

	<b>EYFS 2021</b>	<b>KS1</b>
<b>Curriculum Statements</b>	<p><b>Expressive Arts</b> 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. 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.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space</b></p> <p>Talk about the work of a range of artists, craft makers and designers, describing the <b>differences and similarities</b> between different practices and disciplines, and <b>making links</b> to their own work.</p>
	<p><b>Understanding of the World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	
	<p><b>Physical Development</b> 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.</p>	
	<p><b>Personal, Social and Emotional Development</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Show sensitivity to others' needs and feelings, and</p>	

	<p>form positive relationships with adults and other children.</p> <p>Say why they like some activities more than others. Show confidence to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p> <p>Take account of one another's ideas about how to organise their activity as part of a group or class.</p>	
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<b>Art skills Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Key vocabulary</b>	Colour (Name colours) Mix Line Shape Pastel Paint paintbrush Crayon Pattern Chalk	(Name all colours) tone tint shade shape darker lighter shading portrait landscape sketch line straight curved natural man- made model print decorate evaluate sculpture tools	(Describe the quality of colours primary colour secondary colour warm cold hue monochrome charcoal observe compare wash background brush stroke shading techniques texture imagination form carve
<b>Artists</b>	Vincent Van Gogh John Dyer (seaside) Claude Monet	Andy Goldsworthy Jackson Pollock Georgia o Keeffe Paul Klee Miro	Barbara Hepworth Kandinsky Andy Warhol Rob Dulvaney Bethan Ash Quentin Blake
<b>Colour</b>	Experiment s with and uses primary colours Knows the names of colours Explores mixing colours Learn the names of different coloured tools e.g. pastels, paint, felt tips, crayons Uses a range of tools to make	Knows the names of all colours Starts to mix own colours after teaching Adds white to lighten and black to darken colours. Uses language to evaluate e.g. lighter/darker Experiments with and enjoys colour Sorts, selects and discusses colours	Makes as many tones as possible using primary colour with white Darkens colours without using black Mixes colours to match natural items Compares colours in different images

	coloured marks on paper e.g. glue sticks, sponges, brushes, fingers	Explores application of colour with different tools for enjoyment	
<b>Drawing</b>	Can make marks with different media e.g. hands, chalks, pens, pencils, brushes Uses a variety of paper types Investigates different lines e.g. thick, thin, wavy, straight Drawing people including some parts of body.	Becoming spontaneously expressive. Explores tone using different grades of pencil, pens, felt tips, crayons, pastels and chalk Observes patterns (natural and man - made) Sketches natural and man - made objects	Experiments with tools and surfaces Draws to record experiences and feelings Talks about drawings Continue to investigate tone by using different grades of pencil Comments thoughtfully and begins to discuss use of light/dark Sketches to make records of ideas
<b>Painting</b>	Names primary/secondary colours and mix secondary colours. Experiment s with colours Uses a variety of tools to spread paint, e.g. straws, matchstick s, brush  Uses different sized brushes (small, medium and large to make different line thicknesses), foam and sponge.  Explores working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Experiment with paint on hands, fingers feet, rollers	Introduced to the colour wheel and beginning of colour theory. Creates patterns using different tools and colours Experiments with and enjoys colour Starts to use colour and marks to express mood Represents things observed, seen or remembered using colour/tools Learn how to make tones (tints and shades) in poster paint and water colour	Mixes paint confidently to create other colours Introduced to the idea of different types of paint brushes for different purposes
<b>Pattern</b>	Imitates simple repeating pattern using concrete objects e.g. buttons, stones, blocks, beads Simple symmetry e.g. folding butterfly	Is aware of patterns around them Experiments with repeating patterns Develops an awareness of surface patterns, rubbings (natural and man-made) Can arrange natural or man-made objects	Experiments by arranging, folding, repeating, overlapping Compares natural and man -made patterns Makes patterns on a range of surfaces e.g. clay, dough, fabric, paper
<b>Printing</b>	Prints with variety of objects e.g. junk, bark, vegetables Prints into different textures e.g.	Uses print making as a means of experiment and expression Creates patterns by printing objects	Uses print making as a means of drawing Prints with range of natural and man -

	<p>newspaper, card, clay and dough using tools</p> <p>Makes rubbings to show range of patterns</p> <p>Produces simple pictures by printing •</p>	<p>Prints using string/card</p> <p>Uses equipment correctly to produce a clean image</p> <p>Uses appropriate language to describe tools, process etc</p>	<p>made objects</p> <p>Talks about work and artists' work</p> <p>Prints repeating patterns</p> <p>Identifies different forms printing takes e.g. books, pictures, wallpapers, fabrics</p>
<b>Form/3D</b>	<p>Handles, feels, manipulates materials including malleable</p> <p>Constructs, builds and destroys</p> <p>Shapes and models from observation and imagination</p> <p>Applies simple decoration</p> <p>Cut shapes using scissors and other modelling tools. Add texture, make shapes, coil and roll</p> <p>Use natural and manmade materials.</p>	<p>Uses tools to add texture</p> <p>Generates own ideas and uses materials to make objects for purpose</p> <p>Makes simple joins by manipulating materials or pasting carefully</p> <p>Learns how to join pieces of clay using water.</p> <p>Makes lines, marks to create representations of animal skin</p> <p>Incorporates natural and manmade materials in designs.</p>	<p>Aware of natural and man-made sculptural forms</p> <p>Expresses personal experiences/ ideas</p> <p>Shapes and forms from observing</p> <p>Creates 2D and 3D images using variety of tools and materials</p> <p>Replicates patterns in 3D form</p> <p>Makes simple thoughts about own work and that of a sculptor</p> <p>Begins to look at colour and pattern in 3D structures</p> <p>Carves hard materials and sculpts malleable materials using tools</p>
<b>Texture/textiles</b>	<p>Handles, manipulates and enjoys a variety of materials and fabrics e.g. hessian, grass, cotton, wool</p> <p>Simple collages using paper, pasta or beans</p> <p>Develops awareness of colour, textures and shapes</p> <p>Weave outdoors with a variety of materials.</p> <p>Use appropriate language to describe colours and textures.</p>	<p>Simply weaves paper</p> <p>Adds different textures to weaving</p> <p>Explores colour in weaving</p> <p>Builds on collage skills</p> <p>Use natural materials to make patterns and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Weave with paper and fabric, Begin to sew a running stitch (Colne Valley Museum and puppet making)</p>	<p>Develops overlapping to create effects</p> <p>Uses large eyed needles, different thread thicknesses, different sized stitches</p> <p>Attaches various collage materials</p>
<b>Technology and Art</b>	<p>Interactive whiteboard</p> <p>changing thickness of the brush, changing colours, background</p>	<p>Take a self-portrait or a photograph with an ipad/camera.</p>	<p>Copy style of an artist in a paint program, for example, Kandinsky, Rob Dulvaney, Warhol, Barbara</p>

	Texture – paintbrush or spray can	Use a simple computer paint program to create pictures	Hepworth
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