









The Unity of Titchmarsh, Warmington and Nassington Schools

EYFS	40-60 months: EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS <ul style="list-style-type: none"> • Explores what happens when they mix colours • Experiments to create different textures • Understands that different media can be combined to create new effects EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE <ul style="list-style-type: none"> • Create simple representations of events, people and objects • Chooses particular colours to use for purpose 			ELG: EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE: Children use what they have learnt about media and materials in original way, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		
	AREA OF SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	Record ideas and experiences in a sketch book or journal.	Make/use a simple sketch book, using a range of joining techniques including gluing, tying and stapling.	Make/use a simple sewn sketch book, selecting a range of papers and fabrics for different purposes.	Make/use a sketch book with a hard cover and mitred corners.	Make and use a sketch book that includes pockets and flaps.	Make own papers to use in a sketch book or journal.
DEVELOPING IDEAS	Draw from or talk about experiences, creative ideas and observations.	Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.	Identify interesting aspects of objects as a starting point for work.	Select and record visual and other information to develop ideas on a theme.	Explain how an idea has developed over time.	Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.
SELECTION	Describe the sensory properties of a range of different materials and decide which ones to use when making something.	Choose appropriate materials and techniques for a given project.	Explain the purpose of a given task and identify the ideal materials and tools for the job.	Investigate, combine and organise visual and tactile qualities of materials and processes when making something.	Combine a range of media within a piece of work and explain the desired effect.	Describe how the techniques and themes used by other artists and genres have been developed in their own work.
	Use lines to represent a shape or outline.	Use line and tone to draw shape, pattern and texture.	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.	Draw from close observation to capture fine details.	Use simple rules of perspective in drawings of figures and buildings.	Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.
DRAWING – LINE AND TONE	Use lines of different thickness.	Use tone to show light and shade.	Use line to add surface detail to a drawing, print or painting.	Use tone to emphasise form in drawing and painting.	Use cross-hatching to add tonal detail.	Use pen and ink to add line, tone and perspective using a tonal ink wash.
DRAWING – PATTERN	Create a simple pattern using colours and shapes.	Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).	Imprint a range of patterns into modelling materials (e.g. clay, dough and papier mâché).	Use bold colour and geometric shapes to create a graphic-style print.	Use rubbing techniques (frottage art) to collect patterns and textures.	Use pattern to add detail, movement and interest to a piece of work.
DRAWING – PERSPECTIVE AND COMPOSITION					Begin to use simple perspective in their work using a single focal point and horizon	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background Show an awareness of how paintings are created
	Explore ideas using digital sources e.g. Internet Record visual information using digital cameras and iPads	Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas Use eraser, shape and fill tools Use basic selecting and cropping tools	Record and collect images using digital cameras and iPads Present recorded visual images using software e.g. Photostory, photoshop Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal	Create shapes by making sections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose	Record, collect and store images using digital cameras and iPads Present visual images using software eg photostory, PowerPoint Use a graphics package to create and manipulate their images Be able to import an image (scanned, retrieved, taken) into a graphics package	Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc...)

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<p>PAINTING</p> 	<p>Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).</p>	<p>Mix paint colours to suit a task.</p>	<p>Copy and create patterns and textures with a range of paints.</p>	<p>Add textural materials to paint, to create a desired effect.</p>	<p>Use paint application techniques to create mood and atmosphere in a painting.</p>	<p>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p>
<p>PRINTING</p> 	<p>Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints e.g. Mono-print Roll printing ink over found objects to create patterns e.g. Plastic mesh, stencils</p> <p><u>Colour-</u> Experiment with overlapping motifs and colours</p> <p><u>Texture-</u> Make rubbings to collect textures and patterns</p>	<p>Build repeating patterns and recognise patterns in the environment Create simple printing blocks with press print Design more repetitive patterns</p> <p><u>Colour-</u> Experiment with overlapping motifs and colours</p> <p><u>Texture-</u> Make rubbings to collect textures and patterns</p>	<p>Make repeat pattern prints for decorative purposes using various natural materials.</p>	<p>Use a motif and stencil to create a mono or repeat print.</p>	<p>Create a detailed block for printing using string, card, foam or lino.</p>	<p>Create prints with three overlays Work into prints with a range of media e.g. Pens or paints</p>
<p>FORM</p> 	<p>Use modelling materials to create a realistic or imagined form.</p>	<p>Build simple thumb pots using clay, including rolling out clay on a board.</p>	<p>Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.</p>	<p>Use 3-D materials to sculpt a human form.</p>	<p>Create cylindrical and spherical forms using a range of media and scales.</p>	<p>Use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components.</p>
<p>3D</p> 	<p>Handle and manipulate rigid and malleable materials and say how they feel.</p>	<p>Use modelling materials to create an imaginary or realistic form.</p>	<p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material</p>	<p>Add embellishments and decorations to enhance a form or sculpture. Use papier-mâché to create a simple 3d object</p>	<p>Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing). Shape, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work</p>	<p>Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Develop skills in using clay including slabs, coils, slips etc... Produce intricate textures in malleable media</p>
<p>COLLAGE</p> 	<p>Cut and tear paper and glue it to a surface.</p>	<p>Cut and tear fabrics and papers, attaching them using different joining techniques.</p>	<p>Use a variety of materials to create a collage on a theme.</p>	<p>Create a photo montage of digital images to achieve a particular purpose.</p>	<p>Create a monochromatic collage which incorporates text.</p>	<p>Embellish a 3-D form using collage techniques (decoupage).</p>
<p>EVALUATING</p>	<p>Outline personal likes and dislikes regarding their own work.</p>	<p>Explain the main successes and challenges encountered when completing a piece of artwork.</p>	<p>Make suggestions for ways to adapt/improve their own artwork.</p>	<p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p>	<p>Explain how studying other artists' work has influenced and developed their own. Adapt and refine own work in the light of evaluations.</p>
<p>APPRECIATING</p>	<p>Outline personal likes and dislikes regarding their own work.</p>	<p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p>	<p>Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p>	<p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p>	<p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p>	<p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p>

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<p>OUR TOPICS</p>	<p>Pop Art Superhero Artwork Hundertwasser Winter Artwork Marbling Andy Goldsworthy Natural Art Drawing and Sketching the local area Picasso and Cubism Self-Portraits Fire of London Scene Starry Night – Van Gogh</p>	<p>British Artists – Luned Rhys Parn (Wales), William Morris (Scotland), Desmond Kinney (Northern Ireland) Aboriginal and African Art Henri Rousseau Cave Paintings Roman Mosaics Make a Dragon Paul Nash Propaganda Posters Andy Warhol – Vesuvius Greek Patterned Vases and Plates Mythical Creatures</p>	<p>South and Central American Art Wildlife Birds Plants and Flowers Ancient Egyptian Masks North American Art The Seaside</p>
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