

Art	Celebrations	All Around Us	Holidays
Monkey Puzzle Class Year A	<p>Drawing Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> draw lines of varying thickness;</li> <li><b>b</b> use dots and lines to demonstrate pattern and texture;</li> <li><b>c</b> use different materials to draw, for example pastels, chalk, felt tips;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul> <p>Painting Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name the primary and secondary colours;</li> <li><b>b</b> experiment with different brushes (including brushstrokes) and other painting tools;</li> <li><b>c</b> mix primary colours to make secondary colours;</li> <li><b>d</b> add white and black to alter tints and shades;</li> <li><b>e</b> Use Key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul> <p>Sculpture Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li><b>b</b> use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li><b>c</b> use a variety of shapes, including lines and texture;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul> <p>Collage Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a combination of materials that have been cut, torn and glued;</li> <li><b>b</b> sort and arrange materials;</li> <li><b>c</b> add texture by mixing materials;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</li> </ul> <p>Textiles Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a dyeing technique to alter a textile's colour and pattern;</li> <li><b>b</b> decorate textiles with glue or stitching, to add colour and detail;</li> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving woven, placemat, loom, alternate, over, under, decoration, batik, dye, wax, resist, crayons, ink, apply, set.</li> </ul> <p>Printing Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> copy an original print;</li> <li><b>b</b> use a variety of materials, e.g. sponges, fruit, blocks;</li> <li><b>c</b> demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this 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dyeing technique to alter a textile's colour and pattern;</li> <li><b>c</b> decorate textiles with glue or stitching, to add colour and detail;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving woven, placemat, loom, alternate, over, under, decoration, batik, dye, wax, resist, crayons, ink, apply, set.</li> </ul>

Art	Let's Celebrate	Exploring	Making Waves
Key Stage 1 Master Year B	<p>Painting Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name the primary and secondary colours;</li> <li><b>b</b> experiment with different brushes (including brushstrokes) and other painting tools;</li> <li><b>c</b> mix primary colours to make secondary colours;</li> <li><b>d</b> add white and black to alter tints and shades;</li> <li><b>e</b> Use Key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul> <p>Collage Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a combination of materials that have been cut, torn and glued;</li> <li><b>b</b> sort and arrange materials;</li> <li><b>c</b> add texture by mixing materials;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</li> </ul> <p>Printing Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> copy an original print;</li> <li><b>b</b> use a variety of materials, e.g. sponges, fruit, blocks;</li> <li><b>c</b> demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: Colour, shape, printing printmaking, woodcut, relief, printing, objects.</li> </ul>	<p>Drawing Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> draw lines of varying thickness;</li> <li><b>b</b> use dots and lines to demonstrate pattern and texture;</li> </ul> <p>Painting Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name the primary and secondary colours;</li> <li><b>b</b> experiment with different brushes (including brushstrokes) and other painting tools;</li> <li><b>c</b> mix primary colours to make secondary colours;</li> <li><b>d</b> add white and black to alter tints and shades;</li> <li><b>e</b> Use Key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul> <p>Sculpture Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li><b>b</b> use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li><b>c</b> use a variety of shapes, including lines and texture;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul> <p>Textiles Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show pattern by weaving;</li> <li><b>b</b> use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving woven, placemat, loom, alternate, over, under, decoration, batik, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<p>Drawing Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> draw lines of varying thickness;</li> <li><b>b</b> use dots and lines to demonstrate pattern and texture;</li> <li><b>c</b> use different materials to draw, for example pastels, chalk, felt tips;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul> <p>Sculpture Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li><b>b</b> use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li><b>c</b> use a variety of shapes, including lines and texture;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul> <p>Collage Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a combination of materials that have been cut, torn and glued;</li> <li><b>b</b> sort and arrange materials;</li> <li><b>c</b> add texture by mixing materials;</li> <li><b>d</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</li> </ul>

## Exploring and Developing ideas

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

### **KS1 Art and Design National Curriculum**

To produce creative work, exploring their ideas and recording experiences.

Children can:

respond positively to ideas and starting points;

explore ideas and collect information;

describe differences and similarities and make links to their own work;

try different materials and methods to improve;

use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

### **EYFS**

The most relevant statements for art are taken from the following areas of learning: Physical Development and Expressive Arts and Design. They are worked on and developed every term.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
- 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
- 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.