

BURLINGTON INFANT SCHOOL ART AND DESIGN



End of Key Stage Expectations

EYFS

Physical Development

(Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Expressive Arts and Design

(Creating with materials)

- 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.

KEY STAGE 1

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
- Learn 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.

KEY STAGE 2

- Create sketch books 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.
- Know about great artists, architects and designers in history.

EYFS

Drawing	Painting	Printing	Collage	3D	Textiles
<ul style="list-style-type: none"> • Uses line to represent objects seen, remembered or imagined. • Experiment with mark making using a range of materials on a variety of surfaces • Use graphic tools, fingers, hands, chinks, pencils, brushes etc. to explore a range of marks - often experimental 	<ul style="list-style-type: none"> • Play with, explore and discover paint and experience colour mixing using a variety of tools to apply paint • Explore mark making using card, brushes, sticks, sponges, fingers etc. • Hold a paintbrush correctly • Know the names of primary colours • Experiment with and create patterns, shape, line and colour. 	<ul style="list-style-type: none"> • Print using hands, fingers, sticks, fruit etc. • Begin to create repeating patterns and random images. • Experiments and experiences random printing on large scale. 	<ul style="list-style-type: none"> • Begin to make collections of visual materials and sort e.g. rough/smooth • Tear, cut, glue and rearrange visual materials • Experiment with a range of materials, tear, cut, stick fold, curl, twist, working on a large scale. 	<ul style="list-style-type: none"> • Take part in purposeful play with materials e.g. sand, construction kits. • Experiments and experiences playdough. Squeeze, roll, shape material to represent a given object. 	<ul style="list-style-type: none"> • Sensory exploration of range of materials using appropriate vocab e.g. smooth, soft, velvet etc.
Vocabulary	chalk, paint, pencil, coloured pencil, crayon, paper, red, blue, yellow, colour, mix, shape, pattern, rough, smooth, shiny, tear, cut, fold, curl, twist, soft, squash, roll				

Year 1

Drawing	Painting	Printing	Collage	3D	Textiles
<ul style="list-style-type: none"> • Begins to show more control over line/shape when representing objects, seen, remembered or imagined. Communicate something about themselves in their drawing. • Use graphic tools, fingers, hands, chinks, pencils, brushes etc. to explore a range of marks and create images Draw lines of different shapes and thickness. • Experiment using charcoal and white chalk and begin to explore light. • Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours. 	<ul style="list-style-type: none"> • Begins to show control when creating pattern, shape, line and colour. • Name primary and secondary colours experimenting with colour and make patterns • Explore the effect on paint of adding water • Explore mixing different shades of secondary colours. Knows how to make darker shades and lighter shades using black or white. <p>Communicate something about themselves in their drawing.</p> <p>Select thick or thin brushes</p> <ul style="list-style-type: none"> • Use the terms landscape and portrait. • Create a wash with watercolour paints. Know to start at the top of the page and in the same direction. • Make a wax relief picture. 	<p>Develop simple patterns by using objects to print with: tops, vegetables, leaves, etc. Create a repeating pattern.</p> <ul style="list-style-type: none"> • Produce simple pictures by printing with objects. • Take rubbings showing a range of textures and patterns • Use transfer prints (E.g by folding paper, hand and finger printing) to create pictures 	<p>Begins to show control when working on materials to fold, curl and twist materials.</p> <ul style="list-style-type: none"> • Use glue and paste carefully • Appreciate torn edges. • Use primary coloured tissue to create secondary colours 	<ul style="list-style-type: none"> • Make mini models using modelling material. <p>Create sculptures with natural materials</p>	<p>Weaving - group work, large scale.</p> <ul style="list-style-type: none"> • Experiment with mark making on fabrics e.g. pencils, crayons, inks <p>Group fabrics by texture</p>
Vocabulary	<p>Line, shape, thick, thin, outline, fill, repeating pattern, secondary colours, shade, landscape, portrait, rubbings, print, sculpture, natural materials, fabric, wash, designer</p>				

Digital Art

Show control and coordination when working on a paint programme.

Year 2

Drawing	Painting	Printing	Collage	3D	Textiles
<p>Shows increasing control and detail when using line, shape, shade and perspective to represent objects seen, remembered or imagined.</p> <ul style="list-style-type: none"> • Use pencil charcoal and chalk to show tones using light/dark and shadow. • Experiment with pastels in different ways • Draw from something remembered or imagined as well as from direct experience • Begin to demonstrate use of scale. Begin to look at 'near and far' <ul style="list-style-type: none"> • Show pattern and texture. 	<ul style="list-style-type: none"> • Explore mark making using card, brushes, sticks, sponges, fingers etc. • Mix thick and thin paint. • Shows increasing control and detail. Use fine brushed/tools. • Can mix primary and secondary colours, understands darker/lighter when colour mixing. <p>Understand warm and cool colours.</p>	<p>Create own blocks to paint with (use polystyrene tiles or cut shapes from sponges/potatoes)</p> <ul style="list-style-type: none"> • Create patterns and prints like a designer • Can produce a clean printed image. • Take rubbings showing a range of textures and patterns 	<ul style="list-style-type: none"> • Can select appropriate materials and techniques to represent a given task, with control and precision. • Develop skills of overlapping and overlaying and awareness of contrasts in textures and colours 	<ul style="list-style-type: none"> • Make a simple clay object using my fingers using pinch pots and coil • Develop skills in safe use of tools e.g. scissors, clay tools 	<ul style="list-style-type: none"> • Manipulate materials by ripping, tearing, twisting. • Begin to develop simple textile techniques <p>Join fabrics using glue</p>
Vocabulary	<p>Line, shape, shade, perspective, represent, pastel, light, dark, shadow, scale, near, far, pattern, texture, warm cool, block, contrast, pinch, clay, sculpt, mould, rip, tear, twist</p>				

The listed vocabulary is suggested and not extensive.