

## Curriculum Intent and Implementation in Foundation Stage

### **Expressive Arts and Design – Art**

| Intent  | Foundation Stage  | Year 1/2  |
|---|---|---|
|   | <ul style="list-style-type: none"><li>• Explores what happens when they mix colours.</li><li>• Experiments to create different textures.</li><li>• Understands that different media can be combined to create new effects.</li><li>• Manipulates materials to achieve a planned effect.</li><li>• Constructs with a purpose in mind, using a variety of resources.</li><li>• Uses simple tools and techniques competently and appropriately.</li><li>• Selects appropriate resources and adapts work where necessary.</li><li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li><br/><li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li><li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li></ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use a range of materials creatively to design and make products</li><li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li></ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"><li>• Art inputs</li><li>• Creative area provision inside and outside</li><li>• Construction area inside and outside</li><li>• Play dough area</li><li>• Paint area</li><li>• Enhanced provision</li></ul> |   |   |

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|---|---|--|
| Creating ideas  | <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <br/> <li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <br/> <li>• <b>Children develop their own ideas through selecting and using materials and working on processes that interest them.</b></li> <li>• <b>Through their explorations they find out and make decisions about how media and materials can be combined and changed</b></li> <li>• <b>They represent their own ideas, thoughts and feelings through design and technology and art.</b></li> </ul> | <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>• Work from observation and known objects</li> <li>• Use imagination to form simple images from given starting points or a description</li> <li>• Begin to collect ideas in sketchbooks</li> <li>• Work with different materials</li> <li>• Begin to think what materials best suit the task</li> </ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• <b>Making Poppies</b></li> </ul> |   |  |

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|--|--|---|
| Drawing/Mark making  | <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They handle equipment and tools effectively</i></li> <li>• <b>Children develop their own ideas through selecting and using materials and working on processes that interest them.</b></li> <li>• <b>Through their explorations they find out and make decisions about how media and materials can be combined and changed</b></li> </ul> | <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>• <i>Begin to control lines to create simple drawings from observations</i></li> <li>• <i>Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel</i></li> <li>• <i>Hold a large paint brush correctly</i></li> <li>• <i>Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line</i></li> <li>• <i>Draw on smaller and larger scales Begin to add detail to line drawings</i></li> </ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> </ul> |  |   |

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|--|--|--|
| Working with colour  | <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <b>Through their explorations they find out and make decisions about how media and materials can be combined and changed</b></li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> </ul> <p>Share colour charts to compare variations of the same colour</p> <ul style="list-style-type: none"> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Recognise warm and cold colours</li> </ul> <p>Create washes to form backgrounds</p> <ul style="list-style-type: none"> <li>• Explore the relationship between mood and colour</li> </ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• <b>Sponge painting leaves for the Harvest Festival</b></li> </ul> |  |  |

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|--|--|---|
| Printing   | <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Uses familiar objects and common shapes to create and recreate</li> <br/> <li>• <i>They recognise, create and describe patterns.</i></li> <li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <br/> <li>• <b>Through their explorations they find out and make decisions about how media and materials can be combined and changed</b></li> </ul> | <p>For instance:</p> <ul style="list-style-type: none"> <li>• Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</li> <li>• Develop controlled printing against outline /within cut out shapes</li> <li>• Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</li> <li>• Experiment with marbling, investigating how ink floats and changes with movement</li> </ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• <b>Sponge printing leaves</b></li> <li>• <b>Print rubbing leaves</b></li> </ul> |  |   |

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| Sculpture   | <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <br/> <li>• <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>Children use what they have learnt about media and materials in <u>original ways</u>, thinking about uses and purposes.</i></li> <br/> <li>• <b>Children develop their own ideas through selecting and using materials and working on processes that interest them.</b></li> <li>• <b>Through their explorations they find out and make decisions about how media and materials can be combined and changed</b></li> </ul> | <p>For instance</p> <ul style="list-style-type: none"> <li>• Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</li> <li>• Investigate a range of different materials and experiment with how they can be connected together to form simple structures</li> <li>• Look at sculptures and try to recreate them using everyday objects/range of materials</li> </ul> <p>Begin to form own 3D pieces</p> <ul style="list-style-type: none"> <li>• Consider covering these with papier-mâché</li> <li>• Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> <li>• Look at sculptures by known artists and natural objects as starting points for own work</li> </ul> |
| <p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• <b>Home learning – Autumn sculptures – Andy Goldsworthy</b></li> </ul> |   |  |

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| Texture and Collage  | <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <br/> <li>• <b><i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></b></li> <li>• <b><i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></b></li> </ul> | <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop collages, based on a simple drawing, using papers and materials</i></li> <li>• <i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)</i></li> <li>• <i>Weave using recycled materials – paper, carrier bags</i></li> <li>• <i>Investigate a range of textures through rubbings Simple batik work</i></li> <li>• <i>Develop tearing, cutting and layering paper to create different effects</i></li> <li>• <i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i></li> <li>• <i>Weave with wool</i></li> </ul> |
| <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• <b>Home learning – Autumn sculptures – Andy Goldsworthy</b></li> </ul> |   |  |

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|---|---|--|
| Knowledge about artists   | <ul style="list-style-type: none"> <li>•</li> </ul> | Pupils should be taught: <ul style="list-style-type: none"> <li>• 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</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>•</li> </ul> | For instance: <ul style="list-style-type: none"> <li>• Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</li> <li>• Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</li> <li>• Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</li> <li>• Consider works from different cultures e.g. Chinese block prints</li> </ul> |
| <u>Implementation</u> <ul style="list-style-type: none"> <li>• Art inputs</li> <li>• Creative area provision inside and outside</li> <li>• Construction area inside and outside</li> <li>• Play dough area</li> <li>• Paint area</li> <li>• Enhanced provision</li> <li>• Home learning – Autumn sculptures – Andy Goldsworthy</li> </ul> |   |  |