



## Loxwood Primary School Art



### Intent:

At Loxwood, teachers ensure they have covered the skills required to meet the aims of the national curriculum, understanding that education goes beyond this. In Art, we explore the diverse needs of our community and the world, meeting the needs of all our children. Our intent is to ensure all pupils produce creative, imaginative work.

Our children will:

- Have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.
- Become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.
- Develop their knowledge of famous artists, designers and craft makers.
- Develop their interest and curiosity about art and design through knowledge progression and skills progression.
- Develop their emotional expression through art to further enhance their personal, social and emotional development. We have beautiful grounds which the children often use to create outside, whether it is drawing, sketching, watercolour painting or making. We make visits to Art Galleries, exhibitions (including our own) and have artists and creators visit the school to develop the children's cultural capital.

In Art, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

### Implementation:

We have a coherent and sequenced curriculum building progression of knowledge and skills every year. EYFS have their own topic cycle but work alongside Key Stage 1. The rest of the school work in pairs – Year 1 and Year 2, Year 3 and Year 4 and then Year 5 and Year 6 and follow a two-year topic cycle. These year groups plan together weekly. Through progression, the children develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Teachers draw on opportunities within our local environment and community to enhance Art lessons and make meaningful connections. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Impact:

We assess children as part of our ongoing teaching and learning. Most assessments are based on ongoing summative judgements following lessons. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

By the end of Year 6, the National Curriculum for Art and Design aims to ensure that all children:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Art Whole School Topic Overview

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
EYFS	<b>This is Me!</b> (Patterns) Matisse	<b>Night and Day</b> (texture, colour & movement) Van Gogh	<b>Traditional tales</b> (Squares & rectangles) Mondrian	<b>People who help us</b> (Points and dots) Seurat	<b>Growing</b> (Nature) Monet	<b>Moving on, journeys &amp; adventures</b> (Big canvas dripping and dribbling paint) Pollak	<b>This is Me!</b> (Patterns) Matisse	<b>Night and Day</b> (texture, colour & movement) Van Gogh	<b>Traditional tales</b> (Squares & rectangles) Mondrian	<b>People who help us</b> (Points and dots) Seurat	<b>Growing</b> (Nature) Monet	<b>Moving on, journeys and adventures</b> (Big canvas dripping and dribbling paint) Pollak
Year 1 & 2	<b>On your marks, get set go!</b> (Colour) Robert and Sonia Delaunay		<b>A Walk on the Wild Side!</b> (Sculpture) Miro  Textiles/ Weaving - African Kente Cloth		<b>Make a Splash!</b> (Landscapes and watercolour) Monet, Hockney, Turner		<b>Castles in the Sky</b> (Abstract Painting) Paul Klee  (Collage / Portraits) Picasso, Matisse, Warhole		<b>Fantastic Forests</b> (Printing and texture) Max Ernst  (Pattern) Aboriginal art		<b>Once There Were Giants!</b> (Digital media) Hal Lasko  (Still life) Van Gogh	
Year 3 & 4	<b>Ancient Egyptian Art</b> (Drawing, clay) Man Ray & Fernand Leger		<b>Art in the Environment</b> (Painting, pastels) Monet, Turner, Constable, Cole, Sisley.		<b>Insects</b> (Drawing, sculpture) Louise Bourgeois, Jennifer Angus  <b>Wildlife</b> (printing paper modelling) Brancusi, Sweeny		<b>Faces</b> (Pencil, pen charcoal)  <b>Stone Age</b> (drawing using natural materials, clay- beaker pots)		<b>Bodies</b> (Pen, maquette) Julian Opie, Giacometti, Vivienne Westwood		<b>Plants &amp; Flowers</b> (Drawing, painting, dyeing) O'Keefe, Rousseau, Flint  <b>Still Life</b> Matisse, Ruysch	
Year 5 & 6	<b>World War II</b> (Portrait) Henry Moore  <b>Seascapes</b> (Weaving) Alfred Wallis and Hokusai		<b>South and Central American Art</b> (Sculpture) Frida Khalo, Joaquin Torres Carcia		<b>North American Art</b> (body abstract and skulls) John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat		<b>Street Art</b> (Graffiti – stencils) Banksy, Lady Pink		<b>Rainforest</b> (Landscape) Henri Rousseau		<b>Cityscapes</b> (Impressionist painting) Camille Pissarro	

## Progression in Art:

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring & developing ideas	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><u>Expressive Arts and Design (EAD)</u> <u>Being imaginative and expressive:</u></p> <ul style="list-style-type: none"> <li>• Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul> <p><u>Expressive Arts and Design Statutory ELG- Creating with Materials-</u> Children at the expected level of development will:</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><u>Being Imaginative and Expressive-</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>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.</p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> </ul> <p><i>work, work of art, idea, starting point, observe, focus, design, improve.</i></p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• explore ideas from first-hand observations;</li> <li>• question and make observations about starting points, and respond positively to suggestions;</li> <li>• adapt and refine ideas;</li> </ul> <p><i>line, pattern, texture, form, record, detail, question, observe, refine.</i></p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>• Review and revisit ideas in their sketchbooks;</li> <li>• Offer feedback using technical vocabulary;</li> <li>• Think critically about their art and design work;</li> <li>• Use digital technology as sources for developing ideas;</li> </ul> <p><i>Sketchbook, develop, refine, texture, shape, form, pattern, structure.</i></p>

	<p>Physical Development Statutory ELG: <u>Fine Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>			
<p><b>Drawing</b></p>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p><b>Expressive Arts and Design</b> <u>Creating with materials:</u></p> <ul style="list-style-type: none"> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <p>Children will</p> <ul style="list-style-type: none"> <li>• Draw different lines</li> <li>• Use different materials to draw, for example, pencils, paint, felt tips, chalk,</li> </ul> <p>draw, paper, paint, pens, pencil, chalk, cardboard and clay, paintbrush, scissors, joining materials- stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p>portrait, self-portrait, line, drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• use shading to show light and shadow effects;</li> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of space when drawing;</li> </ul> <p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills</p> <p>Become proficient in drawing techniques.</p> <p>Improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> </ul> <p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>

<p><b>Painting</b></p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults</p> <p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p><b>Expressive Arts and Design</b> <u>Creating with materials:</u></p> <ul style="list-style-type: none"> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <ul style="list-style-type: none"> <li>• Name the primary and secondary colours</li> <li>• Experiment with paint brushes to make lines, circles, thick and thin</li> <li>• Experiment with different colour paint and mixing them together</li> </ul> <p>The names of the colours, paint brush, paper, card, paint,</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter tints and shades;</li> </ul> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• create different textures and effects with paint;</li> </ul> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>Become proficient in painting techniques.</p> <p>Improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
<p><b>Sculpture</b></p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>To become proficient in sculpting techniques.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Become proficient in sculpting techniques.</p>

	<p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p><b>Expressive Arts and Design</b> <b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <ul style="list-style-type: none"> <li>• Use a variety of recycled materials to create sculptures.</li> <li>• Begin to use a variety of joining materials to support children to make 2d and 3d sculptures.</li> </ul> <p><b>Sculpture, cut, stick, glue, selotape, string, masking tape, cardboard, foil,</b></p>	<p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>• use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>• use a variety of shapes, including lines and texture;</li> </ul> <p><b>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, , shapes, materials, pyramid, abstract, geometric.</b></p>	<p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>• cut, make and combine shapes to create recognisable forms;</li> <li>• use clay and other malleable materials and practise joining techniques;</li> <li>• add materials to the sculpture to create detail;</li> </ul> <p><b>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</b></p>	<p>Improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>• plan and design a sculpture;</li> <li>• use tools and materials to carve, add shape, add texture and pattern;</li> <li>• develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>• use materials other than clay to create a 3D sculpture;</li> </ul> <p><b>Form, structure, texture, shape, mark, soft, join, tram, cast.</b></p>
<p><b>Collage</b></p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults</p> <p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued;</li> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials</li> </ul>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices;</li> <li>• refine work as they go to ensure precision;</li> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p><b>texture, shape, form, pattern, mosaic.</b></p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>Improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background;</li> <li>• create and arrange accurate patterns;</li> <li>• use a range of mixed media;</li> <li>• plan and design a collage;</li> </ul> <p><b>shape, form, arrange, fix</b></p>

	<p>Expressive Arts and Design <u>Creating with materials:</u></p> <ul style="list-style-type: none"> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <ul style="list-style-type: none"> <li>• Use a range of materials to stick</li> <li>• Sort different materials</li> </ul> <p>Collage, cut, stick, scissors, glue, selotape, material, paper, fabric,</p>	<p>collage, squares, gaps, features, cut, place, arrange.</p>		
<p>Textiles</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults</p> <p>Physical development:</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p>Expressive Arts and Design <u>Creating with materials:</u></p> <ul style="list-style-type: none"> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <ul style="list-style-type: none"> <li>• show pattern by weaving;</li> <li>• use a dyeing technique to alter a textile’s colour and pattern;</li> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> </ul> <p>textiles, fabric, weaving, woven, , loom, alternate, over, under, decoration, decorative, crayons, ink, apply, set.</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>Improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>• select appropriate materials, giving reasons;</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• develop skills in stitching, cutting and joining;</li> </ul> <p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>Improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> </ul> <p>colour, fabric, weave, pattern</p>

	<ul style="list-style-type: none"> <li>Decorate textiles with glue, adding materials to it.</li> </ul> <p>Fabric, glue, decoration,</p>			
Printing	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults</p> <p>Physical development:</p> <ul style="list-style-type: none"> <li>Uses simple tools to effect changes to materials</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>Shows a preference for a dominant hand</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p>Expressive Arts and Design</p> <p>Creating with materials:</p> <ul style="list-style-type: none"> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <ul style="list-style-type: none"> <li>Create patterns using a variety of materials to print with.</li> <li>Sponges, fruit,</li> <li>Demonstrate a range of techniques- rolling, pressing, rubbing</li> </ul> <p>colour, shape, print</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <ul style="list-style-type: none"> <li>copy an original print;</li> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks;</li> <li>make repeated patterns with precision;</li> </ul> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>design and create printing blocks/tiles;</li> <li>develop techniques in mono, block and relief printing;</li> <li>create and arrange accurate patterns;</li> </ul> <p>Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>



<p>Work of other artists</p>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p><u>Expressive Arts and Design</u> <u>Being imaginative and expressive:</u></p> <ul style="list-style-type: none"> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>• Begin to talk about the work of artists.</li> <li>• Begin to say whether they like the artwork or not</li> </ul> <p>Artists name- Matisse, Van Gogh, Mondrain, Seurat, Monet, Pollak</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>To understand 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.</p> <ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the work of famous, notable artists;</li> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> </ul> <p>Artist names such as: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Sonia and Robert Delaunay, Hal Lasko, Turner, David Hockney, Kente Cloth, Andy Warhole</p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>•use inspiration from famous artists to replicate a piece of work;</li> <li>•reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>•express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul> <p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Georgia O’Keefe.</p>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>Learn about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>• Give detailed observations about notable artists’, artisans’ and designers’ work;</li> <li>• Offer facts about notable artists’, artisans’ and designers’ lives;</li> </ul> <p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p>
<p>Key</p>	<p>EYFS Framework Early Learning Goal Non Statutory Birth to 5 matters document Vocabulary</p>	<p>National Curriculum Objectives Children can: Vocabulary</p>		