



At Moorings Way how we become artists and designers is by ...



Being creative



Evaluating artwork



Understanding technical knowledge

Thinking like an artist

Making and Designing

Tools and materials

Vocabulary

Experiencing

EYFS Experience different artwork.

Year 1 Experience different artwork, artists, crafts people and designers.

Year 2 Experience different artwork, artists, crafts people and designers. See their work in context and compare artists.

Communicating

EYFS Answer simple questions when looking at artwork.

Year 1 Answer simple questions and develop own simply questions in response to artwork.

Year 2 Answer questions and develop own questions in response to artwork related to own response and the artists opinion.

Experimenting

EYFS Experiment with different media and materials.

Year 1 Experiment with different media and materials to produce a piece of art, craft or 3D art.

Year 2 Experiment with different media and materials to produce a piece of art, craft or 3D art using own ideas.

Drawing

Materials
EYFS Use different material to mark make.

Year 1 Explore different materials to mark make. For example, pencil, chalk, charcoal etc.

Year 2 Develop skills in using different materials to mark make. For example, pencils, chalk, charcoal, pastels etc.

Purpose
EYFS Explore different lines and mark making.

Year 1 Explore observational drawing (anatomy) to record what was seen and experimental drawing to share ideas and feelings.

Year 2 Develop skills in observation drawing (anatomy and landscape) to record what was seen and experimental drawings to share ideas and feelings.

Painting and Collage

Colour
EYFS Experiment with primary colours and begin to name them.

Year 1 Name the primary colours and experiment with simple colour mixing.

Year 2 Name primary and secondary colours and experiment with complementary colours.

Purpose
EYFS Explore different painting techniques to mark make.

Year 1 Explore observational and experimental painting and collage making.

Year 2 Develop skills in observational and experimental painting and collage making.

Printmaking

EYFS Explore through play printmaking.

Year 1 Explore simple printmaking, experimenting with pattern, line, shape and texture.

Year 2 Explore mono printing using observational and experimental drawing skills.

3D

EYFS Explore simple modelling to make 3D artwork.

Year 1 Explore modelling material to investigate ways to transfer 2D ideas to 3D artwork.

Year 2 Develop skills in modelling to demonstrate ways to transfer 2D ideas to 3D artwork.

EYFS Begin to listen to other opinions of artwork and begin to express their own opinion.

Year 1 Listen to others opinions of artwork and express their own opinion.

Year 2 Listen to other opinions of artwork, express clear preference and give reasons for choice.

EYFS Begin use a variety of tools and materials.

Year 1 Use a variety of tools and materials to produce artwork.

Year 2 Develop skill and experiment with using a variety of tools and materials to produce artwork.

EYFS Use age-appropriate language to discuss artwork.

Year 1 Begin to use technical vocabulary to describe techniques, concepts and tools.

Year 2 Become more confident in use of technical vocabulary to describe techniques, concepts and tools.

Art at Moorings Way Infant School: 7 Principles for Teaching

Subject knowledge is the foundation for teaching the children Art and Design. Teachers have access to subject knowledge development to ensure relevant and up to date art subject knowledge. Explanation is supported by application of previous learning, worked examples, practical demonstrations and thinking maps in order for inclusive learning to take place. Questioning is used to underpin key vocabulary and opportunities for planned questioning are taken. All staff apply the principles of feedback to feed forward using hats, editing, evaluation and learning reviews as well as in the moment verbal feedback. This ensures the reflective practice of the creative process of art. Modelling is a key aspect in Art and Design and occurs through practical demonstrations. Metacognition principles in art lessons are planned for by similar lesson structures to reduce the cognitive load. Also, metacognition is supported by ensure children see artwork in context. Staff ensure learning in Art is revisited throughout the school year and across the years, in order to support meta-memory strategies. These include looking for cross-curricular opportunities of retrieval practice.