



A Damers First School Foundation Artist

ART KNOWLEDGE AND SKILLS FOUNDATION 	DRAWING 	PAINTING 	PRINTING 	TEXTILES/ COLLAGE 	3D WORK 	MAKING CONNECTIONS WITH ARTISTS' WORK 
Pupils should be able to:	Hold a drawing tool correctly and use it safely.	Explore a range of wet mark making materials, including powder-paints, ready-mixed paints, inks, water-colours and block-paints	Explore the process of mark making through unit-printing with a variety of objects including potato prints	Tear and glue different media	Cut and join using a variety of media	Point out the work of other artists in the school
	Experiment with a range of mark making materials including pencils, pastels, wax crayons, charcoal and chalks.	Paint freely from experience, observation and imagination	Develop their skills and confidence with free printing, leading to greater regularity and sense of direction	Create a collage using different papers	Show other ways of fixing materials together, for example lego, polydrons etc	Experience the work of various artists by seeing a range of real objects, visiting galleries and museums or having an artist in residence
	Demonstrate some understanding of the	Demonstrate a gradually increasing	Demonstrate increasing confidence in a variety	Experiment with a variety of objects to see what	Explore 3-D work with malleable media,	Discuss works of art and have a range of

	basic care of dry media	control and fluency with a variety of tools, including brushes, sponges, fingers etc	of techniques, including unit, relief and press printing	they might represent	including dough, plasticine, Mod-roc and clay	examples, including those from the locality, on view in the classroom
	Show increasing fluency when representing simple shapes and forms, including the human figure, and other regular and irregular shapes	Paint at a table and an easel	Clean a roller with water	Sort a range of different materials to explore texture	Explore 3-D work with constructional media, including wire, recycled materials and found objects	Use artists as a stimulus for their own work and be able to make very simple connections (I am using the same colours, shapes as...)
	Share and collaborate with others in different sized groups	Clean brushes and equipment with water	Name the basic printing tools , for example ink, roller, tray	Produce a simple weaving	Create recognisable sculptures	
	Show a developing ability to draw from memory, imagination and observation	Mix other components with paint to create texture	Use, collect and sort a variety of objects to print with and on	Thread and use a needle safely	Create textured surfaces with a variety of tools, for example string, matchsticks	
	Increasingly control media to explore and create visual effects	Collect, sort and arrange objects into colour groups	Experiment with different textures	Produce a simple running stitch	Observe, notice and talk about different solid shapes in the environment	
	Show they have a sense of spatial awareness, working on different scales, small and large	Name the basic colours	Recognise the work of artists who have explored print-making	Describe different textured objects in a simple way, using simple associated vocabulary, for example, cutting, sticking, joining, soft, scratchy, rough etc	Look at the work of sculptors in reproductions or from first- hand experience	
	Use some vocabulary connected to the visual elements: straight, curved, thick, thin, wavy, zigzag	Make lighter and darker shades		Recognise the work of artists who have explored textiles and collage		
	Look, notice and comment about objects and artefacts in the classroom that they are using for art	Mix primary colours together, creating a range of other colours				
	Talk about their pictures and make	See, notice and talk about different colours				

	some simple decisions about their work	around them				
	Look at the work of other artists who have used drawing in different ways	Describe their work in simple terms				
		Point out the work of different painters from books and reproductions				