



Art at FurzeField Primary School

Art is an essential part of the curriculum. Art allows the child to develop their imagination and creativity, to make connections through their inventive minds and gives children the skills to record their imaginative ideas. Art encourages expression and visual thinking, which in turn helps children learn other subjects. Children develop their observational skills through art, helping them to become better observers to the world around them.

At FurzeField, we teach skills and techniques in art through both cross-curricula links and discrete lessons. Each year group builds on the techniques taught the year before. At the end of a child's journey through the school they will have experience of sketching using different techniques; shading using different tones; using primary colours to mix different colours; painting from both imagination and direct observation; printing, collage and sculpting. Each child has an art book which follows them from year 1 through the school and is taken home at the end of year 6.

The pictures on the next page show art work at FurzeField from our Nursery to year 6.



EYFS

In EYFS, children have regular opportunities to explore and play with a wide range of media and materials. During child-initiated learning time, the children have access to an 'art gallery' with a range of materials which typically include paints, glue sticks, materials for collaging and junk modelling and malleable materials. These resources change to reflect the current topic about which the children are learning. Some of these opportunities are replicated on a larger scale in the outdoor area.

In addition, children take part in focussed tasks with adults to introduce them to different skills and techniques. These activities support children in developing their listening and attention skills, developing their vocabulary and their fine motor skills as well as their creativity.

Nursery:

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Explore colour and colour-mixing.

Reception:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills

End of Key Stage Expectations:

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.



	Year One	Year Two	End of Key Stage 1 Expectations	Year Three	Year Four	Year Five	Year Six	End of Key Stage 2 Expectations
Master Techniques	Use thick and thin brushes. Add white to colours to make tints and black to make tones	Make secondary colours from primary colours Create colour wheels	Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop	Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines. Use watercolours to produce washes for backgrounds then add detail	Mix colours effectively Experiment with creating mood with colour	Sketch lightly before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture	Combine colours, tones and tints to enhance the mood of a piece. Develop a personal style of painting, drawing upon ideas from other artists. Use the qualities of water colour or acrylic paints to create visually interesting pieces.	Develop and imaginatively extend ideas and starting points throughout the curriculum Collect information, sketches and resources and reuse ideas imaginatively in a sketch book Comment on artworks with a fluent grasp of visual language
Collage	Sort and arrange materials	Mix materials to create texture	Use a combination of materials that are cut, torn and glued	Select and arrange materials for a striking effect	Use coiling, overlapping, tessellation, mosaic and montage	Mix textures	Use mosaic materials and techniques	Combine visual and tactile qualities
Sculpture	Use a combination of shapes Use rolled up paper, straws and card as materials	Include lines and texture Use techniques such as rolling, cutting, moulding and carving.	Use sculpture to develop and share their ideas	Include texture that conveys feeling expression or movement Use clay and other mouldable materials	Create and combine shapes to create recognisable forms Add materials to provide interesting detail	Use frameworks such as: wire or moulds to provide stability or form	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Combine visual and tactile qualities	Use sculpture to improve their mastery of art and design techniques
Drawing	Colour own work neatly, following the lines	Show pattern and texture by adding dots and line	Draw lines of different size or thickness	Annotate sketches to explain and elaborate ideas Sketch lightly (no need for a rubber for mistakes)	Use different hardness's of pencils to show line, tone and texture. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	Use a variety of techniques to add interesting effects.	Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work. Use lines to represent movement.	Use drawing and painting to develop and share ideas, experiences and imagination. To create sketch books to record observations.



	Year One	Year Two	End of Key Stage 1 Expectations	Year Three	Year Four	Year Five	Year Six	End of Key Stage 2 Expectations
Print	Use objects to create prints Press, roll, rub and stamp to make prints.	Use repeating or overlapping shapes. Mimic print from the environment	Use different techniques to show pattern, texture, line shape form and space	Make printing blocks (coiled string on a block)	Use layers of two or more colours. Replicate patterns observed in the natural or built environment.	Build up layers of colours. Create an accurate pattern, showing fine detail	Use a range of visual elements to reflect the purpose of the work	Use different techniques to show pattern, texture, line, shape form and space
Textiles	Use weaving to create patterns Join materials using glue	Join materials using sewing Use plaiting Use dip dye techniques	Use different techniques to show pattern, texture, line shape form and space	Shape and stitch materials Use basic cross stitch and back stitch Colour fabric	Create weavings Quilt, pad and gather fabric	Show precision in techniques	Choose from a range of stitching techniques Combine previously learned techniques to create piece	Use different techniques to show pattern, texture, line, shape form and space
Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Use a wide range of tools to create different textures, lines, tones, colours and shapes.		Create images, video and sound recording and explain why they were created	Create images, video and sound recording and explain why they were created	Enhance digital media by editing (including sound, video, animation, still images and installations)	Enhance digital media by editing (including sound, video, animation, still images and installations)	
Take inspiration from the greats	Describe the work of notable artists, artisans and designers. Use some of the ideas of the artist studied to create pieces.	Describe the work of notable artists, artisans and designers. Use some of the ideas of the artist studied to create pieces.	To know about 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	Replicate some of the techniques used by notable artist, artisans and designers. Create original pieces that are influenced by the study of others	Replicate some of the techniques used by notable artist, artisans and designers. Create original pieces that are influenced by the study of others	Give details about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and other artists.	Create original pieces that show a range of influences and styles.	To know about great artists, architects designers in history.