>striking effect</b> because of my choices of <b>colour pattern, lines, tones, shapes, texture</b>.</p>		

		produce a piece of art. My collage is based on <b>observational drawings</b> .	
<b>Sculpture</b>			
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques to <b>make models</b>.</p> <p>I can experiment with colour, design, texture, form and function when <b>making models</b>.</p> <p><b>Fine Motor Skills</b> I can use a range of small tools, including scissors, paint brushes and cutlery to <b>make models</b>.</p>	<p>I <b>make shapes</b> using rolled up paper, straws, paper, card, clay and plasticine.</p> <p>I <b>cut</b> materials</p> <p>I <b>roll</b> materials,</p> <p>I <b>coil</b> materials.</p> <p>I can make a <b>carving</b>.</p> <p>I add <b>lines and shapes</b> to my work.</p> <p>I add <b>texture</b> to my work by adding materials and using tools.</p>	<p><u>Paper</u> I can make <b>nets</b> of shapes to create recognisable forms. I can join these together to <b>create abstract forms</b>. I explore <b>paper techniques</b> such as pop- -up books and origami. I add <b>paper curlings</b> or other objects to a surface to embellish.</p> <p><u>Mouldable materials</u> I use my <b>clay techniques</b> to apply to pottery studied in <b>other cultures</b>. I use <b>carvings</b> to a surface to create <b>shapes, texture and pattern</b>. I use a <b>variety of tools and techniques</b> for sculpting in clay, papier-mache and other mouldable materials. I use the technique of <b>adding materials</b> to create <b>texture, feeling, expression or movement</b></p> <p>I experiment with making <b>life size models</b>.</p>	<p>I choose from all of the techniques in my repertoire to <b>embellish</b> my work, as appropriate.</p> <p>My work has a <b>life like quality</b> gained by choosing and applying the <b>most appropriate techniques</b>. My models on a <b>range of scales</b> communicate my <b>observations</b> from the real or natural world. My sculptures reflect an <b>intention</b> that is sometimes obvious, but at other times is open to interpretation of the viewer. My sculpture work contains both <b>visual and tactile</b> qualities.</p>
<b>Printing</b>			
<p><b>Creating with Materials:</b> I can safely use and explore a variety of materials, tools and techniques when <b>printing</b>.</p> <p>I can experiment with colour, design, texture, form and function when <b>printing</b>.</p> <p><b>Fine Motor Skills</b></p>	<p>I use <b>printing tools</b> such as fruit, vegetables and sponges.</p> <p>I can print onto <b>fabric or paper</b>.</p> <p>I make my own <b>printing blocks</b> eg: string patterns or plasticine shapes.</p> <p>I explore techniques such as <b>repeating, overlapping, rotating and arranging shapes</b>.</p>	<p>I make my own <b>printing blocks</b> and experiment with different materials.</p> <p>I can make a <b>one coloured print</b>.</p> <p>I can build up <b>layers of colours</b> to make prints of 2 or more colours.</p> <p>I have explored printing from <b>other cultures</b> and time periods.</p>	<p>My print work includes printing onto <b>fabrics, papers and other materials</b>.</p> <p>I use <b>drawings and designs</b> to bring fine detail into my work.</p> <p>I <b>build up colours</b> in my prints</p> <p>My prints combine a <b>range</b> of visual elements to reflect a purpose.</p>

<p>I can use a range of small tools when <b>printing</b> (such as stampers, shapes, blocks, cotton buds...).</p>	<p>I have printed by <b>pressing, rolling, rubbing and stamping</b>.</p>	<p>I make precise <b>repeating patterns</b> by creating accurate printing blocks.</p>	<p>My prints are based on a theme from <b>other cultures</b>.</p> <p>My prints have a starting point from a <b>designer in history</b>.</p>
<b>Textiles</b>			
<p><b>Creating with Materials:</b> I can <b>safely use</b> and <b>explore</b> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can <b>share</b> my creations, <b>explaining</b> the process I have used.</p> <p>I can <b>make use</b> of props and materials when role playing characters in narratives and stories.</p> <p><b>Fine Motor Skills</b> I can use a range of small tools, including scissors, paint brushes and cutlery to <b>explore textiles</b>.</p>	<p>I <b>sort</b> threads and fabrics (by colour and texture)</p> <p>I make <b>weavings</b> with fabrics or threads.</p> <p>I look at examples of <b>thread and textiles</b> used to create pictures, objects or patterns.</p> <p>I use <b>glue</b> to join fabrics.</p> <p>I use <b>running stitch</b> to join fabrics.</p> <p>I have explored <b>plaiting</b> and understand the basic method.</p> <p>I know how to <b>dip dye</b> to produce fabric of contrasting colours.</p>	<p>I have the basics of <b>cross-stitch, backstitch, embroidery and plaiting</b></p> <p>I know how to <b>colour fabric</b> and have used this to add pattern</p> <p>I create <b>texture</b> in my textiles work by <b>tying and sewing threads or by pulling threads</b></p> <p>I have looked at examples of <b>patchwork</b> and then designed and made my own, using <b>glue or stitching</b>.</p> <p>I use my textiles skills to create artwork that is <b>matched to an idea or purpose</b>.</p> <p>I am aware of textiles work from <b>other cultures and times</b>.</p> <p>I combine some of the techniques I know to <b>create a textile</b>.</p>	<p>I have the basics of <b>quilting, padding and gathering fabric</b>.</p> <p>My textile techniques are <b>precise</b> and help me to convey the <b>purpose of my work</b>.</p> <p>My textile work sometimes combines <b>visual and tactile</b> elements, <b>fit for purpose</b>.</p> <p>My textile work is sometimes based on <b>historical or cultural observations</b>.</p>