

Hebden Royd Art Overview



EYFS			
It is expected that links to various aspects of all foundation subjects can be made and enhanced through <i>all</i> the ELG strands (communication & language; physical development; personal, social and emotional development; literacy, mathematics; understanding the world; expressive arts & design). However, the ELGs that most closely relate to knowledge & skills in art are those in expressive arts & design and physical development . As Nursery & Reception has a 2-year cycle for topics (each topic occurring once while pupils are in EYFS), Nursery children will participate in teaching inputs for topic-based learning. The class teacher will use appropriate and effective questioning to develop reception pupils' expressive arts & design learning as set out in the ELGs below.			
<p>Expressive arts & design</p> <p>This involves the development of children's artistic and cultural awareness supporting their imagination and creativity. It provides opportunities for children to have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. This 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.</p>		<p>Physical development</p> <p>This involves providing opportunities for children to develop their fine motor skills through the use of small tools and showing care and accuracy when drawing.</p>	
<p>Early Learning Goal</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. 	<p>Being imaginative</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	<p><i>Subject Leaders will monitor how their subject is taught in EYFS with reference to both the ELGs above and Characteristics of Effective Learning (summarised below) as they observe reception children within the provision. Full details of Characteristics of Effective Learning are in each subject leader file for staff to refer to as necessary.</i></p>		
	<p>Playing and exploring – children investigate and experience things, and 'have a go'</p>	<p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>	<p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
<p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Make choices & explore different resources & materials. Plan & think ahead about how they will explore or play with objects. Guide their own thinking & actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests & fascinations into early years settings. 	<ul style="list-style-type: none"> Participate in routines Begin to predict sequences because they know routines. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult 	<ul style="list-style-type: none"> Sort materials Review their progress as they try to achieve a goal. Check how well they are doing. Know more, so feel confident about coming up with their own ideas & make more links between those ideas Solve Real Problems Use pretend play to think beyond the 'here and now' & to understand another perspective. Concentrate on achieving something that's important to them.
<p>By the end of Key Stage One</p>		<p>By the end of Lower Key Stage Two</p>	
<p>Can I use artwork to record, ideas, observations, experience and imagination?</p> <p>Can I explain what I like about my work and suggest what to do next?</p> <p>Can I name the tools, materials and techniques I use, and develop control in their use?</p> <p>Can I describe what I can see, ask questions and give an opinion about the work of an artist?</p> <p>Can I suggest how artists have used colour, pattern and shape?</p> <p>Can I create a piece of art in response to the work of another artists?</p>		<p>Can I use a sketchbook to record ideas and observations and use them to plan out ideas?</p> <p>Can I explain what I like or dislike about my work and how I might improve using appropriate terms and reasons?</p> <p>Can I experiment with different tools, materials and techniques and use them in a completed piece of work?</p> <p>Can I identify the techniques used by and compare the work of different artists?</p> <p>Can I recognise when art is from different cultures and historical period and explain some of the key features?</p> <p>Can I experiment with the styles used by other artists?</p>	
<p>By the end of Upper Key Stage Two</p>			
<p>Can I use a sketchbook to develop ideas, investigate and experiment with materials and techniques, and explain choices made?</p> <p>Can I evaluate my work considering the intended outcome and make improvements following feedback/discussion?</p> <p>Can I investigate the potential of new and unfamiliar tools, materials and techniques?</p> <p>Can I research the work of an artist and use their work to replicate a style?</p> <p>Can I explain the style of my work and how it has been influenced by a famous artist?</p> <p>Can I explain and justify preferences towards different styles and artists?</p>			
Drawing and Painting			
<p>Can I show how people feel in my art?</p> <p>Can I create moods in artwork?</p> <p>Can I explore mark making using a variety of tools?</p> <p>Can I use pencils to create lines of different thickness in drawings?</p> <p>Can I choose and use three different grades of pencil when drawing?</p> <p>Can I use a variety of tools including charcoal, pencil, pastel, felt tips and other dry media to create art?</p> <p>Can I use a viewfinder to focus on a specific part of an artefact before drawing of painting it?</p> <p>Can I name the primary and secondary colours, and mix paint to create a range of colours, tints, tones and shades?</p>		<p>Can I show facial expressions and body language in my art?</p> <p>Can I use different grades of pencil, marks and lines to shade and to show different tones and textures?</p> <p>Can I create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes?</p> <p>Can I use a range of brushes and tools to create different effects in painting?</p> <p>Can I use line, tone, shape and colour to represent figure and forms in movement?</p> <p>Can I draw and paint objects with correct proportions and show key features such as shadow and reflections?</p> <p>Can I use tools such as the colour wheel to choose colours appropriate for the piece I am creating?</p>	
<p>Can I express emotion in my art?</p> <p>Can I refine my use of a variety of tools and techniques?</p> <p>Can I use a variety of techniques to represent things seen, remembered or imagined in three dimensions?</p> <p>Can I organise tone, shape and colour to represent figures and forms in movement?</p> <p>Can I begin to develop an awareness of composition, scale, proportion and perspective in my work?</p> <p>Can I use shading and colour to express mood and create depth?</p>			

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Sculpture		
Can I make a clay pot and join two clay finger pots together?	Can I sculpt clay and other mouldable materials?	Can I develop skills in using clay, and produce patterns and textures in a malleable media?
Can I make a structure by joining simple objects together?	Can I recreate forms of natural and manmade objects?	Can I create a form of imagined as well as natural and manmade objects?
Can I experiment with basic tools to cut, roll and coil materials?	Can I use a wide variety of tools to manipulate materials?	Can I use a wide variety of materials and techniques to create a piece of sculpture?
Can I engage in the planning of a sculpture through discussion and some preparatory work?	Can I plan a sculpture through drawing and preparatory work?	Can I plan a sculpture in response to a brief through research and preparatory work?
Collage		
Can I cut, and glue different materials to create a collage?	Can I cut, and glue material to create images from a variety of media e.g. Fabric, magazines, tissue paper?	Can I experiment with and use a wide variety of mixed media, using tools and techniques I have learnt?
Can I create texture in a collage by folding, crumpling and tearing?	Can I use overlapping and layering to create different tones and textures in a collage?	Can I choose materials and use them effectively to create tone, texture, mood and movement?
Print		
Can I make marks in print using found objects and basic tools, and use them to create a repeating pattern in print?	Can I create printing blocks using relief or impressed techniques?	Can I create an accurate and intricate print design following criteria?
Can I create a printed piece of art by pressing, rolling, rubbing and stamping?	Can I print onto different materials using more than one colour?	Can I over print to create different patterns?