



## EYFS and KS1 LONG TERM ART & DESIGN

The National Curriculum for art and design aims to ensure that all pupils:

- 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

### Intent

At Westbury Park school, we strive to ensure that all children are given the opportunities to stimulate their creativity and imagination. We believe that children should be provided with high quality art and design lessons, that leave them equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by a variety of famous artists from different periods of history as well as artists from a range of cultural backgrounds. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore other topics in greater depth.

### Implementation

Art is taught as a discrete subject in every year group but teachers also try to incorporate art into other subject areas to enhance learning. The teaching and implementation is based on the National Curriculum and supported by Access Art, which helps teachers with the planning process to ensure a structured approach to this creative subject. To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school and builds on children’s prior understanding of taught concepts and skills. The skills we focus on over the year are: drawing, colour and painting, textiles, 3D work and pattern. We focus on practising these skills relating to an artist or a piece of work in our sketchbooks before working on our final piece of work. Throughout this process, children will be given constructive feedback and next steps, in order to develop their skills and improve their work.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. The evidence of their work is collected within the art sketchbook which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book.

EYFS			
Age	Area of learning and development		Skill
3-4 year olds	Physical development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>



			<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<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, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<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> </ul>



KS1 ART GOALS:

- Children should be taught to use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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

YEAR 1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Formal elements of Art		Art & Design skills		Sculptures	Landscapes

YEAR 2	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Kapow: Formal elements of Art - pattern, texture and tone  <i>Extra: Lighthouse Keeper's Lunch drawing</i>	<i>Extra: GFOL silhouette painting</i>	Kapow: Sculpture and Mixed Media		Kapow: Art and Design Skills	



Skills progression	YEAR 1	YEAR 2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>● Hold a pencil correctly for tight drawing</li> <li>● Experiment with and begin to learn some basic techniques for controlling different types of line, (thick, thin, wiggly) in different media, (oil pastel, felt pen, chalk, charcoal etc)</li> <li>● Begin to explore the use of shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>● Extend the range of marks made in different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> <li>● Understand that different mark making tools have to be used in different ways</li> <li>● Understand the basic use of a sketchbook and work out ideas for drawings</li> <li>● Gain control over pressure use on drawing implements to make intentional light and dark marks</li> </ul>
<b>Colour/Painting</b>	<ul style="list-style-type: none"> <li>● Know the 3 primary colours</li> <li>● Mixing of colours - which pairs of primary colours make secondary colours</li> <li>● Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>● Mix and match colours to artefacts and objects</li> <li>● Learn how to use white to lighten colour</li> </ul>	<ul style="list-style-type: none"> <li>● Mix a range of secondary colours and make a range of shades and tones by adding white</li> <li>● Look at different marks made using a paint brush i.e. spattering, smooth strokes, stippling Work on a range of scales e.g. large brush on large paper etc.</li> <li>● Match colours to artefacts and objects</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>● Explore wrapping/tying with fabric</li> <li>● Explore simple weaving on a large scale</li> <li>● Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc to create collages/junk models</li> <li>● Explore the colour and textures of textile resources</li> </ul>	<ul style="list-style-type: none"> <li>● Explore simple resist work on fabric (e.g wax pastel and oil pastels on calico)</li> <li>● Create textured collages from a variety of media</li> <li>● Incorporate textiles and textured materials into collage/junk modelling</li> </ul>
<b>3D work &amp; Sculpture</b>	<ul style="list-style-type: none"> <li>● Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</li> <li>● Explore sculpture with a range of malleable media, especially clay</li> <li>● Experiment with, construct and join recycled, natural and man-made materials</li> <li>● Explore shape and form</li> </ul>	<ul style="list-style-type: none"> <li>● Become more aware of natural and man-made forms in the environment</li> <li>● Make marks in malleable materials with tools to produce texture and pattern</li> <li>● Understand the safety and basic care of materials and tools</li> <li>● Experiment with, construct and join recycled, natural and man-made materials more confidently</li> </ul>
<b>Printing and pattern</b>	<ul style="list-style-type: none"> <li>● Create patterns with found objects (fruits etc).</li> <li>● Develop impressed images.</li> <li>● Explore placing the printing block/item down in different directions and produce a pattern</li> </ul>	<ul style="list-style-type: none"> <li>● Print with a growing range of objects and continue to explore placing printing blocks down in different directions/positions to produce patterns</li> <li>● Design a simple printing block and use a roller and printing ink to make a single coloured print</li> </ul>