|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Safely use and explore a variety of materials, tools and techniques.
* Experiment with colour, design, texture, form and function.
* Name the three focused artists and talk in simple terms about the work they have done about these artists

*Key Language: primary colours, colour mixing, texture, artists, investigate, thick, think, wavy, straight, rubbings, printing, pattern, collage*  | * Develop own ideas through selecting and using materials and working on processes that interest them
* Use a range of materials to draw and paint to develop techniques of colour, pattern, texture and line.
* Know about a range of artists and recognise similarities and differences between them and make links

*Key Language: materials, technique, texture, similarities, differences, making links, blending, landscapes, natural/man made, secondary colours, weaving, textiles*  | * 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.
* Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines
* make links to their own work

*Key Language: design, sculpture, form, sketch, shadows, tone, applique*  |
| Drawing  | 1. Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, chalk.
2. Use drawings to tell a story from retelling or from imagination.
3. Investigate different lines - thick, thin, wavy, straight.
4. Attempt accurate drawings of people that include all the visible parts of the body. (head, hands, fingers etc.)
 | 1. Use additional media such as charcoal and pastels with good affect (flat, point, blending).
2. Draw landscapes and be able to discuss proportion and where the sky is.
3. Can sketch objects in both the natural and man made world.
4. Can observe patterns in the natural and man-made world.
 | 1. Show increasing control with a variety of drawing tools
2. Can experiment with line and tone
3. Can experiment with visual elements, texture and pattern using a range of drawing tools
4. Use sketching skills to make records of ideas, experiences and objects.
5. To be able to comment thoughtfully, about drawing and begin to discuss use of shadows, use of light and dark.
 |
| Painting and colour  | 1. Use primary colours and know their names.
2. Explore colour mixing and what happens when two colours are mixed.
3. Know how to paint effectively – WASPP
4. Know the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.
5. Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.
 | 1. Know the names of all the colours and specifically know the primary colours.
2. Speak about mixing colours to make new colours.
3. Use a variety of brush sizes for a purpose.
4. Make collections of colour (secondary colours) varieties of green, blue, purple etc.
5. Use language to evaluate – light/dark
 | 1. Make as many tones of one colour as possible using primary colours and white.
2. Darken colours without using black
3. Mix colours to match those of the natural world – colours that might have a less defined name
4. Use colour on a large scale, A3/A2 playground.
 |
| Printing  | 1. Make rubbings showing a range of textures and patterns.
2. Print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.
3. Produce simple pictures by printing objects.
4. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.
5. Print with block colours.
 | 1. Create patterns and pictures by printing from objects using more than one colour.
2. Develop impressed images with some added pencil or decorative detail.
3. Use equipment and media correctly, to produce a clean printed image.
 | 1. Use printmaking as a means of drawing
2. Extend repeating patterns - overlapping, using two contrasting colours
3. Create still prints with a growing range of objects, including manmade and natural printing tools
4. Talk simply about own work and that of other artists.
5. Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.
 |
| Collage  | 1. Handle, manipulate and enjoy using materials
2. Create simple collages, using paper, pasta, beans and larger tactile things.
3. Select, sort, tear and glue items down.
4. Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.
 | 1. Create simple paper and/or material weaving using a card loom.
2. Mix colours and paint strips of paper to weave with.
3. Add objects to the weaving - buttons, twigs, dried flowers.
4. Discuss how textiles create things – curtains, clothing, decoration
 | 1. Develop skills of overlapping and overlaying to create effects.
2. Create Simple appliqué work attaching material shapes to fabric with running stitches.
3. Use various collage materials to make a specific picture
 |
| Form and Clay  | 1. Handle, feel and manipulate materials
2. Construct and build from simple objects
3. Pull apart and reconstruct
4. Shape and model from observation and imagination.
5. Apply simple decoration.
 | 1. Use both hands and tools to build
2. Construct to represent personal ideas.
3. Use materials to make known objects for a purpose, i.e puppet.
 | 1. Shape and form materials from direct observation
2. Express personal experiences and ideas in work
3. Use a range of decorative techniques: applied, impressed, painted, etc.
4. Use a range of tools for shaping, mark making, etc.
5. Begin to express simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)
 |
| Famous Artists  | * **Joan Miro (textures, pattern)**
* **Kadinksy comparison with Miro**
* **Sonia Delauney (shapes, colour)**
 | * **Andy Warhol**
* **Georgia O’Keefe**
* **Ana Villacampa (local artist -Hampshire)**
 | * **Paul Klee**
* **Andy Goldsworthy**
* **Giuseppe Archimboldo**
 |