



A note about artist studies:

All children usually begin by being confident about mark making and drawing. They will happily make marks to represent people, items and images based on what they see around them and say what they are. As they mature they become more aware of what they can actually see and know is there and try to represent this in their work – so you might have a table with all four legs showing for example. At around 7/8 years old children become more aware of the emphasis (in some cultures) on producing a more realistic 'photographic' image. Children will quite often decide at this point that they can't draw. The artists in our scheme of work have been selected because their work is more stylised and more achievable for children to base their own work on, enabling them to enjoy exploring techniques and processes and feel more confident in producing their own finished piece of work.

Discipline: Drawing

Drawing is present in every unit across the Art and Design Curriculum.

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
Children will <ul style="list-style-type: none"> • Make marks and are spontaneous. • Choose resources to explore mark making with. • Use articular skill or technique e.g. rubbing. • Know there is a difference between pastels, pencils, paints and what they are best used for. 	Children will: <ul style="list-style-type: none"> • Use a variety of media e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Make different marks: shading, stippling, cross hatching • Know how to add texture to their work. • Know that different pressure on the paper different coverage and colour/shading. • Children will have experience of drawing from real life or using other images as starting points for their own work. • Start to language: Line, pattern, shape, shade, shading, tone, texture. 	Children will: <ul style="list-style-type: none"> • Start to think about proportion. • Begin to plan ideas more. • Revise and refine techniques learned in KS1. • Make more informed choices about what they will use in their work • Adapt their work and change elements as they work to improve or to create a desired effect. 	Children will <ul style="list-style-type: none"> • Be more confident and independent in their work. • Demonstrate a basic understanding of proportion, perspective in their drawings or preparatory sketches. • Research, -sketching -exploring or learning new techniques, -selecting their resources and techniques - producing a finished piece. • Talk about artists they have studied and talk about how they are similar or different and what they like or dislike about the artist's work. • Use a variety of techniques and medium in their work. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form space, colour and shape and be able to use this language appropriately.

Discipline: Painting

End points for EYFS	End Points for KS1 Y1 – Self Portraits Y2 – Maeve Wright	End Points for LKS2 Y3 – Jessica Arrow Smith Stanley Y4 - Picasso	End Points for Key Stage Two Y5 –Viking Art Y6 – L.S. Lowry Y6 – Mayan Art
Children will: <ul style="list-style-type: none"> • Used a range of materials to spread paint in addition to brushes. 	Children will: <ul style="list-style-type: none"> • Explore mixing powder paints to make secondary 	Children will: <ul style="list-style-type: none"> • Mix a variety of colours with accuracy and know which primary colours make 	Children will: <ul style="list-style-type: none"> • Use techniques from KS1 and LKS2 with paint to produce textures and

<ul style="list-style-type: none"> Used brushes of different sizes and paints of different consistencies. Explored what happens when colours are mixed but will not necessarily know exactly which colours make a secondary. Know that paint needs to dry if extra detail is to be added over the top 	<p>colours and tones and shades.</p> <ul style="list-style-type: none"> Produce a self-portrait. Explore mixing ready mix and or powder paints to produce work in the style of Maeve Wright. 	<p>secondary colours, block in colour using washes etc. to produce a self-portrait in the style of Picasso.</p>	<p>colours to use in a piece of collage work based on a Viking long ship.</p> <ul style="list-style-type: none"> Show an awareness of how paintings are created (composition) and use proportion and perspective to produce a piece of work in the style of L.S. Lowry. Work on preliminary studies to test media, techniques and materials to produce a piece of work based on historical images and artefacts from the Mayan period.
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Artist Studies

	<ul style="list-style-type: none"> Explores how a contemporary artist portrays townscapes – Maeve Wright. To know key facts about the life and work of Maeve Wright. 	<ul style="list-style-type: none"> Learn about local contemporary artists and their work – Jessica Arrow-Smith Stanley To know key facts about the life and work of Jessica Arrow Smith Stanley. Learn about the work of Pablo Picasso. To know key facts about the life and work of Pablo Picasso. 	<ul style="list-style-type: none"> Learn about and investigate the work of L.S. Lowry. To know key facts about the life and work of L.S. Lowry. Recognise art work and images from the Mayan period and understand how they were made.
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Discipline: 3D

End points for EYFS	End Points for KS1 Y1 – Clay Tiles	End Points for LKS2 Y3 – Roman Pots – Thumb Pots Y4 – Saxon Brooches	End Points for Key Stage Two Y5 – Canopic Jars – Coil Pots
<p>Children will:</p> <ul style="list-style-type: none"> Have handled lots of different materials. Have pulled materials apart and reconstructed them to make something different. Have knowledge of joining items using glue, sellotape, masking tape. Know some joining techniques. 	<p>Children will:</p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping and know how to make a tile. Children will be able to add pattern, texture, line to clay by pressing objects into the surface and or drawing into it with tools such as stylus, straws etc. 	<p>Children will:</p> <ul style="list-style-type: none"> Use a 2D image as a starting point for their own 3D work. E.g. researching Roman pots and containers or jewellery from Anglo Saxon times. Build on their experiences with making a clay tile in Year One to by using a pinch technique to create a simple thumb pot, using slip 	<p>Children will:</p> <ul style="list-style-type: none"> Build on pervious experiences making tiles and thumb pinch pots by using the coil technique to build a container with additional more complex decorative features e.g. heads of Egyptian gods. Select finishing techniques to create a desired effect – e.g. adding paint for colour or pattern. Create sculptures and constructions with increasing independence.

<ul style="list-style-type: none"> Manipulate play dough in a variety of ways, e.g. rolling, kneading and shaping. Used materials such as play dough and tools such as knives, rollers and other objects. 	<ul style="list-style-type: none"> They understand and can talk about using tools safely. 	<p>to add features such as handles.</p> <ul style="list-style-type: none"> Children will be able to create a simple form e.g. brooch shape and use embossing into foil to decorate in patterns based on Anglo Saxon artefacts. Independently plan, design and make models with evidence in their sketchbooks Talk about their work and show understanding of how it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> Use sketchbooks to review and revisit previous learning and use these ideas in new projects.
Artist Studies			
		<p>Learn about art and design from different periods in history: Roman, Anglo Saxon, and Ancient Egyptian. Investigate images from different periods in history.</p>	
Discipline: Collage			
<p>End points for EYFS Artist Study Nursery – Matisse Reception – Giuseppe Arcimboldo Olivia Pilling</p>	<p>End Points for KS1 Y2 – Collage Plant Life</p>	<p>End Points for LKS2 & UKS2 Y5 – Viking Art</p>	
<p>Children will:</p> <ul style="list-style-type: none"> Have handled different materials and be able to talk about them in simple terms: hard, soft, plastic, card etc. Select and sort materials into given criteria/qualities e.g. warm/cold shiny/smooth Use materials to create models and pictures. Tear, fold, cut and scrunch materials to achieve desired effects. Know about different resources used to join materials together e.g. glue sticks, PVA, sellotape and masking tape. 	<p>Children will:</p> <ul style="list-style-type: none"> Fold, pleat, scrunch, cut and thread materials with more dexterity and use these techniques to create a collage based on observational drawing of plant life that includes elements of texture. Be able to select and use appropriate tools safely and correctly. 	<p>Children will:</p> <ul style="list-style-type: none"> Manipulate materials to create mood, feeling and movement and cut, fold, scrunch, tear, overlap and layer materials in their work to create a collage of a Viking long ship. Know the names of different tools they use and techniques to use them safely. Select appropriate tools to use with different materials. Plan a collage –listing the materials and techniques they plan to use. Refine and alter ideas and explain choices using an artistic vocabulary 	

<ul style="list-style-type: none"> Select and use an appropriate method of joining materials to create a picture or image. Handle and use scissors correctly and safely. 			
Artist Studies			
<p>Learn about art and design from different periods in history. Investigate images from different periods in history. Know that 'art' can be created from any materials and media.</p> <ul style="list-style-type: none"> Nursery – learn about the work of Matisse Reception – learn about the work of Giuseppe Arcimboldo and Olivia Pilling. 		<p>Learn about art and design from different periods in history. Investigate images from different periods in history.</p>	
Discipline: Printing			
End points for EYFS	End Points for KS1 Y1 – Mono Prints	End Points for LKS2 Y3 – String Printing – Christmas Wrapping Paper	End Points for Key Stage Two Y5 – William Morris
<p>Children will:</p> <ul style="list-style-type: none"> Experience of random experimental printing. Used one colour of paint or ink to create patterns: random or organised. Experience making footprints in the snow, making footprints from leaving the water play. Use materials to imprint in play dough or salt dough. Understand printing as meaning to dip into a piqued and then press onto a surface. 	<p>Children will:</p> <ul style="list-style-type: none"> Experiment with four different ways of creating a mono print: block/stamping, planographic and stencilling to create a final piece linked to the seaside in the style of Hokusai. 	<p>Children will:</p> <ul style="list-style-type: none"> Research different printed images and identify elements such as repeating patterns, colour, contrast, texture etc. Draw and plan designs for a repeated print and make collographs from these to produce a finished piece of Christmas wrapping paper using either blending or contrasting colours. 	<p>Children will:</p> <ul style="list-style-type: none"> Explain a few different techniques they have used previously (Y1 and Y3) including the use of poly-blocks, relief, mono and resist printing. Create more complex designs and collographs to produce a final piece of work based on the work of William Morris. Alter and modify work and the processes used. Work with little adult direction and relatively independently.
Artist Studies			
	<ul style="list-style-type: none"> Know and identify a famous work of art from another culture and time: The Great Wave Off Kanagawa –Hokusai 		<ul style="list-style-type: none"> Know and identify famous print works from another time: The works of William Morris. Know some key facts about the artist and his life.

	<ul style="list-style-type: none"> • Know some key facts about the artist and his life. • Know and talk about in simple terms the techniques used to make the piece of art work. 		<ul style="list-style-type: none"> • Know how influential his work was and how it is still relevant today. • Know and talk about in simple terms the techniques used to make the piece of art work.
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Discipline: Textiles

End points for EYFS	End Points for KS1 Y2 – Weaving	End Points for LKS2 Y4 – Tie Dye	End Points for Key Stage Two Y6 - Batik
Children will: <ul style="list-style-type: none"> • Handle and manipulate materials such as threads, wool, raffia, grass and used them to weave on different frames e.g. railings outside, garden trellis pieces. • Name colours, talk about how a material feels e.g. rough, soft, smooth etc. and can identify common shapes in their work. 	Children will: <ul style="list-style-type: none"> • Sort different materials and discuss how they have sorted them. • Select materials they wish to use in a piece of weaving. • Weave using a basic over and under technique to produce a finished piece. 	Children will: <ul style="list-style-type: none"> • Know that there are different techniques for tie dye and be able to explain how they are different and what type of pattern each technique creates. • Use tie dye techniques correctly and choose one for a final piece of work. • Refine and alter ideas and explain choices using an artistic vocabulary (See vocabulary sheets.) 	Children will <ul style="list-style-type: none"> • Know the correct safe technique for using wax to create a batik. • Design to plan and design a finished piece of work. • Use embellishing techniques such as stitching to add texture, detail or pattern to a piece of work. • Be expressive and analytical to adapt, extend and justify their work and provide evidence in sketchbooks.

Exploring and Developing Ideas

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
Children will: <ul style="list-style-type: none"> • Have their own ideas for art work. • Say what they think and feel about their own work. 	Children will: <ul style="list-style-type: none"> • View what they and others have done and say what they think and feel about it e.g. annotate sketchbook. • Identify what they might change in their current work or develop in the future and annotate in their sketch book. • Record and explore ideas from first hand observation, experience and imagination • Explore the differences and similarities within the work of artists, craftspeople and 	Children will: <ul style="list-style-type: none"> • Be able to select and record from first-hand observation, experience and imagination and explore ideas for different purposes. • Make thoughtful observations about starting points and select ideas to use in their work. • Question and make thoughtful observations about the processes of famous artists and craftspeople and talk about similarities and differences. • Review their own work and that of others and say what they like about it or what 	Children will: <ul style="list-style-type: none"> • Explore the rolls and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques. • Use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices. • Revisit first hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support and then independently. • Provide reasoning for choices made.

	<p>designers in different times and cultures.</p> <ul style="list-style-type: none"> • Answer questions about the starting point for their work and the processes they have used. 	could be improved using a more technical vocabulary.	
Evaluating and Developing Ideas			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Children will:</p> <ul style="list-style-type: none"> • Name colours and identify and use their favourite colour • Identify things they like in their surroundings • Say what they like about their own work 	<p>Children will:</p> <ul style="list-style-type: none"> • Say what they like about their own work, another child's work and the work of artists and crafts makers. • Make a simple plan/design about how to create a piece of art work. • Express and identify how their own, peers and other artists' or crafts makers work makes them feel. • Make comparisons between the work of famous artists and craft makers. • Have a basic knowledge of different medium, disciplines and practises and be able to describe similarities and differences between them. • Simply annotate work in sketchbooks. • Identify what they might change in their own work next time. 	<p>Children will:</p> <ul style="list-style-type: none"> • Compare ideas in their own work and the work of others and say what they think and feel about them. • Annotate work in their sketchbook in more detail using a more artistic vocabulary. • Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. • Suggest how to adapt their work and describe how they might develop it further • Adapt their work according to their views and describe changes or improvements. 	<p>Children will:</p> <ul style="list-style-type: none"> • Create written critiques of the ideas, methods and approaches used by themselves and the work of well-known artists and crafts people. • Explain why they have chosen a specific media, style or technique and evaluate the impact it has on the final outcome. • Generate a written explanation of why they like specific features of an artist's work. • Critically evaluate their own work and use the evaluations to impact positively on generating a final outcome with support or independently.