

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
ART OVERVIEW
EYFS TO YEAR 2

Reception	Year 1	Year 2
<p>Development Matters Expressive Arts and Design - Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Statutory ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Statutory ELG: Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		

	Children are taught to:	
For More Detail Birth to 5 Creating with Materials Range 5:	Drawing	
<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Draw on different surfaces with a range of media. Start to record simple media explorations in a sketchbook.</p> <p>Draw from imagination, observation and memory - to design things, record observations, tell stories and express thoughts and feelings.</p> <p>Draw lines of different sizes and thickness.</p>	<p>Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Have opportunities to draw from the human figure and in the outdoor environment.</p> <p>Be encouraged to work at drawings to add detail and fill the paper.</p> <p>Investigate textures and produce a range of patterns/textures.</p>
For More Detail Birth to 5 Creating with Materials Range 6:	Painting	
<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, 	<p>Use sketchbooks to develop skills, techniques and ideas.</p> <p>Get inspiration and ideas from the work of artists studied.</p> <p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Create colour wheels.</p> <p>Add white to colours to make tints and blacks to colours to make tones.</p>	<p>Use sketchbooks to develop skills, techniques and ideas.</p> <p>Get inspiration and ideas from the work of artists studied.</p> <p>Mix primary colours to make secondary and tertiary colours (without wasting paint).</p> <p>Create colour wheels to include tertiary colours.</p> <p>Add white to colours to make tints and blacks to colours to make tones e.g skin tones for portraits.</p> <p>Experiment with different marks, shapes, patterns,</p>

<p>projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <ul style="list-style-type: none"> • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<p>Experience different thicknesses of paint and learn how to control the amount of water they add to change the thickness of paint e.g. adding PVA Add washes to drawings.</p>	<p>textures and affects that can be made with paint and combining other mediums e.g. wax resist Learn to keep colours pure by washing brushes during mixing etc. Create abstract designs.</p>
<p>For More Detail Birth to 5 Being Imaginative & Expressive Range 5:</p>	<p>Sculpture</p>	
<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<p>Use sketchbooks to develop skills, techniques and ideas. Use a combination of shapes include lines and texture. Use rolled up paper, straws, paper, card and clay. Use techniques such as rolling, cutting, moulding and carving. Begin to manipulate tools and resources e.g. scissors, glue and glue spreaders, tape, tools for cutting clay.</p>	<p>Develop and improve techniques such as rolling, cutting moulding and carving using moldable materials. Begin to think about which material is suitable for the sculpture piece they are making. Learn to manipulate clay e.g. thumb pots and coils to make clay plates and pots. Use natural materials and objects to create sculptural designs e.g. wood, leaves, rocks and stones.</p>
	<p>Use strips of paper to make simple weaves. Use textiles and materials to create a simple peg doll or finger puppet. Use dip dye techniques. Sort and arrange materials. Mix materials to create texture. Create collage for particular purposes by cutting, tearing and layering.</p>	<p>Use weaving to create a pattern using a range of materials, paper, wool, cloth etc. Use a simple card loom. Join materials using glue and/or a stitch. Use needles and thread to sew on binka. Use plaiting. Use a combination of materials that are cut, torn and glued. Experiment in collage with pleating, cutting, folding paper and card.</p>
<p>For More Detail Birth to 5 Being Imaginative & Expressive Range 6:</p>	<p>Printing</p>	

<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • 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 • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<p>Use simple objects to create prints e.g. vegetables, sponges to make an image/pattern. Recognise printed patterns around them (at home/school in the wider world) - use it as inspiration. Use rubbings of objects to make prints. Print by pressing into plasticine/clay.</p>	<p>Print wallpaper using a print block (polystyrene, string on a wood block). Build up a printed pattern by overlapping.</p>
Digital media		
	Use a wide range of tools to create different textures, lines, tones, colours and shapes (including photography).	
Knowledge, understanding and evaluation of artists, craft makers and designers		
	<p>Explore 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. Look at and talk about own work and that of other artists and the techniques they have used.</p>	<p>Explore 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. Discuss own work, expressing thoughts and feelings.</p>
Suggested artists, illustrators, sculptors and photographers		
	Eric Carle, Van Gogh, Seurat, Rousseau	Lowry, William Morris, Cezanne, Chris Ofili, Guiseppe Archimboldo, Jerry Barrett, Monet, Goldsworthy
Vocabulary		
	Sketch book, media, line, shade, tone, light, dark, thick thin, detail, soft, hard, curved, straight, shaped, pattern, portrait, landscape, pencil,	Texture, pattern, contrast, black, shadow, observation, life drawing, tone, sketch, still life,

	charcoal, pen and ink, palette, studio, model, easel, brushes, paint, (oil, watercolour, acrylic), shape, form, emotion, sculpting, materials e.g. bronze, stone, clay, marble, art form	inspiration, hue, shape, form, emotion, sculpting, materials e.g. bronze, stone, clay, marble, art form
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