



ART curriculum

STATUTORY

Nursery and Reception	Year 1 and Year 2
<p>Early Learning Goal: Children at the expected level of development will:</p> <p><u>Expressive Art and Design</u></p> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • 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; • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

THELWALL INFANT SCHOOL AND NURSERY AGE EXPECTATIONS

EYFS

EXPLORATION AND SKILLS

- Express ideas and feelings through making marks and sometimes give meaning to the marks they make (nursery).
- Explore a wide range of materials to develop ideas about how to use them e.g. using the painting easels to create paintings, large rolls of paper to create patterns with printing stamps.
- Practise using a range of tools safely and effectively e.g. paint brushes, sponges, printing stamps.
- Create collaboratively sharing ideas, resources and skills.
- Develop own ideas and decide how to express them.

DRAWING	PAINTING	PRINTING	COLLAGE	3D	TEXTILES
<ul style="list-style-type: none"> • Experiment with mark making using a range of materials on a variety of surfaces and scales • Use graphic tools, fingers, hands, chalks, pencils, brushes etc. to explore a range of marks- often experimental • Create closed shapes using continuous lines and represent objects with them. • Draw with increasing complexity and detail e.g. drawing a circle and adding features for a face. 	<ul style="list-style-type: none"> • Play with, explore and discover paint and experience colour using a variety of tools to apply paint. • Explore mark making using card, brushes, sticks, sponges, fingers etc. • Explore colour mixing • Use and refine a variety of artistic effects to express ideas and feelings 	<ul style="list-style-type: none"> • Explore printing <p>Direct printing:</p> <ul style="list-style-type: none"> • Experiment printing using hands, fingers, sticks, fruit etc. Begin to create patterns and images 	<ul style="list-style-type: none"> • Begin to choose appropriate materials to create textures e.g. wool for hair, cellophane for water • Tear, cut, glue and rearrange visual materials 	<ul style="list-style-type: none"> • Use starting point to create simple 3D piece e.g. headdress, models, using basic materials- mod roc, papier mache etc. 	<ul style="list-style-type: none"> • Experiment with mark making on fabrics e.g. pencils, crayons, inks

KEY STAGE 1

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DRAWING	PAINTING	PRINTING	COLLAGE	3D	TEXTILES
<ul style="list-style-type: none"> • Use graphic tools, fingers, hands, chalks, pencils, brushes etc. to explore a range of marks and create images • Develop manipulative skills and demonstrate a correct grip of tools • Draw from something remembered or imagined as well as from direct experience • Begin to demonstrate use of scale. Begin to look at 'near and far' 	<ul style="list-style-type: none"> • Explore mark making using card, brushes, sticks, sponges, fingers etc. • Experiment with colour and make patterns • Know primary colours • Explore the effect on paint of adding water, sawdust, sand and glue • Paint from a range of starting points (as other artists) e.g. the environment, events, figures, abstract • Introduce different types of brushes and paints for different purposes e.g. watercolours, acrylics etc 	<ul style="list-style-type: none"> • Practise printing techniques; Incised printing: <ul style="list-style-type: none"> • Develop idea of printing by cutting into things e.g. potato, • press printing stencilling: <ul style="list-style-type: none"> • Experiment with simple ripped out and cut paper. • Use brushes, sponges and fingers to push colour through • Combine colours and techniques to build up an image and/or effect 	<ul style="list-style-type: none"> • Select appropriate collage materials • Begin to choose appropriate adhesives e.g. Pritt for light paper, PVA for card • Develop skills of overlapping and overlaying and awareness of contrasts in textures and colours • Extend or develop an image within topic or theme • Use collage to represent objects and in response to imaginative work, landscape and pattern • Embellish using a variety of techniques and materials 	<ul style="list-style-type: none"> • Use starting point to create simple 3D piece e.g. headdress or container using basic materials- paper, string, clay etc. • Experiment with papier mache/mod roc over a mold e.g mask making, bowl making. • Develop skills in safe use of tools e.g. scissors, clay tools. • Use simple castings methods- press objects into plasticine and cast with wet plaster. • Explore other ways of joining and fastening e.g. glue guns, staplers, clay slip etc. • Make linear constructions or mobiles exploring space by using wire, art straws, witheys etc. 	<ul style="list-style-type: none"> • Begin to combine fabric e.g. with simple stitches • Experiment with mark making on fabrics e.g. pencils, crayons, inks • Manipulate materials by ripping, tearing, twisting. • Begin to develop simple textile techniques including batik, sewing, weaving. • Use tools and techniques more confidently, begin to introduce a wider range of tools/techniques e.g. paper making, felt making.

Art and Design EYFS – Two Year Overview

Continuous provision to include:

Drawing

- Experiment with mark making and using a range of materials on a variety of surfaces and scales.
- Use graphic tools, fingers, hands, chalks, pencils, brushes to explore marks.
- Create closed shapes and continuous lines to represent objects and themselves.

Painting

- Play with, explore, and discover paint and experience colour using a variety of tools to apply paint.

Planned Units:

Year A	<p style="text-align: center;"><u>Autumn 2 – What’s in The Woods</u></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> • Frottage techniques • Experiment with direct printing. • Begin to create patterns (footprints) 	<p style="text-align: center;"><u>Summer 1 – Does all food grow?</u> <u>Artist: Joost Elffers</u></p> <p><u>3D</u> - Fruit/veg character models <u>Printing</u> - Fruit/vegetable printing <u>Collage</u> - Add materials for texture</p>	<p style="text-align: center;"><u>Summer 2 – Do you want to join the Circus?</u></p> <p><u>Collage</u> - Tear, cut and rearrange images. <u>Textiles</u> - Experiment with mark making on fabrics (oil pastel, sharpie, paint, brusho).</p>
	<p style="text-align: center;"><u>Autumn 2 – How Do We Celebrate a Birthday?</u></p> <p><u>Collage</u> – Fairy tale character / birthday cake for the party. <u>3D</u> - Clay birthday coaster.</p>	<p style="text-align: center;"><u>Spring 2 – What is in the Fairy-Tale Forest?</u></p> <p><u>Printing</u> – Use variety of materials to build up woodland scene through printing techniques. (Add collage/ pre-drawn characters too)</p>	<p style="text-align: center;"><u>Summer 1 – Why is the Caterpillar Always Hungry? Artist: Eric Carle</u></p> <p><u>3D</u> – Minibeast models from variety of materials (See Eric Carle designs) <u>Textiles</u> – Butterfly wings. Mark making on fabric.</p>

Art and Design Key Stage 1 – Two Year Overview

Planned Units:

Year A	<p style="text-align: center;"><u>Autumn 2</u> <u>What Do we Remember in November?</u></p> <p><u>Textiles (History link)</u> Focus artist: Amanda Dagg Textile pieces inspired by Dagg’s work on poppies. Felt making.</p>	<p style="text-align: center;"><u>Spring 2</u> <u>Does it rain everywhere at the Same Time?</u></p> <p><u>3D (Geography link)</u> Focus artists: Katsushika & Charles Burchfield Textured weather scenes using clay / Modroc/ paper-mache</p>	<p style="text-align: center;"><u>Summer 2</u> <u>Where Does it All Come From?</u></p> <p><u>Drawing and Painting (Science link)</u> Focus artist: Pablo Picasso Portraits inspired by and including features of Picasso’s work.</p>
Year B	<p style="text-align: center;"><u>Autumn 2</u> <u>Could a Penguin Live In Thelwall?</u></p> <p><u>Drawing and Painting (Geography/ literacy link)</u> Focus Artist: Oliver Jeffers Skills developed over a series of sessions using Illustrations by Oliver Jeffers as stimuli.</p>	<p style="text-align: center;"><u>Spring 1</u> <u>How Have Women Changed the World?</u></p> <p><u>Collage (History link)</u> Focus Artist: Beatriz Milhazes Learning to overlap and layer images, colours and textures to create a collage in the style of Milhazes but featuring a famous woman from history.</p>	<p style="text-align: center;"><u>Summer 2</u> <u>How Can We Help to Look After the Planet?</u></p> <p><u>Printing (Science link)</u> Focus Artist: Henri Matisse Mono printing, incised printing and stencil printing skills.</p>