



The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

Foundation Plans, Progression and Coverage

Art and Design	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Knowledge</p>	<p><u>Expressive arts and design</u> <u>Understanding the World / Being Imaginative</u></p> <p><u>Creating through exploration:</u> Explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.</p> <p><u>Learning about the work of artists – famous and local:</u> Children are introduced to the work of famous and/or local artists, linked to child led themes. Children comment on the work of other artists and study their techniques, processes and use of colour.</p> <p><u>Shaping own ideas:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children represent their own ideas, thoughts and feelings through art and stories.</p> <p><u>Vocabulary</u> Artist - process, technique, tools. Paint – colour names, shade, primary, secondary, warm, cool, light, dark. Lines – wavy, straight, zig-zag, curved. Texture – rough, smooth, bumpy.</p> <p><u>Resources</u> Books, Internet, Real-life examples, Paints – ready mix, Chalks, Brushes, Pallets, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, sewing (threads and fabric), different materials to paint on (fabrics, card, coloured backgrounds), scissors, glitter, sequins, rubbers, i-pad, computer,</p>	<p>Pupils should begin to explore a range of artistic techniques linking with the artists they study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the work and life of a range of artists, craft makers and designers, across history and the world, • to make observations about their style to create a success-criteria for their own work, • to practise the key skills linked with the artist studied, describing differences and similarities between other skills studied, then apply them to recreate a piece of their work, • and to use inspiration from the artist studied to create their own work and compare to their success-criteria. 	<p>Pupils should be taught to develop their artistic techniques, including their control and use of materials. They should explore their creativity, experimentation and have an increasing awareness of different kinds of art, craft and design – comparing and contrasting with previous artists studied.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the work and life of a range of artists, craft makers and designers, across history and the world, • to make observations about their style to create a success-criteria for their own work, • to practise the key skills linked with the artist studied, describing differences and similarities between other skills studied, then apply them to recreate a piece of their work, • and to use inspiration from the artist studied to create their own work and compare to their success-criteria. 	<p>Pupils should be taught to improve their mastery of their skills and techniques, including their control and use of materials, They should explore their creativity, experimentation and have an increasing awareness of different kinds of art, craft and design – comparing and contrasting with previous artists studied.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the work, life and inspirations of a range of artists, craft makers and designers, across history and the world, • to make more in-depth observations about their style to create a success-criteria for their own work, • to practise the key skills linked with the artist studied in greater detail, describing differences and similarities between other skills studied, then apply them to recreate a piece of their work, • to use inspiration from the artist studied to create their own work and compare to their success-criteria, • and reflect upon their work and the development of their art skills.

Skills	<p>Drawing: Children can: Draw from imagination and first-hand observation – representing their own ideas/observations.</p> <p>Explore making different lines and closed shapes, beginning to use the shapes to represent objects. (linked to hand control/dexterity and gross/ fine motor development).</p> <p>Have experience of drawing with a range of tools and experience techniques to colour – and the effect of pressing lightly and hard.</p>	<p>Drawing Children begin to explore various drawing techniques. They develop their proficiency by experimenting with different surfaces and materials, to express ideas, experiences, and imagination. Children can:</p> <ul style="list-style-type: none"> • draw lines of different thicknesses, • use dots and lines to create shading, patterns and textures, • experiment with various drawing materials including pencils, felt tips, charcoal, crayons, chalk, and pastels, • and use key vocabulary to show understanding: line, thick, thin, shape, pattern, texture, detail, bold, size, space, portrait, self-portrait, drawing, pastels, crayon, chalk, pencil, felt tip, landscape, cityscape, building. 	<p>Drawing Children continue to become proficient in their drawing skills from Key Stage 1 by exploring a wider variety of tools and techniques. They will refine and improve their mastery of a range of materials and experiment with how different surfaces and tools can be used to express their ideas more effectively. Children can:</p> <ul style="list-style-type: none"> • show tone, line, and texture using different pencil types and pressures, • use shading techniques to represent light and shadow, • select and apply a variety of drawing tools and materials, such as pencils, chalk, pastels, felt tips, and charcoal, for different effects, • demonstrate an awareness of space and composition in their drawings, • and use key art vocabulary more accurately to describe and evaluate their work including: tone, light, dark, shading, outline, form, overlapping, blending, smudging, cross-hatching, composition, foreground, background, sketch, observation, still life, experiment, contrast, medium, media. 	<p>Drawing Children further develop their proficiency in drawing by building on the skills learned in Lower Key Stage 2. They refine their techniques with increased control and confidence, using a broader range of tools and materials. Pupils deepen their understanding of how different surfaces, textures, and media can be used creatively to communicate ideas, moods, and messages with greater precision and expression. Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, • depict movement and perspective in drawings, • use a variety of tools and select the most appropriate, • and use key vocabulary to demonstrate knowledge and understanding in this strand: perspective, proportion, scale, depth, vanishing point, light source, highlight, shadow, texture rendering, gesture drawing, negative space, composition techniques, contrast, refinement, interpretation, realism, abstract, expressive mark-making, mixed media, annotate.
	<p>Painting: Children can: Select colours to create their desired effect.</p> <p>Children can mix colours to make new colours, commenting on the change they see.</p> <p>They begin to see the effect of adding white and darker colours to their base colour.</p>	<p>Painting Children begin to share their ideas, experiences and imagination, by exploring various painting techniques. They develop their proficiency by learning about the primary colours and experimenting with mixing paints to understand tone and secondary colours. Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours, • experiment with different brushes, brushstrokes and other painting tools, • mix primary colours to make secondary colours, • add white and black to alter tints and shades, • and use key vocabulary to show understanding: colour, brush, paint, mix, primary colours, secondary colours, shade, tint, light, dark, texture, pattern, dot, line, shape, splash, wet, dry, thick, thin, background, foreground, palette, finger painting. 	<p>Painting Children continue to become proficient in their painting skills from Key Stage 1 by exploring a wider variety of tools and techniques. They will refine and improve their mastery of a range of materials and experiment with colour for effect and mood. Children can:</p> <ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines, • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary, • create different textures and effects with paint, • and use key vocabulary to show understanding: tone, shade, tint, blend, mix, layer, wash, brushstroke, texture, pattern, gradient, highlight, shadow, colour wheel, complementary colours, warm colours, cool colours, opacity, transparency, primary colours, secondary colours, tertiary colours, composition, foreground, background, midground. 	<p>Painting Children further develop their proficiency in painting by building on the skills learned in Lower Key Stage 2. They refine their techniques with increased control and confidence, using a broader range of tools and materials. Pupils deepen their understanding how to use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques, • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces, • and use key vocabulary to show understanding: hue, saturation, value, glazing, impasto, palette knife, stippling, scumbling, wet-on-wet, wet-on-dry, colour harmony, colour contrast, underpainting, tonal contrast, colour theory, perspective, composition, abstraction, realism, expressionism, brush techniques, mixed media, layering, tonal gradation.

<p><u>Sculpture</u> Children can:</p> <p>Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.</p> <p>Experiment with shaping clay and malleable materials with a range of tools and techniques including rolling and squeezing.</p>	<p><u>Sculpture</u> Children begin to explore a variety of materials for sculpting and experiment with joining and constructing techniques. They develop their proficiency by using sculpture techniques to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card, • use a variety of techniques, e.g. rolling, cutting, pinching, • use a variety of shapes, including lines and texture, • and use key vocabulary to show understanding: clay, model, shape, form, texture, roll, pinch, press, smooth, rough, build, join, mould, tool, carve, pattern, size, decorate, surface, material. 	<p><u>Sculpture</u> Children continue to become proficient in their sculpting skills from Key Stage 1 by exploring a wider variety of materials, tools to add detail, and joining and construction techniques. They will refine and improve their mastery of sculpture by learning about decorating sculptures and adding expression through texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms, • use clay and other malleable materials and practise joining techniques, • add materials to the sculpture to create detail, • and use key vocabulary to show understanding: sculpture, carve, mould, model, join, assemble, texture, form, shape, volume, hollow, solid, surface, score, slip, imprint, coil, slab, detail, 3D, structure, tool, material. 	<p><u>Sculpture</u> Children further develop their proficiency in sculpture by building on the skills learned in Lower Key Stage 2. They refine their techniques with increased control and confidence, using a broader range of tools and materials. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture, • use tools and materials to carve, add shape, add texture and pattern, • develop cutting and joining skills, e.g. using wire, coils, slabs and slips, • use materials other than clay to create a 3D sculpture, • and use key vocabulary to show understanding: armature, balance, proportion, scale, texture, form, volume, hollow, solid, carve, cast, weld, assemble, model, construct, structure, surface, patina, additive, subtractive, relief, installation, mixed media, manipulation, tool, material, detail.
<p><u>Collage</u></p> <p>Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.</p> <p>Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.</p> <p>They experiment with how they place materials so that their desired effect is achieved.</p> <p>Children give time and thought to add finishing touches to enhance their work.</p>	<p><u>Collage</u> Children begin to explore collage by creating a variety of images on different backgrounds with a variety of media. They develop their proficiency by experimenting with sorting and arranging materials and refining their work.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued, • sort and arrange materials, • add texture by mixing materials, • and use key vocabulary to show understanding: glue, paper, stick, tear, cut, shape, layer, colour, texture, pattern, stick, overlap, decorate, fold, repeat, join, surface, material, collage. 	<p><u>Collage</u> Children continue to become proficient in their collaging skills from Key Stage 1 by exploring creating collages with a variety of media and techniques. They will refine and improve their mastery of collage by experimenting with sorting and arranging materials with purpose to create effect.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices, • refine work as they go to ensure precision, • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage, • and use key vocabulary to show understanding: collage, texture, layer, overlap, cut, tear, glue, pattern, composition, arrange, material, surface, repeat, collage techniques, contrast, assemble, stick, design, balance, shape. 	<p><u>Collage</u> Children further develop their proficiency in collage by building on the skills learned in Lower Key Stage 2. They refine their techniques with mixing textures and with sorting and arranging materials with purpose to create effect. Pupils deepen their understanding of how different techniques can be used creatively to communicate ideas, moods, and messages with greater precision and expression.</p> <p>Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background, • create and arrange accurate patterns, • use a range of mixed media, • plan and design a collage, • and use key vocabulary to show understanding: mixed media, composition, layering, texture, contrast, overlap, arrange, balance, focal point, abstract, assemble, juxtaposition, negative space, proportion, scale, pattern, collage techniques, collage materials, adhesion, surface, manipulate.
<p><u>Textiles</u></p> <p>Children have opportunities to feel, cut and use a variety of fabrics in their work, including felt.</p> <p>Children have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes.</p> <p>Children explore with joining materials with glue to create desired effect/items.</p>	<p><u>Textiles:</u> Children begin to explore textiles by practising a variety of techniques, e.g. weaving, dyeing and plaiting. They develop their proficiency by exploring which textiles are best to use to produce a specific result, and decorating and embellishing their textiles to add detail, colour and effect.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving, • use a dyeing technique to alter a textile's colour and pattern, • decorate textiles with glue or stitching, to add colour and detail, 	<p><u>Textiles:</u> Children continue to become proficient in their textiles skills from Key Stage 1 by developing their weaving and fabric colouring skills further. They will refine and improve their mastery of textiles by experimenting with new skills such as stitching.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons, • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects, • develop skills in stitching, cutting and joining, 	<p><u>Textiles:</u> Children further develop their proficiency in textiles by building on the skills learned in Lower Key Stage 2. They refine their techniques with weaving, overlapping and layering. Pupils deepen their understanding by experimenting with a range of fabrics including non-traditional fabrics.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour, • add decoration to create effect, • and use key vocabulary to show understanding: applique, embroidery, tapestry, batik, resist dyeing, loom, warp, weft, fibre, fabric manipulation, stitch types (running stitch,

	<ul style="list-style-type: none"> and use key vocabulary to show understanding: fabric, thread, needle, sew, stitch, weave, pattern, texture, colour, cut, join, knot, decorate, soft, rough, smooth, shape, design, material. 	<ul style="list-style-type: none"> and use key vocabulary to show understanding: stitch, sew, weave, thread, fabric, pattern, texture, knot, hem, embroidery, applique, dye, join, design, decorate, fibre, loom, needle, shape, colour, manipulate, surface, fasten. 	backstitch, cross stitch), pattern, texture, layering, fasten, seam, needlework, dyeing techniques, surface design, applique, quilting, patchwork, embellishment.
<p>Printing: Children use a variety of tools, including feet, fingers and hands to print to make pictures, repeating patterns and to express their own ideas.</p> <p>Children explore printing with different paints, inks, water, mud and other suitable mediums in the indoor and outdoor classroom and observe the different finishes created when pressing lightly and hard. Children experience sensory nature of printing with different objects and medium.</p>	<p>Printing: Children begin to explore printing by experimenting with shape and pattern, looking at repeated patterns and different materials to make texture. They develop their proficiency by exploring different ways to show colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> copy an original print, use a variety of materials, e.g. sponges, fruit, blocks, demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing, and use key vocabulary to show understanding: print, stamp, press, pattern, shape, repeat, roll, texture, mark, paint, sponge, block, surface, colour, simple, dip, rub, design. 	<p>Printing: Children continue to become proficient in their printing skills from Key Stage 1 by using a variety of printing blocks (e.g. coiled string glued to a block). They will refine and improve their mastery of printing by exploring what effect making their own blocks has on shape and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print, replicate patterns from observations, make printing blocks, make repeated patterns with precision, and use key vocabulary to show understanding: printing, printmaking, block printing, pattern, repeat, symmetry, texture, roller, press, relief, stencil, shape, surface, layer, overprint, background, foreground, ink, transfer, design. 	<p>Printing: Children further develop their proficiency in printing by building on the skills learned in Lower Key Stage 2. They refine their techniques with printing blocks and tiles. Pupils deepen their understanding by reflecting on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles, develop techniques in mono, block and relief printing, create and arrange accurate patterns, and use key vocabulary to show understanding: monoprint, lino printing, etching, screen printing, brayer, registration, negative space, positive space, overlay, composition, edition, impression, motif, abstract, realism, pressure, resist, texture, fine detail, reduction print, print plate.

Drawing Resources	Painting Resources	Sculpture Resources
<p>Key Stage 1: Pencils, coloured pencils, wax crayons, felt-tip pens, chalks, sketching paper.</p> <p>Lower Key Stage 2: Graded drawing pencils (e.g. HB, 2B), sketchbooks, oil pastels, chalk pastels, charcoal, fine liners, erasers, rulers.</p> <p>Upper Key Stage 2: Full range of drawing pencils (HB to 6B), sketchbooks, fine liners, charcoal, coloured chalks, graphite sticks, blending stumps, rubbers, rulers, compasses.</p>	<p>Key Stage 1: Ready-mixed paints, watercolour paints, large and small brushes, palettes, water pots, aprons, sponges, paint trays, paper.</p> <p>Lower Key Stage 2: Watercolour and acrylic paints, round and flat brushes, palette trays, mixing palettes, sponges, painting surfaces (cartridge paper, card), water pots.</p> <p>Upper Key Stage 2: Acrylics, watercolours, canvas paper, fine detail and wide brushes, palettes, paint knives, sponges, water pots, easels (if available), masking tape.</p>	<p>Key Stage 1: Playdough, modelling clay, natural materials (twigs, stones), recycled materials (cardboard, boxes), simple modelling tools, PVA glue.</p> <p>Lower Key Stage 2: Air-drying clay, plasticine, simple sculpting tools, wire (pipe cleaners), foil, cardboard construction materials, masking tape, natural materials.</p> <p>Upper Key Stage 2: Modroc, air-drying clay, clay tools, wire, foil, mesh, armature materials, papier-mâché, cardboard, sculpting knives (supervised), sandpaper.</p>
Collage Resources	Textiles Resources	Printing Resources
<p>Key Stage 1: Coloured paper, tissue paper, magazines, scissors, glue sticks, buttons, sequins, fabric scraps, card, textured materials.</p> <p>Lower Key Stage 2: Newspapers, textured papers, magazines, card, glue (PVA and sticks), scissors, fabric, foil, lace, ribbon, natural materials (leaves, bark), string.</p> <p>Upper Key Stage 2: Mixed media materials (newspapers, text, maps), fabric, found objects, glue guns (supervised), layering materials, photography cut-outs, foam sheets, mounting boards, tracing paper, printed text/images.</p>	<p>Key Stage 1: Fabric scraps, felt pieces, yarn, large plastic needles, wool, thread, PVA glue, fabric glue, scissors, buttons, simple sewing cards.</p> <p>Lower Key Stage 2: Fabric pieces, needles and thread, embroidery hoops (optional), yarn, felt, fabric glue, scissors, safety pins, basic looms, weaving cards.</p> <p>Upper Key Stage 2: Embroidery thread, fabric paints, felt, batik materials (wax resist), resist dye tools, sewing kits (needles, thread, thimbles), looms, patchwork materials, quilting supplies, embellishments (beads, sequins).</p>	<p>Key Stage 1: Sponges, printing blocks (foam, potatoes, card), ready-mixed paints, rollers, trays, paper, stamps, stencils.</p> <p>Lower Key Stage 2: Printing ink, rollers, trays, block printing materials (string, polystyrene, foam sheets), stencils, paper, fabric for printing, press boards.</p> <p>Upper Key Stage 2: Lino blocks, lino cutters (supervised), printing ink, brayers, trays, screen printing mesh (if available), monoprint sheets, registration tools, printmaking paper.</p>

