

## Respect for All. Learners for Life

<b>Art &amp; Design</b>	<b>Little Treasures</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Drawing</b>	<p>Enjoy and explore mark making with a range of media – tools and materials.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Experiments and creates closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Begin to add detail such as representing a face with a circle and including some details (begin to talk about texture e.g. wavy lines for the hair).</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings like happiness, sadness, etc.</p>	<p>Explore using different shapes and symbols to represent their ideas.</p> <p>Begin to use drawings to represent actions, objects, imagination, observation and experiences.</p> <p>Add more detail to drawings using e.g. body, arms, hands, fingers, feet, more facial features.</p> <p>Show texture in drawings – more detail, repeated lines for hair)</p> <p>Begin to show more spacial awareness.</p>	<p>Drawings show an order of space relationships (e.g. everything beginning to sit on the base line)</p> <p>Improved detail of anatomy using space, shape, texture e.g. face, structure of animals – science links)</p> <p>Begin to use perspective e.g. when drawing landscapes, buildings.</p> <p>Begin to talk about how texture has been created e.g. I've used rectangle shapes to create a brick texture</p>	<p>Increased detail added to drawings-</p> <ul style="list-style-type: none"> <li>• Use of space using shadows light and dark</li> <li>• Use of texture e.g. hatching</li> <li>• Use of form e.g. 3D appearance – candle – exploring use of tone differentiated grades of pressure/pencil.</li> </ul> <p>Perspective and scale appear.</p> <p>Drawing may feel harder, less spontaneous – need to get things exact.</p>
<b>Painting</b>	<p>Experiments with a range of media, tools &amp; materials...through multi- sensory play including painting using fingers and other parts.</p>	<p>Enjoys and responds to using colour in a variety of ways e.g. combining colours, using variety of media &amp; material (small and large, in/outdoor)</p> <p>Naming more colours.</p> <p>Respond and show different emotions in paintings eg painting quickly to fast music, beginning to use different types of lines to show emotion/smile or sad</p> <p>Multi-sensory exploration including touch and related vocabulary (eg rough, smooth)</p>	<p>Names and match colours (eg blue like the sky) and become aware of that some colours are called primary colours</p> <p>Continue to explore how colours are changed and explicitly learn how to mix colours</p> <p>Explore shades and tints eg add white to make it light (tint)</p> <p>Explore sorting and grouping colours - contrast colours e.g. warm/cold, colours relating to emotions, seasons winter – cold colours –v- summer/hot</p> <p>Explore textures... Leaf rubbing, wax resist lines,</p>	<p>Know the primary colours and explore mixing to make new colours (secondary colours)</p> <p>Know primary colours cannot be made by mixing together any other colours.</p> <p>Explore the hue of a primary colour via adding tints (white to make it bright) and tones (grey to tone)</p> <p>Creating textures... Adding salt to paintings</p>	<p>Know what colours can be mixed to make specific secondary colours.</p> <p>Explore the gradual hue when mixing primary and secondary colours</p> <p>Choose and use colours for specific purpose, effect of colours/mood eg Great Fire of London</p> <p>Choose and use different textures to enhance paintings (layering)</p>
<b>Sculpting</b>	<p>Experiments with a range of media, tools &amp; materials...through multi- sensory play.</p>	<p>Experiments with ways to...create shapes and represent objects Uses 3D and 2D structures to explore materials and/or to express ideas.</p>	<p>Uses various materials to join, piece, place, stack - vertically and horizontally, balance, making enclosures and create spaces.</p>	<p>Explore sculpture with a range of malleable media to construct and join recycled, natural and man-made materials.</p> <p>Use materials to make known objects for a purpose.</p>	<p>Manipulate malleable media in a variety of ways e.g. rolling, kneading shaping and joining.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>

## Respect for All. Learners for Life

Developing techniques	Little Treasures	Nursery	Reception	Year 1	Year 2
<p><b>Line</b> (see above in drawing)</p>	<p>Experiment and explore mark making using a wide range of materials and media and the whole of the body.</p>	<p>Exploring lines, joining lines to make shapes.</p> <p>Adding lines to shapes</p>	<p>Drawings begin to show more detail eg wider variety of lines and shapes to represent ideas.</p> <p>Beginning to show texture eg repeated lines eg wavy hair or shapes with lines in</p>	<p>Observations represented by drawing specific lines/patterns to show a texture eg circles for a sponge or short/long, straight, wavy lines for a feather</p> <p>Exploring tone of the line to show texture eg soft feather</p> <p>Developing use of space eg drawings beginning to sit on a base line</p>	<p>Order of space, relationships and scale of images developed. Drawings sit on the base line.</p> <p>Increased detail added to drawings -hatching and cross hatching used to show more detailed textures. -tone; differentiated grades of pressure/pencil. -beginning to show form eg 3D appearance – candle Drawing may feel harder, less spontaneous – need to get things exact.</p>
<p><b>Pattern</b></p>	<p>Enjoy mark making including creating and making patterns – use of whole body (multi-sensory)</p>	<p>Explore and make patterns with variety of materials and media.</p>	<p>Observe patterns and copy simple repeated patterns using variety of media and materials.</p>	<p>Observations represent what seen eg continuing animal patterns, drawing repeated circles to show texture of eg sponge</p>	<p>Use hatching and cross hatching technique to add more detail to patterns.</p>
<p><b>Texture</b> (applies to all elements in art)</p>	<p>Sensory exploration (real textures) of different textures so children can begin to make sense of the world</p>	<p>Begin to add detail such as representing a face with a circle and including some details (begin to talk about texture e.g. wavy lines for the hair). Real &amp; implied texture experiences using a wide range of media and materials e.g. texture in paint consistency, shaving foam, dough etc</p>	<p>Begin to show texture in drawings – more detail, repeated lines for hair Explore textures...Leaf rubbing, wax resist lines Describe seen &amp; unseen items (e.g. blind fold, guess bag) materials developing descriptive language Adding tactile texture through painting e.g. wax crayon, saw dust, collage</p>	<p>Begin to talk about how texture has been created e.g. I've used lots of rectangle shapes to show the bricks on my house. Creating texture by adding eg salt to paintings Art table with challenges linked to science 'materials'; ch to look closely drawing the texture of sponge, lace, feather etc.</p>	<p>Use hatching technique to add more detail to patterns to create texture.</p> <p>Choose and use different textures to enhance paintings (wax relief &amp; layering)</p>
<p><b>Shape, form and space</b></p>	<p>Experiment and explore mark making using a wide range of materials and</p>	<p>When a line meets up to enclose a space, a shape is formed.</p>	<p><b>Shape</b> – see drawing above <b>Form</b> – beginning to add more detail to drawings</p>	<p>Beginning to show awareness of space e.g. drawings beginning to sit on a base line</p>	<p>Form is taught – how to change 2d to 3d e.g. candle Improved perspective</p>

	media and the whole of the body.		<b>Space</b> – beginning to show 2 eyes – where they are on the face. 3d masks – making role play props		
--	----------------------------------	--	--	--	--



**Respect for All. Learners for Life**

<u>Developing techniques</u>	Little Treasures	Nursery	Reception	Year 1	Year 2
<p><b>Pencil grip</b></p> <p>There are several stages of grip progression, but there's no right or wrong age for these – children all develop in their own time.</p>	<p><b>1-2 years;</b> when children first pick up a pencil or crayon, they usually use a five-finger grip – holding it in a fist.</p> <p><b>2-3 years</b> As strength builds in hands and arms, more movement away from their body when drawing with more movement coming from their arm rather than their shoulder.</p> <p>Their five-finger grip will change so their thumb is nearer the pencil tip and their palm is facing down towards the paper.</p>	<p><b>3-4 years</b></p> <p>More fine motor control which means their fingers and wrists are stronger. They will hold the pencil with five fingers, not their palm and they'll be able to make marks by moving their wrist.</p>	<p><b>4-6 years</b></p> <p>Much greater hand strength, you will start to use three fingers to grip pencils, initially moving the pencil with the whole hand and then with just their fingers.</p>		<p><b>7 years</b></p> <p>Children develop both hand and eye coordination. Child will hold the pencil by <b>using three fingers at a time</b>.</p> <p>More active in motor activities. By using both hand and eye coordination he can both write and draw different structures.</p>

