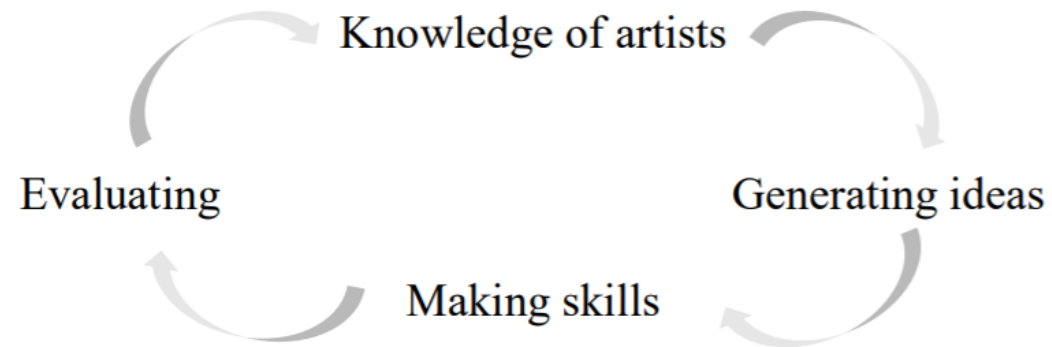




Sparsholt C of E Primary School

Knowledge, skills and understanding
Art and Design



Development Matters in the Early Years Foundation Stage (EYFS)

Expressive Arts and Design

EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children at the expected level of development will:

3 – 4 Year olds	Early Learning Goals
Explore different materials freely, to develop their ideas about how to use them and what to make? Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures?	ELG: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: 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.

Art and design programmes of study: Key stages 1 and 2

National curriculum in England - Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Progression

Year 1	
Art and design	<p>KS1 NC Programme of study</p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • 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. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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>Generating ideas</p> <ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work. • Experiment with an open mind (they enthusiastically try out and use all the materials that are presented to them).
	<p>Making</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities. • Use materials purposefully to achieve particular characteristics or qualities.
	<p>Evaluating</p> <ul style="list-style-type: none"> • Show interest in and describe what they think about the work of others.
	<p>Knowledge and understanding <i>(by the end of the year)</i></p> <ul style="list-style-type: none"> • Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. • Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use

Year 2	
Art and design	<p>KS1 NC Programme of study</p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • 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. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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>Generating ideas</p> <ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. • Use drawing to record ideas and experiences.
	<p>Making</p> <ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose. • Develop and exercise some care and control over the range of materials they use (for instance, they do not accept the first mark but seek to refine and improve).
	<p>Evaluating</p> <ul style="list-style-type: none"> • When looking at creative work express clear preference and give some reasons for these (for instance, be able to say “I like that because...”)
	<p>Knowledge and understanding <i>(by the end of the year)</i></p> <ul style="list-style-type: none"> • That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. • Be able to talk about the materials, techniques and processes they have uses, using an appropriate vocabulary (for instance they know the names of the tools and colours they use).

Art and Design		Year 3
Art and Design	KS2 NC Programme of study	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • 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). • About great artists, architects and designers in history.
	Generating ideas	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions. • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
	Making	<ul style="list-style-type: none"> • Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. • Select, and use appropriately, a variety of materials and techniques in order to create their own work.
	Evaluating	<ul style="list-style-type: none"> • Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).
	Knowledge and understanding <i>(by the end of the year)</i>	<ul style="list-style-type: none"> • To know about and describe the work of some artists, craftspeople, architects and designers. • To be able to explain how and to use some of the tools and techniques they have chosen to work with.

Art and Design		Year 4
Art and Design	KS2 NC Programme of study	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • 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). • About great artists, architects and designers in history.
	Generating ideas	<ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas. • Use sketchbooks, and drawings, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).
	Making	<ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes systematically. • Apply the technical skills they are learning to improve the quality of their work. (For instance, in painting they select and use different brushes for different purposes).
	Evaluating	<ul style="list-style-type: none"> • Regularly reflect upon their own work, and use comparison with the work of others (pupils and artists) to identify how to improve.
	Knowledge and understanding <i>(by the end of the year)</i>	<ul style="list-style-type: none"> • To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. • To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

		Year 5
Art and Design	KS2 NC Programme of study	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • 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). • About great artists, architects and designers in history.
	Generating ideas	<ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
	Making	<ul style="list-style-type: none"> • Confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>) • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
	Evaluating	<ul style="list-style-type: none"> • Regularly analyse and reflect on their progress taking account of what they hoped to achieve.
	Knowledge and understanding <i>(by the end of the year)</i>	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • How to describe the processes they are using and how they hope to achieve high quality outcomes.

		Year 6
Art and Design	KS2 NC Programme of study	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • 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). • About great artists, architects and designers in history.
	Generating ideas	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (<i>for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>)
	Making	<ul style="list-style-type: none"> • Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. • Independently select and effectively use relevant processes in order to create successful and finished work
	Evaluating	<ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
	Knowledge and understanding <i>(by the end of the year)</i>	<ul style="list-style-type: none"> • How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. • About the technical vocabulary and techniques for modifying the qualities of different materials and processes.