

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

| Reception  | Year 1 | Year 2 |
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| <p><b>Development Matters Expressive Arts and Design - Children in reception will be learning to:</b></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><b>Statutory ELG: Creating with Materials</b> 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><b>Statutory ELG: Being Imaginative and Expressive:</b> - 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> |        |        |

|  | <b>Children are taught to:</b>   |  |
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| <b>For More Detail Birth to 5 Creating with Materials Range 5:</b>   | <b>Drawing</b>   |  |
| <ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally</li> <li>• Continues to explore colour and how colours can be changed</li> <li>• 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</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> </ul> | <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.</p> <p>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.</p> <p>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> |
| <b>For More Detail Birth to 5 Creating with Materials Range 6:</b>   | <b>Painting</b>  |  |
| <ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• 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</li> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light,</li> </ul>   | <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>   |

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

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

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|  | 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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