

ART & DESIGN




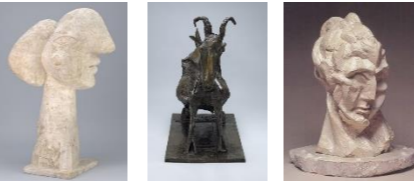
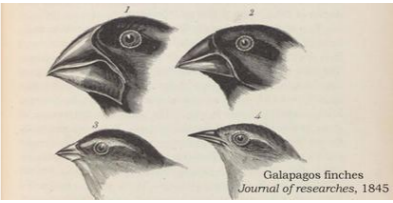



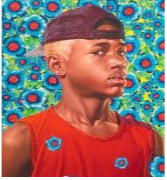




EYFS ELG

ELG AREA: Expressive Art and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skill




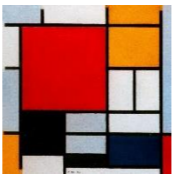










Development Matters: Physical Development:




Develop their small-motor skills so that they can use a range of tools confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.

	Year R	Year 1	Year 2
Drawing	Objectives Help children to develop their drawing Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Provide opportunities to work together to develop and realise creative ideas. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.	Objectives Use drawing 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 Use an extended variety of drawing tools. [pencils, oil pastels, chalk, pencil crayon and charcoal] Work on different scales. [within Picasso work – scale of facial features] Observe and draw outlines and explore 'filling' outlines using pattern and texture	Objectives Use drawing 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 Draw as a way of recording my ideas, experiences and things I can imagine. Sketch to make quick records of what I can see. Practise using different shading techniques, such as cross hatching and smudging. Observe and replicate natural and man-made forms and patterns.
Vocabulary	Drawing, create, Line, solid, dotted, straight, curved, zig-zag, shape	Portrait, sketchbook, realistic, outline, 2 dimensional (2D), artist, medium, blending, abstract Picasso Inuit Kenojuak Ashevak line drawing	Sketch shade crosshatch smudge pressure hatching pattern lighter darker Charles Darwin
Focus Artist	Joanna Rose Tidey  Van Gough 	Pablo Picasso (self-portraits)  Other work by Picasso (sculptures) 	Charles Darwin  
Other Artists		Andy Warhol (portraits of celebrities)    Kehinde Wiley (portraits of black people)	Look at a range of different animal sketches from different artists    
Sticky knowledge	All children will: - I can draw what I see (e.g. simple observational drawing and sketching, experimenting with lines and shapes)	All children will: - I know that a portrait is a picture of a person and normally just their face.	All children will:

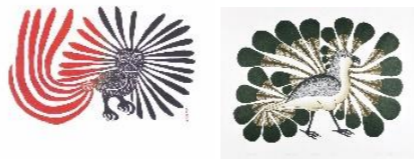
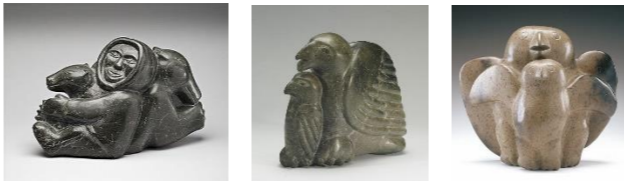







	<p>- I can use oil pastels to draw what I see (e.g. simple observational drawing)</p>	<p>I know that there are many different characteristics of lines (including. long, short, thick, thin, lines in different orientations).</p> <p>I know that the name used to describe the outside of the 'shape' created by a line is an outline.</p> <p>Outcome: Drawing portraits, of a peer using pencil, and a self portrait based on the work of Pablo Picasso.</p> <p>Drawing outlines of Arctic animals and using pattern and shade to fill the space based on the work of Kenojuak Ashevak</p>	<p>I know that the letters on a pencil tell me if the lead is hard or soft.</p> <p>I know that the way I hold a pencil changes the effects I create.</p> <p>I know that a pencil can be used in lots of different ways to create lots of different types of mark.</p> <p>I can blend and smudge a pencil to create different effects.</p> <p>Outcome: A sketchbook of animals and places from Southampton and St Lucia</p> <p>Drawing: To draw objects in the natural world using line. Hatching, smudging and pattern based on the work of Charles Darwin</p>
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	Year R	Year 1	Year 2
Painting	<p>Objectives:</p> <p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop colour-mixing techniques to enable children to match the colours they see and want to represent.</p> <p>Provide a range of paint materials (e.g. poster paints and water colours) and tools (variety of brushes, sponges) and teach children to use them with care and precision.</p>	<p>Objectives:</p> <p>Use painting 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</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix secondary colours using different types of paint (poster, watercolours, powder)</p> <p>Develop an awareness of patterns</p>	<p>Objectives:</p> <p>Use painting 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</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Use black and white paint to create tones and tints and also darken colours without always using black</p> <p>Work on a range of scales.</p>
Vocabulary	colour, primary colour, mixing, surface,	secondary colour, block colour	Tint, tone, shade, layers, wash, lighter, darker, mixing, add, gradually,
Artists	<p>Gustav Klimt </p> <p>Kandinski </p> <p>Paul Klee </p> <p>Mondarin </p>	<p>Ron Embleton </p> <p>Other work by Ron Embleton (famous as a comic artist)</p> <p></p>	<p>Mark Rothko </p> <p></p> <p>Other work by Mark Rothko </p> <p></p> <p>Jim McDonald </p> <p>Other work by Jim McDonald</p> <p></p>

Other Artists		Great Fire of London artwork  Lieve Verschuier Jan Griffier	Suzann Sines  Graham Coton 
Sticky knowledge	<p>I can mix poster paint to create new colours (e.g. I know what the primary colours are and can experiment with secondary colours)</p> <p>I can paint with different tools (e.g. knowing that I can create different effects using brushes, fingers tips, Q tips, sponges)</p> <p>I can make lighter and darker shades (e.g. using water colours to create a picture)</p>	<p>I know that secondary colours are made by mixing equal amounts of two primary colours (this needs to be taught through experience and experimentation)</p> <p>I know that a block colour is where a section of an image is a solid colour.</p> <p>I know that I can change the thickness of my marks by changing my paintbrush size.</p> <p>Outcome: To paint a GFOL scene (colour mixing for background) and houses (black card with painted details (fire colours))</p>	<p>I know that colours have tones, and light tones of a colour are called tints and dark tones are called shades.</p> <p>I know that, with some paints, tints can be created by adding water rather than white.</p> <p>I know that gradation describes a gradual change from one colour to another or from one shade to another.</p> <p>I know that a paintbrush can be used in different ways to create different effects (including watercolour washes).</p> <p>Outcome: To create a painting of the Titanic, using shade, tint and tone, based on the work of Jim MacDonald and Mark Rothko. (Background using shade, tint and tone, detailed painting in foreground)</p>

Sculpture	Year R	Year 1	Year 2
	<p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(DM)Create collaboratively, sharing ideas, resources and skills.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Experiment with carving and indenting to create pattern and shapes</p> <p>Manipulate clay for a variety of purposes. e.g. to make a printing tile</p> <p>Observe and copy patterns and shape</p>	<p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Shape and form clay using a range of tools.</p> <p>Join clay using a slip and score technique.</p> <p>Smooth away joining lines with clay so that nothing falls off when it is dried.</p>

	Provide a range of materials and tools and teach children to use them with care and precision		
Vocabulary	texture, rough, smooth, bumpy, pattern, Explore, idea, surface, artist, artwork, material, natural, manmade	Motif, pattern, printmaker printing block, clay carve tool	3-dimensional (3D), regular pattern, mould, form sculpture pinch, roll, twist, carve, press, slab, join, model, texture, pattern, score
Artists		Kenojuak Ashevak  Other art by Ashevak (stone sculptures with carvings): 	Sean Hedges Quinn  Other art by Sean Hedges-Quinn:  Sculpted the faces for Thomas the Tank Engine
Other Artists		Yayoi Kusama 	Michelangelo  David Mesguich 
Sticky knowledge	I know that texture describes the way an object feels to the touch. I know that different materials/objects can be combined and arranged to create new forms. I know how to hold and safely use a pair of scissors	I know that the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif. I know that the texture of an object/material will change the type of effects that you can create with it. I can create a simple printing block using a clay tile I can repeat a simple motif to create a pattern. I know that shapes are 2- dimensional (2D), which means they are flat Objective: To create a clay printing tile based on Inuit art	I know that objects are 3- dimensional (3D) and that they have form. I know that clay can be moulded to create a new form. I know and can recognise and use some common clay-working tools. I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Objective: To design and make a sculpture to remember the people involved in the development of flight based on the work of Sean Hedges-Quinn

Area	Year R	Year 1	Year 2
	Here are some artists who may form a good inspiration in the independent learning environment for each technique. Choose based on the interests and needs of the cohort.	Pupils should be taught about the work of a range of artists, craftmakers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.	Pupils should be taught about the work of a range of artists, craftmakers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.
Vocabulary		Painter, same, different, inspired, painter, printmaker, abstract	Media, similarity, difference, label, sculpture, sculptor, potter
Sticky knowledge	<p>Implementation</p> <p>Ongoing through all units.</p> <p>What?</p> <p>Must include: Class discussions, exploration and displaying of artist’s work, teaching vocabulary through access to media which allows them to play with artist’s style, conversations with children. May include: discrete teaching/modelling</p> <p>Possible evidence: · conversations with children about artist’s work</p> <p>· pupil conferencing (pupils’ ability to talk about artists using correct vocab after unit)</p> <p>· evidence of artist’s influence in children’s artwork</p>	<p>Knowledge of Artists and Craftspeople</p> <p>I know that sometimes art is abstract and know that this means it doesn’t look like things in real life.</p> <p>I know who Pablo Picasso is and what his work looks like.</p> <p>I know who Kenojuak Ashevak is and what her work looks like.</p> <p>I know who Ron Embleton is and what his work looks like.</p> <p>I can say what is the same/different about my artwork compared to Pablo Picasso’.</p> <p>I can say what is the same/different about my artwork compared to Kenojuak Ashevak’s.</p> <p>I can say what is the same/different about my artwork compared to Ron Embleton’s.</p>	<p>Knowledge of Artists and Craftspeople</p> <p>I can compare my work with that of Sean Hedges-Quinn.</p> <p>I can express which of Sean Hedges-Quinn’s artwork I like the best and give reasons for this.</p> <p>I can ask questions about Charles Darwin’s artwork.</p> <p>I can describe the similarities/differences between pieces of Charles Darwin’s work.</p> <p>I can compare my work with that of Mark Rothko and Jim McDonald.</p>

Overview of Artists and Craftspeople	Artists & Craftspeople Autumn Gustav Klimt (apple tree) Kandinsky (maths link) Spring Kandinsky (maths link)and Mondrian Joanna Rose Tidey (local animal artist) Summer Van Gough (sunflowers), Eric Carle (Hungry Caterpillar) Paul Klee (fish magic) Matisse (gold fish)	Artists & Craftspeople Autumn Picasso Spring Kenojuak Ashevak Summer Ron Embleton	Artists & Craftspeople Autumn Sean Hedges-Quinn Spring 1 Charles Darwin Spring 2 Jim MacDonald & Mark Rothko
Sentence stems:	I like...because... I don’t like... because.... I see.....	The artwork/artist I like most is..... because.... The artwork/artist I like least is.... I prefer the way that _____ uses _____ (artistic element) because... I think _____ uses ____ (artistic element) better because _____	