



Meadowhead Infant and Nursery School

Art and Design

2021

# National Curriculum Expectations, showing progression through EYFS to Key Stage 1

<u>EYFS Early Adopter</u>	<b>Nursery</b>	<b>Reception</b>
<p><b>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,</p>	<p><b>Three and four year olds will</b></p> <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> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.               <ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Explore colour and colour-mixing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.               <ul style="list-style-type: none"> <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> </li> </ul>

National curriculum Objective	Year 1	Year 2
<p>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</p>	<ul style="list-style-type: none"> <li>• Exploring mark making Using 2D mathematical shapes to draw</li> <li>• Experimenting with line</li> <li>• Mixing primary colours to create secondary colours</li> <li>• Developing skill and control with painting</li> <li>• Teacher led idea modelling through discussion</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring drawing Techniques</li> <li>• Applying tone to create form</li> <li>• Developing skill and control with art material including blending pastels</li> <li>• Mixing, refining and applying more sophisticated colours</li> <li>• Teacher led idea modelling through discussion and sketching</li> <li>• Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> <li>• Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>• Creating and describing different shades of one colour using paint</li> <li>• Choosing and justifying appropriate colours to reflect a theme and purpose</li> <li>• Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>• Developing language and understanding of form and space through whole</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> <li>• Describing their use of colour to achieve a specified Intention</li> <li>• Extending their ability to articulate 3D form and space through practical activities.</li> <li>• Creating 3D drawings</li> </ul>

	<ul style="list-style-type: none"> <li>class sculpture</li> </ul>	
<p>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.</p>	<p>Exploring the stories behind seaside inspired pieces by <b>Pierre Auguste Renoir, Joaquín Sorolla</b> and <b>Peder Severin Krøyer</b></p> <p>Comparing <b>Wassily Kandinsky, Renata Bernal</b> and <b>Ilya Bolotowsky's</b> use of shapes within their works</p> <p>Exploring <b>Jasper Johns'</b> use of colour</p> <p>Exploring <b>David Hockney</b> and <b>Vija Celminss'</b> use of materials to represent water</p> <p><b>Bridget Riley</b> Experimenting with line Drawing</p> <p><b>Beatriz Milhazes</b> Understanding that abstract art uses shapes and colours and experimenting with composition</p> <ul style="list-style-type: none"> <li>Recognising and describing key features of their own and the work of others</li> </ul>	<p>Inspired by the work of <b>Max Ernst</b>, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)</p> <p>Exploring and replicating <b>Ed Ruscha's</b> use of shading and tone to create a 3D look</p> <p>Recreating <b>Clarice Cliff's</b> <i>Circle Tree</i> plate designs</p> <p>Using <b>Nancy McCroskey's</b> mural, <i>Suite in Black, White and Grey</i> to explore and develop the skill of shading</p> <p>Using <b>Damien Hirst's</b> <i>Cornucopia</i> as inspiration for drawing</p> <p>Analysing the work of <b>Julian Opie</b> and creating portraits in his style</p> <p>When looking at creative work, expressing clear preferences and giving some reasons for these using some basic</p>

	<ul style="list-style-type: none"><li>• Describing what they think about the work of others</li></ul>	language of art (formal elements)
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