



Key concepts (Trust intent/nc) → <i>Key driver: Language Development – runs throughout</i>	Mastering practical skills	Taking inspiration
KS1 (Y1) Composite knowledge	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • 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 	<ul style="list-style-type: none"> • Know 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.
EYFS (ELGs) Composite knowledge (by end of EYFS)	ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function .	ELG: Creating with Materials Share their creations, explaining the process they have used;.
Wilbury Early Years Composite Knowledge (by end of EYFS)	Making Skills DRAWING - To explore mark making by having the opportunity to play with lots of different drawing materials inside and outside of the classroom. PAINTING - To experiment using paintbrushes and fingers to paint basic forms and scenes. PRINTING, SCULPTURE AND COLLAGE – To make different shapes and forms with dough and clay with purpose (cut, roll, coil). To build sculptures and structures with various materials. To use a range of materials to print of patterns (fruit, vegetable, lego, sponges). To make collages by collecting various materials to create an image.	Techniques COLOUR To be introduced to the primary colours and begin to experiment mixing them (using paint, playdough, crayons). To start to choose the right colours to paint given objects and scenes. LINE To begin experimenting with lines to make shapes and patterns – use string, sticks etc. TEXTURE To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials. To add texture to clay using tools. PATTERN To think about how shapes and designs can be repeated to make a pattern. To observe patterns that are around them – organic and artificial. SHAPE To begin to identify shapes used in art and start to use shapes in their own artwork to create an image – starting with simple geometric shapes. FORM AND SPACE To learn about form and space through making basic models out of clay

Early Years – key learning experiences (adult led) (component knowledge). **Art Capital in red**

	Mastering practical skills	Taking inspiration
Reception	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM)</i></p> <p>Opportunities to create art with natural materials – outdoors and in forest area (Goldsworthy link - Autumn)</p> <p>Modelling with clay and salt dough – fingers and range of tools (Hepworth link - Spring)</p> <p>Observational drawing – animals, plants, flowers (link to science). Adult modelling the use of line in art (O’Keefe link - Summer)</p> <p>Adult led painting opportunities, teaching children painting skills</p>	<p>Visit galleries and museums to generate inspiration and conversation about art and artists (DM) – virtual opportunities?</p> <p>Autumn Term: Explore the work of Andrew Goldsworthy - make own natural art, transient art (collage, shape, pattern, texture, colour). Text link – Stanley’s stick (& not a Stick)</p> <p>Spring Term: Explore the work of Barbara Hepworth – create junk modelling sculptures as well as experimenting with clay (sculpture, shape, pattern, texture)</p> <p>Summer Term: Explore the work of Georgia O’Keefe – draw and paint flowers and plants (painting and drawing, shape, colour, line). Text link – Errol’s Garden</p>
Nursery	<p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details (DM)</i></p> <p><i>Explore colour and colour- mixing (DM)</i></p> <p>Adult led painting opportunities, show how to mix and apply paints</p> <p>Observational drawing animals, plants, flowers (link to science)</p> <p>Modelling with clay and salt dough</p>	<p><i>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. (DM)</i></p> <p>Autumn Term: Explore Kandinsky’s Colour Study – mixing colours and creating a pattern of shapes (painting, colour, shapes, pattern, line). Text link – Brown Bear</p> <p>Spring Term: Explore Matisse’s ‘The Snail’ – after observing and drawing plants and animals children create images using shapes and collaging them together (collage, colour, shape, pattern, texture). Link to class giant African snails</p> <p>Summer Term: Explore Henry Moore’s Family Group sculpture – children to make faces and figures out of clay and salt dough (sculpture, texture, form, shape)</p>

<p>TWOs</p>	<p><i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (DM)</i></p> <p>Adult guided sensory and malleable experiences</p> <p>Adult guided painting, drawing and collage</p>	<p>To explore their outdoor area and take inspiration from nature.</p>
<p>Early Years – continuous provision (component knowledge). Art Capital in red</p>		
<p>All year groups, ongoing through year. <i>Level of challenge steps up through age groups</i></p> <p><u>Examples of adult role in continuous provision:</u> <i>Encourage children to talk about their creations. Introduce vocabulary. Intervene to extend ideas/thinking/language</i></p> <p><i>Model and extend skills and techniques</i></p> <p><i>Opportunities to revisit learning and practise skills in continuous provision</i></p> <p><i>Review work in Learning journals</i></p>	<p>Mastering practical skills</p> <p>Creative workshop areas in all classrooms – range of resources, materials, tools, junk modelling</p> <p>Outdoor creative stations – large scale opportunities</p> <p>Painting easels and painting tools – all year groups</p> <p>Independent water colour painting stations (Reception)</p> <p>Graphics area – drawing and mark making always available (range of tools and materials) inside and outdoors</p> <p>Playdough modelling</p> <p>Sensory wall (range of textures) (TWOs)</p>	<p>Taking inspiration</p> <p>Images of art from different artists on display as inspiration/stimulation</p>
<p>Educational Programme – Expressive arts and design</p>	<p>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.</p>	
<p>Vocabulary</p>	<p>Mastering practical skills</p> <p>Drawing – Draw, sketch</p> <p>Painting- paint brush, mix</p> <p>Printing - Sponge/fruit printing, repeat</p> <p>Collage – Stick, cut, rip</p> <p>Sculpture – Cut, roll, squeeze</p>	<p>Taking inspiration</p> <p>Colour and tone – colour names, mix, dark, light</p> <p>Line – Straight, wavy, short, long</p> <p>Texture – Bumpy, rough, smooth, soft, hard</p> <p>Pattern – repeat, spotty, stripy</p> <p>Shape – 2D shapes</p> <p>Form – 3D shapes</p>