



# ART

## EYFS

Knowledge, Skills and Understanding breakdown for Art

Colour, Pattern and Texture	Tools	Drawing and Painting	Design and Make
<ul style="list-style-type: none"> <li>- To be able to explore colours and develop an understanding of how to mix</li> <li>- Explore colour mixing techniques which allow them to match the colours they see and want to represent</li> <li>- To notice features in the natural world and describe colours, shapes, textures and smells in their own words</li> <li>- Create repeated patterns using a variety of natural and man made tools</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to use simple tools and techniques appropriately</li> <li>- To select tools needed to create a planned effect</li> </ul>	<ul style="list-style-type: none"> <li>- To use lines to enclose a space and begin to use these shapes to start to represent objects</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>- Use artists work to generate inspiration in their own work-</li> <li>- To look at and create pieces of work from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>- To construct with a purpose using a variety of resources</li> <li>- To be able to manipulate materials to achieve a planned effect</li> <li>- To create work collaboratively, sharing ideas, resources and skills</li> <li>- To discuss and how they might be solved if they arise</li> </ul>

## Challenge

EYFS	<p><b><u>Colour, Patter and Texture</u></b></p> <ul style="list-style-type: none"> <li>- To choose particular colours and textures to represent a mood or object and explain why</li> </ul>	<p><b><u>Tools</u></b></p> <ul style="list-style-type: none"> <li>- To select appropriate tools and use them with increased independence</li> </ul>	<p><b><u>Drawing and Painting</u></b></p> <ul style="list-style-type: none"> <li>- To create a clear representation of events, people or objects</li> </ul>	<p><b><u>Design and Make</u></b></p> <ul style="list-style-type: none"> <li>- To reflect on their work and how they achieved their end goal</li> </ul>
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# ART

## Year 1 and 2

### Knowledge, Skills and Understanding breakdown for Art

Colour	Drawing	Pattern, Texture and Printing	Design and Make
<ul style="list-style-type: none"> <li>- To be able to name colours, including the primary and secondary colours</li> <li>- To be able to mix colours from primary to secondary</li> <li>- To create hot and cold colours and explain how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to spontaneously expressive using marks, lines and curves</li> <li>- To be able to use lines to represent objects that have been observed or imagined</li> <li>- To use a variety of media to explore tone and shade</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an awareness of textures around us and how they look and feel different</li> <li>- Explore pattern and texture in the local environment, natural and man made and discuss the properties of these</li> <li>- To use tools and equipment's to create different textures and patterns including repeated patterns through printing</li> </ul>	<ul style="list-style-type: none"> <li>- To use basic skills of cutting, sticking and joining to make products</li> <li>- To select appropriate tools</li> <li>- Use a range of materials and explore their qualities and properties'</li> <li>- To be able to make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> </ul>
Shape, Form and Space	Painting	Artists	Sketchbooks
<ul style="list-style-type: none"> <li>- To be aware of shape, form, feel and texture</li> <li>- To show an awareness of shape, form, feel and texture by recreating an image in 3D form</li> <li>- To consider composition and space when create a final piece</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to handle and grip a variety of brush sizes</li> <li>- To be able to select an appropriate brush size</li> <li>- Experiment with various painting tools e.g. fingers, combs to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to talk about likes and dislikes of their own work as well as artists, craft makers and designers</li> <li>- To be able to discuss art work at home, in school and in the local environment</li> <li>- To identify similarities in art e.g. themes, colours and moods</li> <li>- To look at and create pieces of work from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Children understand that art is unique and sketchbooks are used to record their own creative journey</li> <li>- Children to experiment freely and without judgment</li> </ul>

## Challenge

Year 1	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>- To understand how to create different shades e.g. light and dark</li> </ul> <p><b>Pattern and Texture</b></p> <ul style="list-style-type: none"> <li>- Select appropriate objects to create a desired pattern, texture or design and explain your choice</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To choose the appropriate media for a piece and reflect on the outcome</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To use controlled strokes using the appropriate tools</li> </ul>	<p><b>Artists</b></p> <ul style="list-style-type: none"> <li>- To be able to describe how their work has been inspired by an artists, discussing similarities and differences</li> </ul> <p><b>Shape, Form and Space</b></p> <ul style="list-style-type: none"> <li>- Consider size when thinking about composition perspective and explain your reasoning</li> </ul>	<p><b>Design and Make</b></p> <ul style="list-style-type: none"> <li>- Think carefully about the purpose of the product they are designing and draw a range of ideas</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- To develop specific techniques for construction and modelling before making final products</li> <li>- Engage in more complex activities such as overlapping and sewing a variety of materials to create new textures</li> </ul>
Year 2	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>- To mix colours to represent appropriate feelings and/or moods in a piece of art</li> </ul> <p><b>Pattern and Texture</b></p> <ul style="list-style-type: none"> <li>- Engage in more complex activities such as overlapping and sewing a variety of materials to create new textures</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with using texture, colour, line or form to create moods, feeling, movement</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To use controlled strokes using the appropriate tools including water colours</li> </ul>		

# EYFS, Year 1 and Year 2 Suggested Artists and Vocabulary

Knowledge, Skills and Understanding breakdown for ART

Colour	Drawing	Pattern, Texture and Printing
Primary (blue, yellow & red) Secondary (2 primary colours mixed together - purple, green & orange) Shade Light Dark Bright Cool (blues, greens and violets) Warm (aggressive – reds, oranges, yellows) Pale Palette	Thin Broad Short Wiggly Circular Zigzag Light Spiralling Curved Straight Long Sweeping Thick Black Shadow White Contrast Light	Hard Smooth Soft Feathery Furry Rough Scratchy Shiny Repeated Surface Background Environment Man made Natural Symmetrical Rotation
Design and Make	Shape, Form and Space	Painting
Cutting Sticking Joining Connecting Properties Tools Technique	Shape (2/3D): Large Small Symmetrical Solid Form (3D) Construction Flexible Modelling Sculpture Collage Perspective	Stroke Brush (size) Grip Light Dark Control Expression
Artists	Tools	
Local Environment Gallery Techniques Skills Opinion Culture Diversity	Please discuss as appropriate.	