

Core Skills EYFS ART



| Behaviour | Attitude | Skills | Knowledge | Experience | Technology | Sustained |
|--|---|--|---|---|--|---|
| <p>To join in with art and design activities.</p> <p>To show a growth mindset when learning new skills.</p> <p>To understand that art and design is a way of expressing themselves and that there is no right or wrong.</p> <p>Able to collaboratively create ideas, resources and skills.</p> <p>To share their creations, explaining the process they have used.</p> | <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore different materials freely, using all of their senses to investigate them.</p> <p>To be confident to give things a try, especially new skills and techniques being taught.</p> <p>To be proud of the work they produce.</p> | <p>To notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>To become more accurate when drawing faces and people.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks and sometimes give meaning to those marks.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>Make simple models which express their ideas.</p> <p>To use drawings to tell a story.</p> | <p>To know what an artist is and be able to recognise some famous art work e.g Van Gogh - Sunflowers.</p> <p>To know the primary colours and what colours they make when mixed together.</p> <p>To name all of the colours of the rainbow.</p> <p>To know that some materials are stronger than others and can be used to create stronger models.</p> <p>To be able to say which adhesive would work best for joining particular materials.</p> <p>Knows that smaller areas and detail are best painted with a thin brush and greater areas with a thicker brush.</p> | <p>Arts Week</p> <p>Producing work for displays</p> <p>Environmental week</p> <p>Forest School - natural art, building 2D and 3D sculptures</p> <p>Christmas tree decorations - whole school</p> <p>Props for Nativity Play/Class Assemblies</p> <p>Remembrance Day poppies</p> <p>Bonfire Pictures - Guy Fawkes</p> <p>Cultural Art e.g Chinese New Year</p> <p>Construction Area with variety of construction kits for model building</p> <p>Junk modelling opportunities</p> | <p>Video clips showing particular skills</p> <p>Google images for paintings, models, landmarks</p> <p>iPad photos of finished products</p> | <p>To use their knowledge to create their own Art.</p> <p>To instill their interest and passion for Art and Design and to create their own style.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To choose particular colours to use for a purpose</p> <p>To begin to discuss what they like about their own and others' work *suggest improvements (i.e. change the colour to red etc)</p> |

Core Skills KS1 ART



| Behaviour | Attitude | Skills | Knowledge | Experience | Technology | Sustained |
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| <p>To show an Interest in a range of Artists, craft makers and designers.</p> <p>Being curious and able to have the confidence to develop their own ideas, experiences and imagination.</p> <p>To look and talk about their own work and that of other artists and the techniques they have used expressing their likes and dislikes.</p> | <p>Children should start to understand the differences and similarities between practices and disciplines, and make links to their own work.</p> <p>Children should know how Art and Design both reflect and shape our History.</p> <p>To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> | <p>To explore different textures</p> <p>Observe and draw landscape and pattern</p> <p>Experiment with tools and surfaces</p> <p>To use drawing, painting and sculpture to develop and share their ideas.</p> <p>To develop techniques in using colour, pattern, texture, line, shape, tone, form and space.</p> <p>Experiment with a range or medias; pencils, crayons, pastels, charcoal, chalk</p> <p>To investigate tone by drawing light/dark lines.</p> <p>Experiment with colours and to know how to mix and match colours.</p> | <p>To know about great artists, craft makers and designers, and understand the historical and cultural developments in their art forms.</p> <p>Respond positively to ideas and starting points.</p> <p>Explore ideas and collect information.</p> <p>To explore different artists such as Seurat- Pointillism Katie and the bathers. Andy Warhol- Vesuvius. Van Gogh- Sunflowers. Claude Monet- Waterlilies</p> <p>Jane Hissey- white wash back grounds and Silhouettes. Observational drawings</p> | <p>Arts Week</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Children should try different materials and methods to improve.</p> <p>Producing Artwork for display.</p> <p><i>Environmental week</i></p> <p><i>Christmas tree decorations</i></p> <p><i>Props for plays</i></p> <p><i>Poppies for</i></p> <p><i>Remembrance Day Bonfire 'Guy'</i></p> <p><i>Lunch time clubs such as Clay, Art, Plasticine Club, Origami, Hama Beads,</i></p> | <p>To look at films, clips, websites.</p> | <p>To use their knowledge to create their own Art.</p> <p>To instill their interest and passion for Art and Design and to create their own style.</p> <p>To work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>To review what they and others have done and say what they think and feel about it.</p> <p>To Identify what they might change in their current work or develop in their future work.</p> |

Core Skills LKS2 Art



| Behaviour | Attitude | Skills | Knowledge | Experience | Technology | Sustained |
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| <p>To evaluate and analyse creative works using the language of art, craft and design;</p> <p>To experiment with joining and construction, asking and answering questions such as, 'How can it go higher?'</p> <p>Children can express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>To have the confidence in discussing artists, art, their own work and identifying their own strengths and areas for development</p> <p>Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.</p> | <p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>To question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> | <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</p> <p>produce creative work, exploring their ideas and recording their experiences; They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin</p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>Children can use inspiration from famous artists to replicate a piece of work.</p> | <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</p> <p>To learn about great artists, architects and designers in history.</p> <p>A developed understanding of the names, key works, styles and techniques of major artists at an age appropriate level</p> <p>A secure understanding of the key techniques and methods for each key area of the art curriculum: colour, form, line, tone, texture and shape</p> <p>A progression of understanding, with appropriate vocabulary which supports and extends understanding</p> | <p>Arts Week</p> <p>Educational Trips</p> <p>Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Environmental week</p> <p>Christmas tree decorations</p> <p>Props for plays</p> <p>Poppies for</p> <p>Remembrance Day Bonfire 'Guy'</p> <p>Lunch time clubs such as Clay club, Art club, Plasticine club, Origami, Hama Beads,</p> | <p>To look at films, clips, websites.</p> | <p>To have sketch books to record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>Make notes in a sketch book about techniques used by artists</p> |

UKS2 Core Skills Art



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|---|---|--|--|---|---|--|
| <p>To evaluate and analyse creative works using the language of art, craft and design;</p> <p>Children can express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>To have the confidence in discussing artists, art, their own work and identifying their own strengths and areas for development</p> <p>Learn about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.</p> | <p>Identify artists who have worked in a similar way to their own work.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> | <p>Develop ideas using different or mixed media, using a sketchbook</p> <p><u>Drawing</u> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p><u>Painting</u> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Show an awareness of how paintings are created (composition).</p> <p><u>Textile/Collage</u> Use a range of media to create collage. Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p><u>3D Form</u> Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> <p>Create sculpture and constructions with increasing independence.</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Discover Artists such as Salvador. Dali. Gaudi, Frieda, Kahlo, Lisa Frank</p> | <p>Arts Week</p> <p>Educational Trips</p> <p>Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Environmental week</p> <p>Christmas tree decorations</p> <p>Props for plays</p> <p>Poppies for</p> <p>Remembrance Day Bonfire 'Guy'</p> <p>Lunch time clubs such as Clay club, Art club, Plasticine club, Origami, Hama Beads,</p> | <p>To look at films, clips, websites.</p> <p>To use digital technology as sources for developing ideas</p> <p>Children use programs such as pro-knock out to create graphic art such as taking photos and imposing on another</p> | <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen.</p> <p>Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> |