

<b>EYFS curriculum expectations: Children will be inspired to:</b>	
<p><b>EYFS Goal</b></p> <p style="text-align: center;"><b>Creating with Materials</b></p> <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> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b><u>Making Skills</u></b></p> <p><b>Drawing:</b> Draw with increasing complexity and detail such as representing a face with a circle and including details</p> <p><b>Painting:</b> Explore colour mixing and painting with a variety of items including fingers, sponges, rollers and brushes</p> <p><b>Craft:</b> Join different materials and explore different textures</p>
<p><b><u>Generating Ideas</u></b></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>Use drawing to represent ideas like movement and loud noises</p> <p>Show different emotions in their drawings and paintings such as happiness, sadness, fear</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><b><u>Formal Elements</u></b></p> <p><b>Colour:</b> Explore colour and colour mixing</p> <p><b>Form:</b> Learn about form and space through making sculptures and developing language.</p> <p><b>Line:</b> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p><b>Pattern:</b> Understand the patterns around them and in nature</p> <p><b>Shape:</b> Identify, describe and use shape for purpose.</p> <p><b>Texture:</b> Use materials to create textures.</p> <p><b>Tone:</b> Explore tone and explore how to apply this to their own work.</p>
<p><b><u>Exploration of artists</u></b></p> <p>Matisse- The Snail, Monet- Waterlilies, Goldsworthy – land art, Kandinsky- Squares with concentric circles, Rousseau- Jungle, Jackson Pollock- The Flame, Friendenreich Hundertwasser- The Hundertwasser House, Gillian Ayres- The Colour of Ideas, Georgia O’Keefe- Flowers</p>	<p><b><u>Evaluating</u></b></p> <p><b>Identifying similarities and differences in others’ work:</b> Begin to discuss features of their own and other’s work.</p> <p><b>Reflecting:</b> Share their creations, explaining the process they have used</p>

**Year 1 National Curriculum objectives:** A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

<p><b>Year 1 Areas of study:</b></p>	<p><b><u>Making Skills</u></b></p> <p><b>Drawing:</b> Explore mark making, experiment with drawing lines and use 2D shapes to draw.  <b>Painting:</b> Develop skill and control when painting. Paint with expression.  <b>Craft:</b> Learn a range of materials and techniques such as clay, sketching, printing and collage.</p>
<p><b><u>Generating Ideas</u></b></p> <p><b>Sketchbooks:</b> Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.  <b>Creating Original Artwork:</b> Explore and create ideas for purposes and intentions.</p>	<p><b><u>Formal Elements</u></b></p> <p><b>Colour:</b> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.  <b>Form:</b> Learn about form and space through making sculptures and developing language.  <b>Line:</b> Use, express and experiment with line for purpose, then use appropriate language to describe lines.  <b>Pattern:</b> Understand patterns in nature, design and make patterns in a range of materials.  <b>Shape:</b> Identify, describe and use shape for purpose.  <b>Texture:</b> Use materials to create textures.  <b>Tone:</b> Understand what tone is and how to apply this to their own work.</p>
<p><b><u>Knowledge of artists</u></b></p> <p>Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture)</p>	<p><b><u>Evaluating</u></b></p> <p><b>Identifying similarities and differences in others' work:</b> Recognise and describe key features of their own and other's work.  <b>Reflecting:</b> Describe what they feel about their work and the art of others.</p>

**Year 2 National Curriculum objectives:** A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

<p><b>Year 2 Areas of study:</b></p>	<p><b><u>Making Skills</u></b></p> <p><b>Drawing:</b> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p><b>Painting:</b> Further improve skill and control when painting. Paint with creativity and expression.</p> <p><b>Craft:</b> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>
<p><b><u>Generating Ideas</u></b></p> <p><b>Sketchbooks:</b> Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p><b>Creating Original Artwork:</b> Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p>	<p><b><u>Formal Elements</u></b></p> <p><b>Colour:</b> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p><b>Form:</b> Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p><b>Line:</b> Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p><b>Pattern:</b> Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p><b>Shape:</b> Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p><b>Texture:</b> Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p><b>Tone:</b> Experiment with pencils to create tone. Use tone to create form when drawing.</p>
<p><b><u>Knowledge of artists</u></b></p> <p>Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</p>	<p><b><u>Evaluating</u></b></p> <p><b>Identifying similarities and differences to others' work:</b> Compare other's work, identifying similarities and differences.</p> <p><b>Reflecting:</b> Describe what they feel about their work and the art of others.</p>

