



# Art

EYFS

Inquiry 1

Expressive Arts and Design:  
Creating with materials - What do you like to paint/draw? What colours is....? What colours can you use?

Inquiry 2

Expressive arts and design: Creating with materials - What colours can you see in this image? How do you make this colour? Is the colour light or dark? How would we make a colour lighter/darker? Look closely at the lines, are they thick or thin? Can you make thick or thin lines? Why have you chosen to use thick line? What tool could we use to make a thin line?

Inquiry 3

Expressive Arts and Design:  
Creating with materials - What colours can you see? What colours could we mix to make green/ purple/ orange? What thickness of line will you use? Why? Can we use a pencil and shade light/dark?

Inquiry 4

What tools can we use to make a house? Looking at famous painting from the past, what do you think they have used to create the artwork? What colours will you use? How do you mix them? Explain how to make lighter/darker colours using the resources we have.

Inquiry 5

Expressive Arts and Design:  
Creating with materials: Looking at self portraits over time, what emotion is the artist portraying? How will you share your emotions through art? What artistic tools will you use?

Inquiry 6

Expressive Arts and Design:  
Creating with materials: Can you build something using recycled materials? What recycled materials have you used? How is this sharing the planet effectively?



## Key Knowledge

Can they describe what they can see and like in the work of another artist/craft maker/designer?

Can they ask sensible questions about a piece of art?

### Inquiry 1

#### Drawing:

Can they communicate something about themselves in their drawing?

Can they create moods in their drawings?

Can they draw using pencil and crayons?

Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

### Inquiry 2

#### Printing:

Can they print with sponges, vegetables and fruit?

Can they print onto paper and textile?

Can they design their own printing block?

Can they create a repeating pattern?

### Inquiry 3

#### Painting:

Can they communicate something about themselves in their painting?

Can they create moods in their paintings?

Can they choose to use thick and thin brushes as appropriate?

Can they paint a picture of something they can see?

Can they name the primary and secondary colours?

### Inquiry 4

#### Textiles:

Can they sort threads and fabrics?

Can they group fabrics and threads by colour and texture?

Can they weave with fabric and thread?

### Inquiry 5

#### Collage:

Can they cut and tear paper and card for their collages?

Can they gather and sort the materials they will need?

#### Use of IT:

Can they use a simple painting program to create a picture?

Can they use tools like fill and brushes in a painting package?

Can they go back and change their picture?

### Inquiry 6

#### 3D:

Can they add texture by using tools?

Can they make different kinds of shapes?

Can they cut, roll and coil materials such as clay, dough or plasticine?



## Key Knowledge

Can they link colours to natural and man-made objects?

Can they say how other artists/craft makers/designers have used colour, pattern and shape?

Can they create a piece of work in response to another artist's work?

### Inquiry 1

#### Drawing:

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?

Can they use charcoal, pencil and pastels?

Can they create different tones using light and dark?

Can they show patterns and texture in their drawings?

Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

### Inquiry 2

**Collage:**  
Can they create individual and group collages?

Can they use different kinds of materials in their collage and explain why they have chosen them?

Can they use repeated patterns in their collage?

### Inquiry 3

**Printing:**  
Can they create a print using pressing, rolling, rubbing and stamping?

Can they create a print like a designer?

### Inquiry 4

**3D:**  
Can they make a clay pot? Can they join two-finger pots together?

Can they add line and shape to their work?

Can they join fabric using glue?

Can they sew fabrics together?

Can they create part of a class patchwork?

### Inquiry 5

#### Use of IT:

Can they independently use simple IT mark-making tools, e.g. brush and pen tools?

Can they edit their own work?

Can they take different photographs of themselves displaying different moods?

Can they change their photographic images on a computer?

### Inquiry 6

**Painting:**  
Can they mix paint to create all the secondary colours?

Can they mix and match colours, predict outcomes?

Can they mix their own brown?

Can they make tints by adding white?

Can they make tones by adding black?



### Key Knowledge

Can they compare the work of different artists?

Can they explore work from other cultures?

Can they explore work from other periods of time?

Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

### Inquiry 1

#### Drawing

Can they show facial expressions in their drawings?

Can they use their sketches to produce a final piece of work?

Can they write an explanation of their sketch in notes?

Can they use different grades of pencil shade, to show different tones and texture?

#### Use of IT

Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?

### Inquiry 2

#### Collage:

Can they create individual and group collages?

Can they use different kinds of materials in their collage and explain why they have chosen them?

Can they use repeated patterns in their collage?

### Inquiry 3

#### 3D/Textiles

Can they work with life size materials?

Can they create pop-ups?

### Inquiry 4

#### Painting

Can they predict with accuracy the colours that they mix?

Do they know where each of the primary and secondary colours sits on the colour wheel?

Can they create a background using a wash?

Can they use a range of brushes to create different effects?

### Inquiry 5

#### Collage

Can they cut very accurately?

Can they overlap materials?

Can they experiment using different colours?

Can they use mosaic?

Can they use montage?

#### Use of IT

Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?

Can they use the web to research an artist or style of art?

### Inquiry 6

#### 3D/Textiles

Can they create pop-ups?

Can they use more than one type of stitch?

Can they join fabric together to form a quilt using padding?

Can they use sewing to add detail to a piece of work?



## Key Knowledge

Can they experiment with different styles which artists have used?

Can they explain art from other periods of history?

### Inquiry 1

**Drawing:**  
Can they begin to show facial expressions and body language in their sketches?

**Painting:**  
Can they create all the colours they need?

Can they create mood in their paintings?

Do they successfully use shading to create mood and feeling?

### Inquiry 2

**Printing**  
Can they make a printing block?

Can they make a 2 colour print?

**3D/Textiles**  
Can they add onto their work to create texture and shape?

### Inquiry 3

**Collage:**  
Can they use ceramic mosaic?

Can they combine visual and tactile qualities?

**Use of IT:**  
Can they create a piece of artwork which includes the integration of digital images they have taken?

Can they combine graphics and text based on their research?

### Inquiry 4

**Printing:**  
Can they print using at least four colours?

Can they create an accurate print design?

Can they print onto different materials?

**3D/Textiles:**  
Can they use early textile and sewing skills as part of a project?

### Inquiry 5

**Drawing:**  
Can they organise line, tone, shape and colour to represent figures and forms in movement?

Can they show reflections?

Can they explain why they have chosen specific materials to draw with?

### Inquiry 6

**3D/Textiles:**  
Can they begin to sculpt clay and other mouldable materials?



## Key Knowledge

Can they experiment with different styles which artists have used?

Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

### Inquiry 1

### Inquiry 2

### Inquiry 3

### Inquiry 4

### Inquiry 5

### Inquiry 6

#### Painting

Can they create a range of moods in their paintings?

Can they express their emotions accurately through their painting and sketches?

#### Drawing:

Can they identify and draw simple objects, and use marks and lines to produce texture?

#### Use of IT:

Can they present a collection of their work on a slide show?

#### 3D/Textiles:

Do they experiment with and combine materials and processes to design and make 3D form?

#### Printing

Can they print using a number of colours?

Can they create an accurate print design that meets the given criteria?

Can they print onto different materials?

#### Use of IT

Can they create a piece of artwork which integrates digital images they have taken?

Can they combine graphics and text based on their research?

Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?

Can they create digital images with animation, video and sound to communicate their ideas?

#### 3D/Textiles:

Do they experiment with and combine materials and processes to design and make a 3D form?

Can they sculpt clay and other moldable materials?

#### Collage

Can they use ceramic mosaic to produce a piece of art?

Can they combine visual and tactile qualities to express mood and emotion?

#### 3D/Textiles:

Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.



## Key Knowledge

Can they make a record about the styles and qualities in their work?

Can they say what their work is influenced by?

Can they include technical aspects in their work, e.g. architectural design?

### Inquiry 1

#### Printing:

Can they overprint using different colours?

Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?

### Inquiry 2

#### Drawing:

Do their sketches communicate emotions and a sense of self with accuracy and imagination?

Can they explain why they have combined different tools to create their drawings?

Can they explain why they have chosen specific drawing techniques?

#### Painting:

Can they explain what their own style is?

Can they use a wide range of techniques in their work?

Can they explain why they have chosen specific painting techniques?

### Inquiry 3

**3D/Textiles:**  
Can they create models on a range of scales?

Can they create work which is open to interpretation by the audience?

Can they include both visual and tactile elements in their work?

### Inquiry 4

#### Painting:

Can they explain what their own style is?

Can they use a wide range of techniques in their work?

Can they explain why they have chosen specific painting techniques?

### Inquiry 5

#### Use of IT:

Do they use software packages to create pieces of digital art to design?

Can they create a piece of art which can be used as part of a wider presentation?

### Inquiry 6

#### Collage:

Can they justify the materials they have chosen?

Can they combine pattern, tone and shape?