

# Butler's Hill End Goals



## End Goals ART

### EYFS

Our aim in teaching art in EYFS is to give pupils a grounding in some basic techniques and use of tools, whilst encouraging them to be as imaginative and creative as possible. Pupils should know what a paintbrush and scissors, are by the end of this phase and some pupils may be starting to use these tools with increasing dexterity. Pupils should be able to name some primary and secondary colours and select the most suitable ones for their artwork. Pupils should be able to spot patterns and incorporate some they have seen within their own work. It is important that pupils have been made aware that art can be found in various forms everywhere. Pupils should be able to talk about what they see in simple terms and express whether they like or dislike artwork, knowing that there is no right or wrong answer and that we can all have different preferences. EYFS, like the following phases, will have been introduced to well-known artists, have had the opportunity to study their work and use this as inspiration for their own.

### KS1

Our aim in teaching art in KS1 is to encourage the pupils to become more aware of the techniques and tools they are using and recognise that art can be created in many different ways and from a range of materials. In this phase, pupils will have embedded their skills in how to use certain tools, such as holding a paintbrush correctly and picking appropriate colours. They should have developed their drawing skills further by working with lighter and darker shades, producing them, either through increased pressure when using a pencil, using techniques i.e. cross hatching or by mixing colours together. They will have also begun to cultivate their techniques in using clay for sculpting, and using tools such as rollers, ink and printing plates in printing. Vocabulary such as 'primary' and 'secondary' colours, 'tints' and 'shade' should be understood by pupils. They should also know that artists can use their environment to inspire their work, for example Sara Khan, for landscapes, Henry Rousseau using the rainforest and Ian Giffiers using London city landscapes. The pupils should have more awareness that art can be made from lots of different things, not just paper, pencils and paint.

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