

Art & Design

Drawing; Painting and Mixed Media: Sculpture and 3D; Craft and Design

Link Documents

- Motor control
- English – Writing, communication
- Maths – Handling data; Measure; Shape

	Art Ongoing Expectations Linking Documents - Equals Informal Curriculum 'My Creativity'	Develop independence through collecting, cleaning and putting away required resources throughout the lesson – structures and routines. Develop understanding and ability to use equipment and tools safely. Develop ongoing fine and gross motor control through the use of a variety of tools and techniques – continuous provision. Express myself effectively and discuss my ideas, likes and dislikes - communication. Improve resilience and perseverance through reflecting on, making improvements to and evaluating my own work. - PHD						
	Informal Pathway P-Levels 1-3 0-11 Months Developmental Stage	Semi-Formal Pathway			Formal 1 Pathway		Formal 2 Pathway	
End Points	By the end of the Informal Pathway pupils should be able to: <ul style="list-style-type: none"> • Show awareness of cause and effect in materials and media. Summary statement taken from Development Matters Stage 1	By the end of the Semi Formal Pathway pupils should be able to: <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. Taken from Early Learning Goals – end of Foundation 2 expectations.			By the end of Formal 1 Pathway pupils should be able to: <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. • Begin to know about a range of artists describing similarities and differences. Taken from National Curriculum End of key stage 1 Expectations.		By the end of Formal Pathway 2 pupils should be able to: <ul style="list-style-type: none"> • Create a sketch book to record their observations and use them to review and revisit their ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Know about great artists, architects and designers in history. Taken from National Curriculum End of Key Stage 2 Expectations	
I can...	Follow moving pictures. Reach out for, touch and begin to hold objects. Show some control of my hands (e.g. waving, clapping.) Close my hand when an object is placed in palm; reach out to touch and begin to hold objects. Hold something for a short time. Use my fingers to create marks (even by chance) in paint, wet	Make deliberate marks using a variety of tools and media on different backgrounds e.g. chalkboard, whiteboard, paper etc. Notice and show interest in the effects of making movements which leave marks. Use my finger to poke, prod and make marks. Use a palmer grasp to begin to make circles and straight lines. Work with an adult to explore materials, such as wet paint	Show some control when using a mark making tool. Scribble and make dots. Imitate drawing circles and lines. Copy drawing a cross +. Distinguish between the marks that I make. Create and complete patterns. Actively make a choice of different colours (paint/pencil)	Attribute meaning to marks made and create simple representational drawings. State my initial intention e.g. paint or draw. Draw recognizable objects and shapes. Draw a person. Build up a repertoire of different objects I can draw (e.g. house animal.) Capture my experiences and responses using a range	Use different materials to draw e.g. pastel, charcoal etc. Draw lines of varying thickness, use dots and lines to demonstrate pattern and texture. Draw an object showing some identifiable detail. Experiment with different brushes (including brush strokes) and other painting tools. Experiment with white and black to alter tints	Use key vocabulary to demonstrate knowledge and understanding such as, portrait, self-portrait, pastels, drawing, line, size etc. Use different drawing media to produce different textures. Use sketchbooks and scrapbooks to represent my ideas and talk about work as it develops. Name all primary and secondary colours. Investigate making as	Experiment with different hardness of pencils, showing line, tone and texture. Show awareness of space when drawing. Use line, shape, colour and tone to communicate ideas. Create sketchbooks to record my observations and use them to review and revisit ideas. Use tools and materials expressively. Use colour to create a	Distinguish from drawing from observation and drawing from imagination. Experiment with line, tone and texture and use shading to show light and shadow effects. Explore shadows, reflection, hatching and cross-hatching. Depict movement and perspective in drawings. Create a colour palette,

<p>sand, flour or other sensory material.</p> <p>Look at the results of my actions.</p> <p>Encounter a range of natural objects and colours</p> <p>Use my senses to explore materials & colour.</p> <p>With assistance explore a range of materials and objects.</p> <p>Respond to bright lights, contrasting shape patterns, large shape patterns and brightly coloured objects</p> <hr/> <p>Tolerate sensory exploration of tactile materials and textures with support.</p> <p>Accept coactive exploration of objects and media.</p> <p>Show my likes and dislikes for objects and media.</p> <p>Explore texture in my environment.</p> <p>Explore objects by handling, looking, touching and manipulating.</p> <p>Manipulate objects in different ways.</p> <p>Hold malleable/modelling material, manipulate with tools and press objects into it.</p>	<p>Hold objects such as a paintbrush with palmer grip</p> <p>Paint using whole arm movement.</p> <p>Begin to match primary colours.</p> <p>Use different movements to make marks on paper i.e. banging movements with paintbrush, stroking movements, circular movements</p> <p>Explore and experiment with a range of media and colour through sensory exploration with growing independence.</p> <p>Enjoy the sensory experience of making marks in damp media (e.g. sand, paste or paint.)</p> <p>Pour from one container to another.</p> <p>Demonstrate and show preferences of tools and media.</p> <hr/> <p>Explore and experiment with a range of media through sensory exploration and actions.</p> <p>Show an awareness of the purpose of familiar tools.</p> <p>Explore objects intentionally by handling.</p> <p>Accept a variety of</p>	<p>Begin to show control when colouring.</p> <p>Identify simple differences i.e. colour.</p> <p>Match and group a range of colours, identifying if one is different.</p> <p>Show an awareness of cause and effect of marks made using simple computer programs.</p> <p>Use a simple computer program (e.g. 'paint') to create marks on an interactive touch screen.</p> <p>Demonstrate recognition of familiar people and places in photos/pictures.</p> <p>Explore colour and mixing colours.</p> <p>Experiment with a range of painting techniques i.e. splatter painting.</p> <hr/> <p>Explore different materials with growing independence.</p> <p>Select a variety of materials for work.</p> <p>Remember and carry out an action for an effect (e.g. squeeze wet paper.)</p> <p>Use more complicated actions (e.g. twist and turn.)</p> <p>Select a tool and understand what it is</p>	<p>of media, paint and materials</p> <p>Understand the name of primary and some secondary colors and not be phased by the different shades.</p> <p>Experiment to create different textures and describe them.</p> <p>Use simple tools to effect change on materials.</p> <p>Develop preferences for forms of expression.</p> <p>Request a tool or object for a purpose,</p> <p>Recognise that the images on a monitor represent reality.</p> <p>Explore and experiment with colours and how they can be mixed.</p> <p>Choose a particular colour to use for a purpose.</p> <p>Use simple tools and techniques appropriately.</p> <p>Pay attention to shapes and patterns in the environment.</p> <p>Understand and show how different media can be combined to create a new effect.</p> <p>Share my creations and simply explain the process I have used.</p> <hr/> <p>Use the available resources to create</p>	<p>and shades.</p> <p>Name primary colours and some secondary colours.</p> <p>Mix colours with purpose to make secondary colours.</p> <p>Experiment with colour, design and texture to create visual effects such as adding materials to paint.</p> <p>Show preference of media and begin to discuss why.</p> <hr/> <p>Describe the physical world and relate artwork to it.</p> <p>Classify objects on the basis of colour, shape or form.</p> <p>Complete simple weaving with warps in place.</p> <p>Describe structures using geometric and positional language.</p> <p>Make a copy of a simple model as accurately as possible.</p> <p>Use created texture as background</p> <p>Use a variety of materials to sculpt.</p> <p>Use what I have learnt about media and materials in original ways, thinking about</p>	<p>many tones of one colour of possible (using white).</p> <p>Investigate how to darken colours without using black.</p> <p>Create a colour wheel independently.</p> <p>Understand simple print making.</p> <p>Experiment with a variety of objects to create a print.</p> <p>Try different materials and methods to improve.</p> <p>Use more than one technique in a piece of work.</p> <hr/> <p>Identify materials that can be used in sculpture.</p> <p>Build groups of objects.</p> <p>Collect objects and create a display.</p> <p>Make rubbings of a variety of textures.</p> <p>Identify some techniques for using common art tools and materials.</p> <p>Describe patterns.</p> <p>Identify different ways of joining materials.</p> <hr/> <p>Respond positively to ideas and starting points.</p>	<p>mood.</p> <p>Use light and dark when painting and begin to explore complimentary colours.</p> <p>Begin to recognize, respond to and use terms (e.g. foreground, middle ground, background, abstract, line, tone.)</p> <p>Develop my understanding of how to weave and colour fabric with more precision.</p> <p>Experiment with different pattern and texture in designing images</p> <hr/> <p>Learn and practice a variety of techniques to create a desired effect (e.g. mosaic, overlapping, stitching, tessellation.)</p> <p>Create a collage with a variety of media (e.g. paper, magazines,)</p> <p>Develop my skills in stitching, cutting and joining.</p> <p>Cut, make and combine shapes to create recognizable forms.</p> <p>Become proficient in sculpting techniques.</p> <p>Use a variety of tools to carry out techniques that add detail to my</p>	<p>demonstrating colour mixing techniques</p> <p>Use a range of paints (acrylic, water) to create visually interesting pieces.</p> <p>Use at least two types of media, including digital, to develop an idea for a 2D outcome.</p> <p>Select the most appropriate tool from a wider selection</p> <p>Develop and use visual and verbal vocabulary such as tone, shape, pattern, form, texture and colour</p> <p>Develop and express ideas using a range of processes in purposeful ways, taking account of perception, invention, communication and pleasure.</p> <p>Use basic techniques, tools and materials at a more proficient level.</p> <p>Complete a portfolio of work, including items such as sketch book, photographs, written samples and a range of practical outcomes.</p> <hr/> <p>Use a wide range of materials to create art.</p> <p>Add collage to a painted or printed background.</p>
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	<p>Repeat actions that have an effect (e.g. shaking a rattle.)</p> <p>Show an awareness of the purpose of some objects and tools.</p>	<p>textures.</p> <p>Explore and collect a range of natural objects.</p> <p>Make groups of objects with support.</p> <p>Begin to follow an action (e.g. tear, stick.)</p> <p>Show an awareness of cause and effect (e.g. squeeze to change shape.)</p> <p>Remember actions and effects (e.g. rolling.)</p> <p>Combine objects for an effect (e.g. structure, collage.)</p> <p>Manipulate malleable media using simple methods.</p> <p>Understand that things are used in different ways (e.g. tape or glue for sticking.)</p> <p>Match parts of objects that fit together (e.g. jigsaws.)</p> <hr/> <p>Show an interest in my work.</p> <p>Show my work to another person.</p>	<p>used for (e.g. glue stick.)</p> <p>Make simple structures with adult support.</p> <p>Begin to organise and categorise objects (e.g. cloth, card, pompoms.)</p> <p>Explore materials by linking together different approaches (e.g. touch then squeeze.)</p> <p>Use a range of objects to print different shapes.</p> <p>Select a tool for a purpose and communicate what it does (e.g. cut, stick).</p> <p>Stick two surfaces together when model making.</p> <p>Use 'junk' to build a model.</p> <p>Make models using malleable media.</p> <hr/> <p>Communicate what I am going to do (e.g. build, mould, squeeze.)</p> <p>Communicate about what I am doing and give a simple reason.</p> <p>Communicate about artwork (e.g. texture, pattern, dictate a caption.)</p> <p>Look at the work of others.</p>	<p>props that support my role play.</p> <p>Weave using simple materials.</p> <p>Use a simple loom with some support.</p> <p>Sew using large stitches.</p> <p>Show increasing control over an object (e.g. pushing, pulling.)</p> <p>Show an interest in the shape and form when using construction materials.</p> <p>Combine and manipulate different media to create new textures and effects.</p> <p>Construct with a purpose and with resources in mind.</p> <p>Explore the effect of light in a dark space (e.g. shadow puppets.)</p> <p>Use a range of materials to enhance my artwork (e.g. paint my junk model.)</p> <p>View models from different sides and angles.</p> <p>Create simple representations of events, people and objects.</p> <hr/> <p>Respond to art work of others.</p> <p>Understand that drawings, paintings and sculptures have</p>	<p>uses and purposes.</p> <p>Self-reflect and develop simple processes to improve my work.</p> <p>Show some observational skills.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Create work from my imagination, observation and memory.</p> <p>Select and use technology for particular purposes when creating a picture or a pattern.</p> <p>Recognise, describe and create pattern for illustration.</p> <p>Review own work, work of peers and artists and respect the work of others.</p> <p>Make simple comparisons of art work from different cultures.</p> <p>Improve my work.</p>	<p>Collect and record information from observations and experiences to assist with my work.</p> <p>Work with regard for safety.</p> <p>Use art to express my personal, social and emotional development.</p> <p>Describe and express an opinion on the work of different artists and designers.</p> <p>Share my work with others including how I created a specific effect.</p> <p>Analyse my own work with confidence.</p> <p>Describe the differences and similarities in a range of media and make links to my own work.</p> <p>Present research describing key details (e.g. pattern, line.)</p>	<p>sculpture.</p> <p>Add materials to create detail to my sculpture.</p> <p>Select appropriate materials, giving reasons for my choices.</p> <p>Select colours and materials to create effects and give reasons for my choices.</p> <p>Develop my techniques with creativity and experimentation.</p> <hr/> <p>Recognize that many cultures use art in celebrations, rituals and festivals</p> <p>Create a record of observations and use it to review and revisit ideas (e.g. mood board, sketchbook.)</p> <p>Compare some of the methods and materials used by other artists</p> <p>Look at the work of similar subjects that artists past and present have created.</p> <p>Explore the works of famous artists, communicating opinions, making comparisons and contrasts between techniques and effects.</p> <p>Use inspiration from famous artists to</p>	<p>Use tools and materials to carve, add shape, texture and pattern.</p> <p>Add decoration and detail to create effect.</p> <p>Experiment with a range of media (e.g. overlapping, layering) to create texture, effect and colour, to a piece of sculpture or 3D work.</p> <p>Experiment with a range of traditional and non-traditional fabrics.</p> <p>Create and arrange accurate patterns with purpose to create an effect.</p> <p>Develop cutting and joining skills (e.g. wire, coils, slabs and slips.)</p> <hr/> <p>Act on feedback from others and adapt my work if necessary.</p> <p>Explore the use of digital media as a means of recording, developing, experimenting and presenting art, craft and design images</p> <p>Use key vocabulary to demonstrate knowledge and understanding in all areas of art.</p> <p>Respond to the work of at least two selected artists, craftspeople or designers</p>
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				<p>meanings.</p> <p>Identify a drawing, painting and a sculpture.</p> <p>Look at, identify and describe similarities, differences, patterns, textures and changes.</p> <p>Communicate simply about why things happen and how things work.</p> <p>Communicate about my work, giving details and opinions.</p> <p>Show an awareness of other artists work.</p>			<p>replicate a piece of work.</p>	<p>Offer facts about notable artists', artisans and designers' work</p> <p>Gather information about the work of an artist, craftsperson or designer</p> <p>Create a record of observations and use it to review and revisit ideas (e.g. mood board.)</p> <p>Think and communicate critically using technical vocabulary about my own and other's work.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Develop techniques with creativity and experimentation, with an awareness of different kinds of art, craft and design.</p> <p>Plan what I am going to do and follow to create a design.</p>
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