

BURLINGTON INFANT SCHOOL ART AND DESIGN



End of Key Stage Expectations

| EYFS | KEY STAGE 1 | KEY STAGE 2 |
|--|--|---|
| <p style="text-align: center;">Physical Development</p> <p>(Fine Motor Skills)</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Expressive Arts and Design</p> <p>(Creating with materials)</p> <ul style="list-style-type: none"> • 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. | <p>Use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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, chalks, 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. |
| <p style="text-align: center;">Vocabulary</p> | 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. <p>Communicate something about themselves in their drawing.</p> <ul style="list-style-type: none"> • Use graphic tools, fingers, hands, chalks, pencils, brushes etc. to explore a range of marks and create images <p>Draw lines of different shapes and thickness.</p> <ul style="list-style-type: none"> • 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 | Line, shape, thick, thin, outline, fill, repeating pattern, secondary colours, shade, landscape, portrait, rubbings, print, sculpture, natural materials, fabric, wash, designer, primary colours | | | | |
| | | | | | 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. • Understand warm and cool colours. | <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 | 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 | | | | |

The listed vocabulary is suggested and not extensive.