

Artistic Development at Kiveton Park Infants

	Nursery	Reception	Year 1	Year 2
Experiment and create	<ul style="list-style-type: none"> • Notice and become interested in the transformative effect of their action on materials and resources • Enjoy and respond to playing with colour in a variety of ways, for example combining colours 	<ul style="list-style-type: none"> • Continue to explore colour and how colours can be changed • Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding 	<ul style="list-style-type: none"> • Further develop their practical skills by the range of marks made with different tools and implements • Recognise that ideas can be expressed in art work • Experiment with an open mind (try out and use all materials that are presented to them) 	<ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Try out different activities and make sensible choices about what to do next
Think critically	<ul style="list-style-type: none"> • Talk about the art they have created 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> • Explain what they and others have done • Describe what they think/ feel about their own work and to be able to suggest ways to improve it • Recognise and describe some simple characteristics of different kinds of art, craft and design • Know the names of tools and art techniques 	<ul style="list-style-type: none"> • Adapt their work after discussion • Compare their work to others, methods, techniques, colours etc. • Begin to understand what an artist may be trying to express in their work • Use art to develop and share their ideas, experiences and imagination • Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary

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				(e.g. knowing the names of the colours and tools that they use)
Reflect	<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts about art 	<ul style="list-style-type: none"> • Responds imaginatively to art works and objects, e.g. <i>that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> • Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> • Ask and answer questions about starting points, artists, techniques etc. • Begin to express their opinions and talk about the similarities and differences in approaches to art • Recognise and describe key features of their own and others' work 	<ul style="list-style-type: none"> • Question, discuss and make observations about starting points/artists and artworks • To be able to create a piece of work in response to another artist's work • To be able to say how the artists/craft makers/designers studied have used colour, pattern and shape • Express clear preferences and give some reasons for these, when looking at creative work
Develop techniques	<ul style="list-style-type: none"> • Experiment with ways to enclose a space, create shapes and represent objects • Begin to select appropriate tools for the task 	<ul style="list-style-type: none"> • Develop an understanding of using lines to enclose a space, and begins to use art to represent actions and objects based on imagination, observation and experience • Use tools for a purpose 	<ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics 	<ul style="list-style-type: none"> • Use a sketchbook to collect ideas, develop ideas and annotate • Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the range of materials they use (they seek to refine and improve from the first mark)
Knowledge of artists	<ul style="list-style-type: none"> • Begin to talk about a key artist they are currently studying 	<ul style="list-style-type: none"> • Talk about a key artist they have studied, drawing on their experiences and what has been learnt in class 	<ul style="list-style-type: none"> • Describe what they can see and like in the work of the artists/craft makers/designers studied 	<ul style="list-style-type: none"> • Compare the work of different artists • Name and be able to talk about a wider range of artists

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			<ul style="list-style-type: none"> • Talk to others about the work of artists they know • Name and begin to talk about a range of artists and art works 	<ul style="list-style-type: none"> • Name and be able to talk about a wider range of art works
Language of arts	<ul style="list-style-type: none"> • Use correct colour names when talking about art works 	<ul style="list-style-type: none"> • Use correct colour names, including secondary colours and common shades, when talking about art works 	<ul style="list-style-type: none"> • Describe colour, shape and pattern using an increasingly wide art vocabulary 	<ul style="list-style-type: none"> • Begin to use larger vocabulary to describe colours; e.g. raspberry pink, sunshine yellow; • Use a wide art vocabulary to talk about the elements of art and the principles of design