



### Early Learning Goals linked to Art

#### In the Early Years Art is taught through:

- The Characteristics of Effective Learning, specifically *Creating and thinking critically – thinking*:  
Having their own ideas/ Making links/ Choosing ways to do things
- The Early Learning Goal:  
*Expressive arts and design: Exploring and using media and materials*:  
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
*Expressive arts and design: Being Imaginative*:  
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

#### KS1 NC objectives

##### KS1 children should be taught:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture 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.
- Know 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.

#### KS2 NC objectives

##### KS2 pupils should be taught:

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Know about great artists, architects and designers in history.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> (pencil, charcoal, inks,	<ul style="list-style-type: none"> <li>• Extend the variety of drawings tools</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with tools and surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and draw the effect of light</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of light on objects and people from</li> </ul>	<ul style="list-style-type: none"> <li>• Practise all drawing techniques</li> </ul>

chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>Draw a way of recording experiences and feelings</li> <li>Discuss use of shadows, use of light and dark</li> <li>Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>Close observation</li> <li>Draw both the positive and negative shapes</li> <li>Initial sketches as a preparation for painting</li> <li>Accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>Scale and proportion</li> <li>Accurate drawings of whole people including proportion and placement</li> <li>Work on a variety of scales</li> <li>Computer generated drawings</li> </ul>	<p>different directions</p> <ul style="list-style-type: none"> <li>Interpret the texture of a surface</li> <li>Concept of perspective</li> </ul>	<p>taught in previous years, including line, tone, texture, form, structure, proportion, scale and shape producing <i>increasingly accurate</i> drawings from observation</p>
<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>Name all the colours</li> <li>Mixing of colours</li> <li>Find collections of colour</li> <li>Applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe colours by objects</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>Using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing</li> <li>Make colour wheels</li> <li>Introduce different types of brushes</li> <li>Techniques- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing and matching; tint, tone, shade</li> <li>Observe colours</li> <li>Use suitable equipment for the task</li> <li>Use colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>Use hue, tint, tone, shades and mood</li> <li>Explore the use of texture in colour</li> <li>Use colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>Practise all techniques taught in previous years</li> <li>Use colour to express feelings</li> </ul>
<b>Texture</b> (textiles, clay, sand, plaster, stone)  <b>Possible links with DT</b>	<ul style="list-style-type: none"> <li>Weaving</li> <li>Collage</li> <li><b>Sort according to specific qualities</b></li> <li><b>Know how textiles create things</b></li> </ul>	<ul style="list-style-type: none"> <li>Use overlapping and overlaying to create effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Use smaller eyed needles and finer threads</b></li> <li>Tie dying, batik</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a wider variety of stitches</b></li> <li><b>Observation and design of textural art</b></li> <li><b>Compare different fabrics</b></li> </ul>	<ul style="list-style-type: none"> <li>Use stories, music, poems as stimuli <b>(cross curric. links English?)</b></li> <li><b>Select and use materials</b></li> <li><b>Embellish work</b></li> <li><b>Fabric making</b></li> <li>Know of artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>Develops experience in embellishing</li> <li>Applies knowledge of different techniques to express feelings</li> <li><b>Work collaboratively on a larger scale</b></li> </ul>

<p><b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</p> <p><b>Possible links with DT</b></p>	<ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose</li> <li>• <b>Carve</b></li> <li>• <b>Pinch and roll coils and slabs using a modelling media.</b></li> <li>• <b>Make simple joins</b></li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms (<b>cross curric. Links- Geog &amp; Science?</b>)</li> <li>• <b>To shape and form from direct observation (malleable and rigid materials)</b></li> <li>• Use decorative techniques</li> <li>• Replicate patterns and textures in a 3-D form</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct ( malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understanding of different adhesives and methods of construction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss own work and work of other sculptors</b></li> <li>• Analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shape, form, model and join</b></li> <li>• Know properties of media they use (<b>science link?</b>)</li> <li>• <b>Discuss and evaluate own work and that of other sculptors</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create models in a range of scales</b></li> <li>• Create work which is open to interpretation by the audience</li> <li>• Include both visual and tactile elements in their work</li> </ul>
<p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><b>Possible links with DT</b></p>	<ul style="list-style-type: none"> <li>• <b>Create print onto paper/textile</b></li> <li>• <b>Design their own printing block (with carving in form)</b></li> <li>• Create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a growing range of objects</li> <li>• Create a print using pressing, rolling, rubbing and stamping</li> <li>• Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a printing block</b></li> <li>• To make a 2 colour print</li> </ul>	<ul style="list-style-type: none"> <li>• Print using at least four colours</li> <li>• Create an accurate print design</li> <li>• Print onto different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a number of colours</li> <li>• Create an accurate print design that meets a given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing techniques used by various artists</li> <li>• Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</li> </ul>
<p><b>Pattern</b> (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> <li>• Awareness and discussion of patterns</li> <li>• Create repeating patterns</li> <li>• Knowledge of symmetry (<b>Cross curric links to Maths</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Knowledge of natural and manmade patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Know about pattern in the environment</li> <li>• Design and create patterns using <b>Computing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore environmental and manmade patterns</li> <li>• Explore tessellation</li> </ul>	<ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experiences and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Create pattern for purposes</li> </ul>

<b>Sketchbooks</b>			<ul style="list-style-type: none"> <li>• Can they make notes in their sketchbooks about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketchbooks?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they use their sketchbooks to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketchbooks?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep notes in their sketchbooks as to how they might develop their work further?</li> <li>• Do they use their sketchbooks to compare and discuss ideas with others?</li> </ul>	<ul style="list-style-type: none"> <li>• Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>• Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>
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### Progression of Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:
Pattern	Shade	Layer	Sketchbook	Paper types (A4, A3, etc)	Colour match	Dry media
Repeating	Change	Smudge	Grades of pencil	Tint	Colour mix	Wet media
Thick	Brush size	Blend	Scale	Hue	Warm colours	Mixed media
Thin	Paint (poster, powder, watercolour)	Tone	Refine	Surface	Cold colours	Form
Line		Layer	Alter	Tactile	Complementary colours	Harmony
Shape	Natural and man-made	Figure	Visual		Contrasting colours	Composition
Colour		Object	Sources		Relief	Mood
Materials		Single	Texture		Resist	Abstract
Tools	Printing (block)	Group	Colour-scheme		Layers	Slabs
Technique	Rubbings	Pattern	Colour spectrum		Repetition	Coils
Match	Textiles	Tone	Tertiary colours			Mould
Mix						

Primary Colours Secondary colours Model Collage Rolling Kneading Shaping Texture Join Natural Man-made Recycled	Construct Sculpture Manipulate Shaping Weaving Appliqué Carving	Acrylic paint Water colour paint Poster paint Brush mark Artefact Objects Layering Scraping Scales (small, large) Stitch Knot Fabric crayons Wax / oil-resistant Care Malleable	Blocking Colour washing Properties Application Opacity Water resistant Tie-dyeing Printing Quilting Embroidery Paper and paper trappings Overlapping Layering Papier mache Transparent		Inks Tapestry	Plaster
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