



ART AND DESIGN

National Curriculum Requirement

<p>Early Years Expressive art and design 3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Draw with increasing complexity and detail such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour- mixing. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Creating with Materials ELG <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Key Stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Key Stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history
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Curriculum Overview

	Autumn	Spring	Summer
EYFS	<p>Making My Mark What can I create?</p> <p>Drawing: Use and begin to control a range of media e.g. pens, pencils, crayons, chalks, fingers in sand/glitter, sticks in mud. Draw a portrait of themselves by using a mirror to observe closely-starting with just the face-focus on how to draw parts of the face. Experiment with drawing lines - different thickness, wavy, straight, spirals and simple shapes. Learn to use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Painting: Paint with fingers & hands. Learn colour names. Learn to use a brush and paint. Select colours, clean brushes. Reflect emotion and feelings in their work e.g. circular brush patterns /strokes to represent spinning/turning.</p> <p>Sculpture: Junk modelling – simple sticking skills to make a structure/object e.g. car, house, rocket</p>	<p>Can you make a picture of what you See? Refine and build upon their drawing and painting skills. For example -draw a face in detail and proportion – know how to set out the main features of a face. Draw lips and eyes with greater skill – practise focusing on parts of the face first –e.g. eyes. Lips, nose. Show movement, noise using a variety of techniques that they have explored and learnt. Do observational drawings and drawing from imagination e.g. flowers, toys Build upon joining techniques – e.g. paper folds to connect paper, holes and string, staples etc. Learn simple weaving techniques with card and strips of coloured paper, wool, grass/plants</p> <p>3-D models Make thumb pots using clay or other malleable material. Make a simple coil pot.</p>	<p>Is a Portrait always Just of the Face and Head?</p> <p>Drawing: Observational drawings-learn how to draw full portrait pictures of others. Learn how to set out the drawing on the paper- introduce word 'proportion.' Learn to Shade with pencils, crayons, pastels. Self-portraits- use mirrors -practise and build upon the skills that they have learnt so far</p> <p>Painting: Introduce the term 'primary colours' –learn the 3 colours –red, yellow, blue and investigate mixing them to make secondary colours. Learn how to make the secondary colours.</p> <p>Model Making: Make models using playdough or air-drying clay and paint. Use junk to make a group sculpture.</p>

<p>Year 1</p>	<p><u>Andy Goldsworthy and natural sculpture</u> <u>Can you make art from nature?</u> Learn about the artist Andy Goldsworthy and sculpture. Separate unit: Outcome: A sculpture made out of natural materials in the style of Andy Goldsworthy <u>Does a Portrait always have to look like a photograph?</u> Learn about the meaning of ‘Abstract Art’. Compare ‘realistic’ portraits with ‘abstract’ style portraits. Create an abstract style portrait. Outcome :An abstract portrait in the style of Pablo Picasso</p>	<p><u>Colour Makers</u> <u>Are all colours a Mixture of Other Colours?</u> Colour mixing Painting- making secondary colours. Artist study: Piet Mondrian Outcome: A piece of artwork in the style of Piet Mondrian using secondary colours that I have made</p>	<p><u>Animal Prints</u> <u>Can a Repeating Print be Made from a Drawing?</u> Draw a picture of British wildlife animal to use as a design to create a repeating pattern from a Styrofoam print. Artist study: Linda Richardson-creates artwork using ‘relief’ prints Printing- animal pictures –using a Styrofoam tile New artist study: Linda Richardson Outcome: A repeating animal relief print in the style of Linda Richardson</p>
<p>Year 2</p>	<p><u>Tone and Texture</u> <u>Who was Georges Seurat and what Style of Art did he Create?</u> Learn about different types of texture and the language associated with it. Know what the word ‘tone’ means and use it when referencing works of art including their own. Artist study: George Seurat Style: Pointillism. Make links to their own work and that of George Seurat. Create a painting in the style of George Seurat using the pointillism method and create tones by adding grey to a colour. Outcome: A picture that continues a Georges Seurat painting showing different tones and textures that I have created</p>	<p><u>Do all Colours Go Well together?</u> Learning more about secondary colours and about complementary colours and ‘hot’ and ‘cold’ colours. Artist study: Georgia O’Keefe Learn Watercolour techniques. Include a lesson on drawing a person – to build on prior skills in EYFS and Year 1. Outcome: A piece of artwork in the style of Georgia O’Keefe using complementary colours</p>	<p><u>Sculpture Vulture</u> <u>Can Rubbish be used to make Art?</u> Make Paper sculptures Use recycled Manmade materials to build a sculpture Artist study: Aline Houde –Diebolt and others Outcome: A paper sculpture or prop inspired by the sculptures of Aline Houde-Diebolt</p>
<p>Year 3</p>	<p><u>Abstract Art</u> <u>Does a Picture have to Look like Something Real?</u> Drawing, painting & collage Artist Study: Joan Miro, Bridget Riley, Jackson Pollock, Outcome: own abstract artwork in the style of Miro, Riley or Pollock</p>	<p><u>Landscape Artists</u> <u>Are all Landscape Pictures Similar in Style?</u> colour mixing –building upon prior knowledge of complementary colours Artist study: John Constable Outcome: A landscape picture painted using acrylic paint in the style of John constable</p>	<p><u>Wired up Sculpture</u> <u>Can wire be used to represent the Human form?</u> Make figures of the human form using wire. Artist study: Lowry as a start moving to artists who use wire to create the human form Outcome: A wire sculpture based on human figures depicted in L.S. Lowry’s paintings.</p>
<p>Year 4</p>	<p><u>Mosaics</u> <u>Are All Mosaics the Same?</u> Creating a mosaic artwork using polymer clay, shells and dried beans and peas in the style of Gaudi. Design a pattern and realise this in mosaics Artist study: Antoni Gaudi Outcome: A mosaic artwork using polymer clay, shells, dried beans and peas or mini tiles in the style of Gaudi.</p>	<p><u>Jungle Landscapes</u> <u>How Are Jungle Landscapes shown in Paintings?</u> Artist study: Henri Rousseau Colour mixing, layering Learn more about colour wheels and colour mixing, shades and tints. Make a rainforest scene in 4 different layers. Make links between Rousseau’s work and that of their own. Outcome: My own jungle artwork in 4 layers</p>	<p><u>Making Prints</u> <u>Are all Prints Made in the Same Way?</u> Artist study: William Morris or other artists Printing Collagraph – collaging thin items e.g. string to a plate to print from. Outcome: A repeating print pattern based on nature using a collagraph as a printing plate</p>
<p>Year 5</p>	<p><u>Viking Textile Art</u> <u>Do all Tapestries Tell a Story?</u> Design & make a tapestry. Learn about the various techniques in the creation of a tapestry. Plan and create a group tapestry that tells a story. ‘The Vikings’ First half-term art focus- Focus on drawing skills to produce a picture to incorporate into a tapestry. Research pictures to use. Create a design. Practise weaving skills. Outcome: Designed and created a group embroidery that tells a story</p>	<p><u>Seascapes</u> <u>Do Seascape Artists use the same techniques as Landscape Artists?</u> Drawing and painting. Artist study: Monet, Turner, Winslow homer Outcome: A seascape painting in the style of one of the three artists using gouache paints.</p>	<p><u>London Skyline</u> <u>Do Skyline Pictures always show the Same View Point?</u> Collage New artist study: Stephen Wiltshire & the architect Sir Christopher Wren. Outcome: A drawing of the London Skyline including St Paul’s Cathedral with added collage effects inspired by the sketches of Stephen Wiltshire.</p>
<p>Year 6</p>	<p><u>Extreme Earth</u> <u>Can a print be made from any picture?</u> Poly block printing Artist study: Hokusai & Hiroshige Learn about the artists Hokusai and Hiroshige. Know what a block print is and how to make one. Create a print using their block print. Outcome: Make a linocut print from my own interpretation of ‘ The Great Wave’</p>	<p><u>World Art-</u> <u>Can you always tell what part of the world Art comes from?</u> Art from different countries and cultures Design and create a sculpture Artist study: Magdalene Odundo Outcome: A miniature clay pot in the style of Magdalene Odundo</p>	<p><u>Pop Art</u> <u>What is Pop Art?</u> Artist Study: Roy Lichtenstein, David Hockney, Andy Warhol, (Takashi Murakami) 3 artists only Outcome: A piece of artwork in the style of either Warhol, Lichtenstein or Hockney</p>

Progression of knowledge and skills

Skill/Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists/designers	Not part of the EYFS curriculum	<p>Artist study: Andy Goldsworthy and sculpture.</p> <p>Artist study: Picasso –abstract art</p> <p>Artist study: Piet Mondrian</p> <p>Linda Richardson- makes prints using ‘relief’ prints</p> <p>Printing- animal pictures –using a Styrofoam tile</p>	<p>Artist study: George Seurat Style: Pointillism.</p> <p>Artist study: Georgia O’Keefe – complementary colours</p> <p>Artist study: Aline Houde –Diebolt – paper sculpture</p>	<p>Artist Study: Joan Miro, Bridget Riley, Jackson Pollock, Style: Abstract art</p> <p>Artist study: John Constable landscapes</p> <p>Artist study: Lowry as a start moving to artists who use wire to create the human form</p>	<p>Antoni Gaudi Style: 3-d - mosaics</p> <p>Artist study: Henri Rousseau Style: post impressionism</p> <p>Artist study :William Printing</p>	<p>Monet, Turner, Winslow Homer Seascapes – style: different artistic styles - painting</p> <p>Textile art – telling a story Looking at famous tapestries – Bayeux Tapestry, The Apocalypse Tapestry 1372-82 The Lady with the Unicorn, late 15th Century, Holy Grail Tapestries, 1898–99-by Edward Burne Jones, We Are Living on a Star, 1958</p> <p>Stephen Wiltshire & the architect Sir Christopher Wren. Cityscapes - collage</p>	<p>Hokusai & Hiroshige Style: Japanese Art - Printing</p> <p>Magdalene Odundo Sculpture</p> <p>Roy Lichtenstein, David Hockney, Andy Warhol</p>
Texture, pattern, colour, line and tone (including collage)	<p>What the primary colours are What secondary colours are and how to make them. How to draw lines of different thickness- wavy, straight, spirals and simple shapes. How to use lines to enclose a space and to use these shapes to represent objects.</p>	<p>Use natural materials to create patterns to form a sculpture as a group artwork.</p> <p>Build on their knowledge of using lines to enclose a space. Drawing straight lines to create grids/oblongs in the style of Mondrian.</p> <p>Select colours given to them to paint an abstract portrait.</p> <p>Learn what a colour wheel is and make their own by mixing primary colours.</p>	<p>Learn what is meant by the word ‘tone’ and create tones in my artwork.</p> <p>Understand what is meant by the word ‘texture’ and explore making different textures.</p> <p>Learn that there are two different types of texture – real and visual. See ‘colour’ in painting (below)</p> <p>Know what complementary colours are.</p> <p>Know what is meant by ‘warm’ and ‘cold’ colours and what colours belong to each group.</p>	<p>Learn how to draw a sketch of a landscape.</p> <p>Learn about perspective and begin to understand how to draw objects in scale to one another.</p> <p>Apply their prior knowledge of tone and texture to their artwork with increasing independence.</p> <p>Make their own secondary colours applying their prior knowledge. Know how to make tints and shades with increasing independence.</p>	<p>Create a pattern using beans, dried peas and shells to create a mosaic tile.</p> <p>Learn more about the colour mixing system. Use this knowledge to make secondary and tertiary colours.</p> <p>Build upon their prior knowledge of shades and tints in year 1, year 2 and year 3.</p> <p>Build on their knowledge of creating texture and use different layers to make a jungle scene.</p>	<p>textile art Design & make a tapestry. Learn about the various techniques in the creation of a tapestry. Plan and create a group tapestry that tells a story.</p> <p>Learn to draw lines to create a cityscape - draw from different perspectives. Use paper to collage scene.</p>	<p>Refine and build upon their drawing skills to create a cityscape. Investigate the process of drawing a cityscape. Use collage on top of their drawing to create a picture of the London skyline. This builds on from more simpler collaging in EYFS, Year 2 and year 3 (abstract unit)</p>
Drawing	<p>Use and begin to control a range of media e.g. pens, pencils, crayons, chalks, fingers in sand/glitter, sticks in mud. Draw a portrait of themselves by using a mirror to observe closely-starting with just the face-focus on how to draw parts of the face. Experiment with drawing lines - different thickness, wavy, straight, spirals and simple shapes. Learn to use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Refine and build upon drawing and painting skills. Do observational drawings and drawing from imagination e.g. flowers, toys Learn how to set out the drawing on the paper- introduce word ‘proportion.’ Learn to Shade with pencils, crayons, pastels.</p>	<p>Drawing self -portraits – revisit how to draw a face – proportions –using mirrors to do observational drawings of the face. Build on their knowledge of how to draw a self portrait from EYFS.</p> <p>Making a drawing using straight lines in the style of Mondrian. Consider thickness of pencils to use.</p> <p>Draw a picture of a British wildlife animal to use as a design for a repeating print. Focus on drawing the design large enough and with clear simple lines in order to create a design to print from.</p>	<p>Observational drawing of an apple – to then colour using pointillistic style. Learn how to use curved lines to enclose a space to draw an apple. Draw a section of a painting. Learn the basic principles of enlarging a drawing.</p> <p>Drawing a person – full body. Begin to learn how to draw to scale – how to draw the body parts in proportion to one another.</p>	<p>Own abstract art drawing. Learn how to draw in an abstract style. Create their own abstract art from imagination to reflect emotions and feelings-their own personal responses.</p> <p>Drawing a landscape – Make sketches of landscapes using photographs and pictures as source material. Build upon and refine drawing skills and learn how to think about perspective when sketching. Learn how to draw a landscape. Introduce the 3 categories of creating a landscape painting-representational, impressionistic and abstract.</p>	<p>Drawing a design for a mosaic tile. Learn how to create a design on squared paper which can then be realised in mosaics.</p> <p>Learn about a new art form. Make links to previous 3-D art experience:</p> <p>Drawing a jungle scene – use pictures or photographs as reference material to draw from.</p> <p>Draw a motif to make a print. Build upon knowledge of designing a simple print in Year 1.</p>	<p>Design a group tapestry – links to DT. Plan a group tapestry. Draw sketches of it.</p> <p>Drawing a seascape –</p> <p>Building on and diversifying from previous landscape drawing in year 3. Learn how to show movement of the sea using different pencil strokes – wavy lines, shading.</p> <p>Drawing a cityscape. Learn how Refine and build upon drawing skills to create a cityscape. Investigate the process of drawing a cityscape. Learn how to create a 3-d effect. Learn how to draw from different perspectives This was looked at in year2 and built on in other years).</p>	<p>Draw a design for a print. Design a sculpture – use different types of lines to draw their sculpture. Use shading to show depth. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Drawing in pop art style – Refine and build upon their drawing skills. Recap other artistic styles- abstract, realism, Representational, impressionist. Learn to draw in pop art style by Starting with a simple line drawing of the subject. A picture could be traced or own could be drawn. .Then using felt tip pens, colour in, draw dots or add lines to create different textures. Experiment with different colours and patterns, add the dots closer together or lines further apart.</p>

<p>Painting</p>	<p>Paint with fingers & hands. Learn colour names. Learn to use a brush and paint. Select colours, clean brushes.</p> <p>Reflect emotion and feelings in their work e.g. circular brush patterns /strokes to represent spinning/turning.</p> <p>Introduce the term ‘primary colours’ –learn the 3 colours –red, yellow, blue and investigate mixing them to make secondary colours. Learn how to make the secondary colours.</p>	<p>Paint an abstract style portrait. Learn about abstract style and photo realism. Recap the primary colours.</p> <p>Learn what secondary colours are and how to make them. Paint a Mondrian style picture.</p>	<p>Learn the technique of pointillism.</p> <p>Create a painting in the style of George Seurat using the pointillism method and create tones by adding grey to a colour.</p> <p>Recap secondary colours and learn about complementary colours and ‘hot’ and ‘cold’ colours. Learn technique of using water colours..</p>	<p>Build upon their knowledge of the colour mixing system. Learn what tertiary colours are and complementary colours. Learn about ‘hot & cold colours’ and how to make them. Create an abstract painting.</p> <p>Learn how to draw a landscape. Introduce the 3 categories of creating a landscape painting- representational, impressionistic and abstract.</p>	<p>Learn more about colour wheels and colour mixing, shades and tints. Make a rainforest scene in 4 different layers. .</p> <p>Learn more about the colour mixing system. Use this knowledge to make secondary and tertiary colours which was previously taught.</p>	<p>Experience of a different type of paint (medium) –acrylics or gouache.</p> <p>Learn how to apply them and their different qualities compared to water colours or poster paints.</p>	<p>Work in a sustained and independent way to develop a pop art style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understand which works well in their work and why.</p>
<p>Sculpting (3D)</p>	<p>Junk modelling – simple sticking skills to make a structure/object e.g. car, house, rocket</p> <p>Make thumb pots using clay or other malleable material. Make a simple coil pot.</p> <p>Make models using playdough or air-drying clay and paint. Use junk to make a group sculpture.</p>	<p>Learn what a sculpture is and know that sculptors do this in 4 ways: carving, modelling, casting and constructing. Building on from making models from junk materials and clay in EYFS. Use sculpture to develop and share their ideas, experience and imagination. Make a sculpture in the style of Andy Goldsworthy from natural objects.</p>	<p>Designing and making paper sculptures. This builds on from previous 3-D work in: EYFS – junk modelling, a thumb pot , simple sculptures</p> <p>Year 1- sculptures made from natural materials (in the style of the artist Andy Goldsworthy)</p> <p>New learning –technique of using paper to make a sculpture. Making sculptures from recycled material.</p>	<p>Learn about a new form of sculpture. Draw the human form in a different style as preparatory sketches for their wire person based on Lowry’s work.</p> <p>Develop new skills in creating a wire sculpture which moves on from previous sculptures made from other materials.</p> <p>Use new skills of bending, folding and twisting wire to create a sculpture of a person.</p>	<p>Designing and creating a mosaic artwork using polymer clay and shells, dried beans and peas. Make links to previous 3-D art experience:</p> <p>Sculpture / model making in EYFS, Year 1 – making sculptures from materials found on the beach. Year 2 –paper sculptures and wire sculptures in year 3. Building upon their knowledge of sculptures and experiencing using a different material to create a sculpture and using the technique of construction.</p>		<p>Learn about artwork from different countries and cultures- Viking, African, Indian, Chinese, aboriginal</p> <p>Build on knowledge of using clay to make pots and sculptures and make an artwork of more complexity incorporating more skill and knowledge.</p> <p>learn about the sculptor Magdalene Odundo and other arts and crafts people.</p>
<p>Printing</p>	<p>Use objects to print from – natural and manmade</p>	<p>Design and make a repeating animal print (relief) pattern using a Styrofoam tile. Learn about relief prints.</p> <p>Progress from making simple prints in EYFS –handprints, object prints to drawing their own picture that will be transferred from a drawing to a styrofoam tile to create a print from-relief printing.</p>			<p>Designing and making a print in the style of William Morris – ‘nature’ focus.</p> <p>Collagraph – collaging thin items e.g. string to a plate to print from. Build on prior knowledge of print making.</p> <p>Learn a new type of printing – collagraph.</p> <p>Learn to make a printing template in a different way.</p>		<p>Japanese school of Art – making a blockprint cut from a linoleum tile- a linoprint.</p> <p>Progressing from experience of printing in EYFS- handprints, prints from objects, Year 1 – styrofoam prints, Year 3 – collagraph prints – small pieces of collage on a printing block to making a polyblock print using a linoleum tilet. Learn how to use a cutting tool to chisel out their design.</p>
<p>Responding to art</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>