

Art in EYFS

Playing and Exploring - The children may initiate activities.

Active learning - The children may begin to organise others with a "We need a ... have you got a ..." attitude.

Creating and thinking critically - The children may begin to critique other's work and comment upon how it makes them feel.

Playing and Exploring - The children may show curiosity about (for example) a particular art work or artist.

Active learning - The children may show an enthusiasm for artistic activities within the provision.

Creating and thinking critically - The children may make choices about colours, shapes and the variety of ways they wish to represent their experiences.

EYFS Art links to Intent

Leading Teams



Independence



Confidence



Real Life



Choices



Depth



Playing and Exploring - Throughout the EYFS the children will be independently accessing a variety of medias.

Active learning - The children may find a media they like and continuing to enjoying achieving their outcomes with this media.

Creating and thinking critically - The children may use their chosen media to create a piece independently that represents a link to them and what they like or enjoy.

Playing and Exploring - The children may show curiosity about shapes and colours they may have seen at home.

Active learning - children may create art work to meet their own enjoyment.

Creating and thinking critically - Children may find a variety of ways to replicate experiences they have had.

Playing and Exploring - children may explore and experience many art forms including plasticine, clay, pens, paints, collage materials.

Active learning - Children may make the choice of which materials they like and transfer their knowledge between those materials.

Creating and thinking critically - The children may choose colours that represent feelings and emotions accurately for example a bright red heart to show allot of love.


Drawing								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • HB Pencils • Graded Shading pencils • Charcoal • Inks • Pastels 	-Begin to use a variety of tools for drawing and represent their ideas. - Draw with increasing complexity and detail such as a face as a circle and include details. - Create closed shapes with continuous lines. These shapes then represent objects.	-Use drawings to tell a story - Begin to show accuracy and care when drawing.	-Extend the variety of drawing tools and have a choice about which to use. -Discuss the use of light and shadow (link to science knowledge). -Observe anatomy and recreate using thick and thin HB pencils. -Observe patterns and recreate (Link to Kandinsky).	-Observe and draw landscapes by experimenting with different grades of pencil. -Draw a way of recording feelings or experiences using dots and lines technique.	-Experiment with a variety of tools including pencils and chalks. -Close observations of anatomy or landscapes using hatching technique. -Close observations of anatomy or landscapes using charcoal.	-Understand the concepts of Scale and proportion in relation to Lowry's Coming Home from the Mill. -Understand the concept of perspective in relation to Lowry's A Lancashire Village 1935. - Use pastels in the style of L.S Lowry.	-Accurate drawings of people; particularly faces using the cross-hatching technique. -Accurate drawings of people; particularly faces using handwriting pen or biro. -interpret the texture of a surface.	-Draw the effect of light on objects and people from different directions using a stippling technique. -Effect of light on objects and people from different directions by using a highlighting technique of erasing.
Key Prior Knowledge needed Retrieval Knowledge Small Steps	<input type="checkbox"/> Identify and name a circle. <input type="checkbox"/> Identify nose, ears, eyes.	<input type="checkbox"/> Know and be able to draw closed 2D shapes.	<input type="checkbox"/> Hold pencil with accurate grip for dexterity. <input type="checkbox"/> Understand that shadows are formed on the opposite side to light sources.	<input type="checkbox"/> Know that HB is a medium black pencil. <input type="checkbox"/> Know that B stands for soft pencils and best for shading. <input type="checkbox"/> Know that H is hard and best for technical drawing.	<input type="checkbox"/> Recall how to use dots and lines to create depth. <input type="checkbox"/> Understand the appropriate pencil to use for drawing anatomy.	<input type="checkbox"/> Understand the appropriate pencil to use for drawing landscapes.	<input type="checkbox"/> Understand the appropriate pencil to use for drawing anatomy. <input type="checkbox"/> Recall how to use dots and lines to create depth and add texture.	<input type="checkbox"/> Recall how to use dots and lines to create depth and add texture. <input type="checkbox"/> Understand that shadows are formed on the opposite side to light sources.

Colour								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Ready mixed paint • Inks • Dye • Wax Crayon • Acrylic paint 	<ul style="list-style-type: none"> -Uses Primary colours. -Explores mixing colours (not formal). -Use a range of tools to make coloured marks on page. 	<ul style="list-style-type: none"> -Name all of the primary colours. -Find collections of colour. -Mixing, choosing colours 	<ul style="list-style-type: none"> -Mix primary colours to get secondary colours using wax crayon. -Apply colour with a variety of significantly different brush sizes and shapes. 	<ul style="list-style-type: none"> -Make as many tones of one primary or secondary colour as possible (by adding white) to ready mixed poster paint. 	<ul style="list-style-type: none"> -Make colour wheels with primary and secondary colours independently. -Apply colour using dotting, scratching and splashing 	<ul style="list-style-type: none"> -Make colour wheels with primary, secondary and tertiary colours with acrylic paint. -Colour to reflect mood. -Know how to tint, tone and shade. 	<ul style="list-style-type: none"> -Use colour for purposes. -Know what hue is and how to create it. 	<ul style="list-style-type: none"> -Explore the use of texture in colour as in Van Gogh's work using dashes of lighter colours.
Key Prior Knowledge needed within year group Retrieval Knowledge of previous year group Small Steps	<input type="checkbox"/> Knows that paints can be put together.	<input type="checkbox"/> Knowledge that paints can be mixed together. <input type="checkbox"/> Know and understand red, blue and yellow	<input type="checkbox"/> Know that red, blue and yellow are primary colours.	<input type="checkbox"/> Name primary colours <input type="checkbox"/> Name secondary colours	<input type="checkbox"/> Name secondary colours and explain how to make them.	<input type="checkbox"/> Name primary colours <input type="checkbox"/> Name secondary colours <input type="checkbox"/> Knowledge of how to create a tone.	<input type="checkbox"/> Name primary colours <input type="checkbox"/> Name secondary colours <input type="checkbox"/> Name tertiary colours	<input type="checkbox"/> Name primary colours <input type="checkbox"/> Name secondary colours <input type="checkbox"/> Name tertiary colours

Texture								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Textiles • Stones • Clay • Sand • Plaster • Collage • Batik 	-Decorate a piece of fabric and choose different materials for creations using found materials.	-Show experience with simple weaving. -Enjoy handling and manipulating with a variety of textiles.	-Begin to identify different types and textures of fabric and materials for collage (be able to identify the features and properties of the material. Need to be able to discuss why that material is suitable for a purpose in their artwork) linking to science vocabulary knowledge.	-Begin to identify different forms of textiles. -Match and sort fabrics and threads for colour, texture, length, size and shape.	-Demonstrate experience in looking at fabrics from other countries (Scotland: tartan, Wales: wool Indonesia: Batik). - Weave paper to represent an image (landscape, pattern or texture).	-Record textile explorations in a sketchbook to reflect mood, feeling or movement. -Refine and alter ideas, explain choices using artistic vocabulary.	-Design, plan and decorate a fabric piece.	-Recognise different forms of textiles and express opinions on them.
Key Prior Knowledge needed within year group Retrieval Knowledge of previous year group Small Steps	<input type="checkbox"/> Knows how to use attach materials using PVA glue.	<input type="checkbox"/> Know that weaving needs to thread in/out alternately. <input type="checkbox"/> Know the property of a material ie the stone is rough.	<input type="checkbox"/> Know the property of a material ie the stone is rough so it would be good for representing anger. The paper is shiny so it would make a good butterfly wing.	<input type="checkbox"/> Name materials of wool and cotton. <input type="checkbox"/> Know that wool has many long threads twisted together. <input type="checkbox"/> Know that cotton threads are woven together.	<input type="checkbox"/> Name material Batik fabric. <input type="checkbox"/> Know that Anni Albers made images in her weaving such as labyrinth.	<input type="checkbox"/> Know colour wheel links to emotions. <input type="checkbox"/> Know how to use evaluative comments from others to progress own designs.	<input type="checkbox"/> Know the name of the technique Batik. <input type="checkbox"/> Know how to draw a simple design that can covered with Batik resistant material and dyes.	<input type="checkbox"/> Know the names of the 3 types of materials learnt in KS2. <input type="checkbox"/> Discuss their likes/dislikes using evaluative vocabulary.

Form								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • 3D work • Clay • Wire • Paper sculpture 	-Manipulate rigid and malleable materials.	-Building and destroying rigid and malleable materials.	-Construction using rigid materials.	-Replicate patterns and textures in a 3-D form paper structure.	-Plan and develop ideas on form. -Shape and form malleable and rigid materials.	-Experience surface patterns / textures	-Discuss own work and work of other sculptors such as Henry Moore.	-Discuss and evaluate own work and that of other sculptors.
Key Prior Knowledge needed within year group Retrieval Knowledge of previous year group Small Steps	<input type="checkbox"/> Know how to build a rigid structure with junk modelling materials. <input type="checkbox"/> Know how to roll clay into a sausage shape.	<input type="checkbox"/> Know how to roll clay back into a ball if they wish to start again with their project.	<input type="checkbox"/> Know how to create a structure using wooden blocks. <input type="checkbox"/> Know how to create a structure using paper.	<input type="checkbox"/> Know how to roll paper. <input type="checkbox"/> Know to use PVA glue or Pritt Stick for attaching paper together.	<input type="checkbox"/> Know how to use paper straws/wire to create a solid structure. <input type="checkbox"/> Know how to add shape to a structure by adding tin foil or tissue paper.	<input type="checkbox"/> Take part in a texture hunt using vocabulary to identify a variety of textures. <input type="checkbox"/> Know how to take rubbings using wax crayons to see a basic shape of an object. <input type="checkbox"/> Know how to use paint to print an example of patterns.	<input type="checkbox"/> Know about the features of Henry Moore's sculptures: bumpy with holes. <input type="checkbox"/> Know how to fix clay together using score, slip, stick, smooth technique.	<input type="checkbox"/> Know how to make improvements to own strategy. <input type="checkbox"/> Through discussion of sculptors learnt throughout EYFS-6 choose the style they like best (Hepworth, Goldsworthy, Gormley, Moore)

Printing								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Found materials • Fruit/veg • Wood blocks • Lino • String 	-Know how to print using rubbings, rollers and stamps	-Know how to print using rubbings, rollers and stamps	-Know how to print with a growing range of objects.	-Choose how to record textures and patterns by printing.	-Choose how to record textures and patterns by printing.	-Modify and adapt print	-Design Prints	-Explore printing techniques by various artists.
Key Prior Knowledge needed within year group Retrieval Knowledge of previous year group Small Steps	<input type="checkbox"/> Knowing the amount of pressure to put down. <input type="checkbox"/> Use found classroom objects as stampers such as Lego bricks or wooden blocks.	<input type="checkbox"/> Knowing the amount of paint to put onto a stamper. <input type="checkbox"/> Knowing the amount of pressure to put down. <input type="checkbox"/> Use rubbings of bark and leaves found in Forest School such as leaves, twigs, flowers.	<input type="checkbox"/> Knowing how to cover object with an even amount of paint with a thin layer. <input type="checkbox"/> Use found materials including those found outdoors from Forest School such as leaves, twigs, flowers.	<input type="checkbox"/> Being able to select an object that will represent the desired pattern. <input type="checkbox"/> Use string to lay purposefully onto a piece of card to fold and create a pattern such as a flower.	<input type="checkbox"/> Being able to select an object that will represent the desired pattern. <input type="checkbox"/> Knowing how to cover object with an even amount of paint with a thin layer	<input type="checkbox"/> Understand how to improve their printed result by altering the amount of paint, object to print with, amount of pressure. <input type="checkbox"/> Create a simple pattern that can be formed by gluing string to a cardboard base to create a monoprint. <input type="checkbox"/> Knowledge that only basic shapes will be created.	<input type="checkbox"/> Create a simple pattern that can be carved into polystyrene to create a monoprint. <input type="checkbox"/> Knowledge that more detailed shapes can be created from last year because they are carving a relief print that allows smaller features such as dots.	<input type="checkbox"/> Have knowledge of at least two styles of printing: - Lino Printing by John Banting and/or Rachael Hibbs' Metamorphosis - Monoprinting by Hansjörg Mayer's Alphabet Square (1967) <input type="checkbox"/> Try the two different types of printing. <input type="checkbox"/> Explain which style they prefer and using artistic vocabulary give justification for their reasons.

Pattern (line and shape)								
Resources	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Paint • Pencils • Textiles • Clay • Printing 	-Know what symmetry is. -Create simple repeating patterns.	-Create repeating patterns with shape. -Create simple repeating patterns with lines.	-Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning	-Natural and manmade patterns	-Patterns in the environment	-Tessellation	-Create own abstract pattern to reflect personal experience	-Create own abstract pattern to reflect personal experience
Key Prior Knowledge needed within year group Retrieval Knowledge of previous year group Small Steps	<input type="checkbox"/> Know that printing onto a piece of paper and then folding will create a symmetrical pattern.	<input type="checkbox"/> Know that Bridget Riley uses repeating lines to create a pattern.	<input type="checkbox"/> Discuss regular and irregular – what does it mean? <input type="checkbox"/> Look at the work of Mondrian and discuss the use of overlapping patterning.	<input type="checkbox"/> Observe natural patterns in leaves in Forest School and in animal furs. <input type="checkbox"/> Observe brick work in building walls as manmade. <input type="checkbox"/> Outcome ideas for delivery of knowledge:  Y2 Shape.docx	<input type="checkbox"/> Take rubbings of wood/bark.	<input type="checkbox"/> Understand that polygons can not overlap. <input type="checkbox"/> Know about the works of MC Escher. <input type="checkbox"/> Know how to cut opposite sides and reposition to create a polygon to be tessellated.	<input type="checkbox"/> Use shapes to create patterns. <input type="checkbox"/> Create a pattern for a purpose such as folder, book cover. <input type="checkbox"/> Focus on the work of Henri Matisse.	<input type="checkbox"/> Use shapes to create patterns. <input type="checkbox"/> Create a pattern for a purpose such as folder, book cover.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing work	<p>-Represent their own ideas, thoughts and feelings through art.</p> <p>- Use drawing to represent ideas such as movements or loud noises.</p> <p>- Show different emotions in paintings and drawings (happiness, fear etc).</p>	<p>- Use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>- Share their creations, explaining the process they have used.</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>-Talk about the choices they have made ie tools, media</p>	<p>-Develop and record ideas.</p> <p>-Show confidence in working creatively.</p>	<p>-Explain reasons for their ideas.</p>	<p>-Explain their ideas as they work.</p> <p>-Begin to use the language appropriate to the chosen style of art.</p>	<p>-Use creative thinking to develop an initial idea.</p>	<p>-Confidently use the vocabulary appropriate to the chosen style of art.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating Work	-Review their own ideas, thoughts and feelings through art.	-Review their own ideas, thoughts and feelings through art.	-Describe some of the art techniques they have used in their work ie collage, painting, printing. -Talk about what they might change in their own work.	-Compare ideas and approaches in their own work and others'.	-Compare ideas and approaches in their own work and others'.	-Compare ideas and approaches in their own work and others' and the changes they would make to a piece of art.	-Use appropriate language when comparing ideas and approaches of their own work to others'. -Describe how they feel about others' art work and how this may influence their own work.	-Use specific vocabulary when comparing ideas and approaches of their own work to others'. -Describe how they feel about others' art work and how this may influence their own work. -Reflect on the ways in which their imaginative work has developed from a range of starting points.
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Artist Study Minimum plus the additional knowledge gained through additional exhibition week.	Barbara Hepworth	Pablo Picasso Bridget Riley	Wassily Kandinsky Piet Mondrian	Andy Goldsworthy Paul Klee	Antony Gormley Prehistoric paintings in Lascaux Anni Albers	LS Lowry <ul style="list-style-type: none"> A Lancashire village 1935 Coming home from the Mill Vincent van Gogh Giuseppe Arcimboldo David Hockney	Paul Nash Henry Moore Peter Thorpe Frida Kahlo	Banksy Roy Lichinstein Steve Brown

Architect Study				Christopher Wren		Zaha Hadid		
Designer Study						Paul Smith – links to Victorian Workhouse	William Morris – links to printing	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary: Minimum, plus retrieval of previous knowledge	Brush Paint Blue Red Yellow	Primary Colours Thick Thin Light Dark	Secondary Colour Broad Fine Bright Pointed Sharp	Tone Warm Cold Shade Background Foreground Middleground	Watery Intense Opaque	Scale Proportion Perspective Tint Figure	Hue Portrait Abstract Stippled Splattered	Graduated Diffused Poised Inanimate
Reading Opportunities	Meet the artist: Barbara Hepworth All the colours I can see	Picasso's Trousers Big Dreams Little People Pablo Picasso 100 Pablo Picasso's The Three Musicians Vincent's Starry Night & Other Stories pg 271 Picasso	The Dreaming Giant The Noisy Paintbox Vincent's Starry Night & Other Stories pg 259 Kandinsky	The Cat and the Bird What Paul Made 13 Artists Children should know pg25-27 Paul Klee	Art & How it works pg10-11 First Artists Vincent's Starry Night & Other Stories pg 16-19 Cave Painters The Cave Painters of Lascaux	Art & How it works pg20-21 Perspective Pg 64-65 Showing Feelings Vincent's Starry Night & Other Stories pg 227 Van Gogh	Vincent's Starry Night & Other Stories pg 275 Henry Moore 13 Artists Children should know pg38-39 Frida Kahlo We are artists pg 42-49 Frida Kahlo Vincent's Starry Night & Other Stories pg 262-265 Frida Kahlo The life and work of Henry Moore	Wham! The art and life of Roy Lichtenstein