

Intent

Our broad and rich Art and Design curriculum aims to inspire pupils and develop their confidence to be curious and experiment in their art. It is designed to give pupils every opportunity to develop their ability and enable them to reach their full creative potential. The curriculum is designed to enable them to develop skills and knowledge through a range of art techniques including drawing, painting, 3D work, printmaking and collage. It will allow them to know about great artists, craft makers and designers through history, as well as learning about the rich heritage and culture of the British Isles and beyond. It will give them the language and skills needed to communicate their thoughts and feelings about their own art and that created by others. It supports pupils to meet the National Curriculum requirements as well as the relevant strands of the statutory framework for the early years foundation stage.

Implementation

Our art curriculum is delivered through a two-year programme due to our mixed aged classes. This ensures full coverage as well as progression across the key stages. We use the 'Access Art' scheme of work which includes the following strands: drawing, painting, printmaking, 3D art and collage & textiles. This scheme includes carefully designed pathways which allows art strands to be combined in ways that allow skills to be revisited regularly and developed. Art skills are taught discreetly through weekly art lessons. There are also opportunities for children to use their skills creatively and expressively across the curriculum. In the EYFS, many skills are developed through carefully planned and resources continuous provision as well as some focused teaching tasks. Included in our curriculum is the opportunity to explore the works of well-known artists. Through this they not only broaden their knowledge of artists and their styles, but also they have the opportunity to learn new techniques. Assessments will be made against the key skills and knowledge outlined in the progression framework including using sketchbook and display evidence and also through valuable discussions with the children.

	Skills and Knowledge		
	EYFS	Key Stage 1	Key Stage 2
Drawing	● Develop their control and confidence when drawing ● Learn to draw in different ways to create different effects. ● Explore a range of media and surfaces e.g pencil, chalk, pen etc ● Draw things they like and learn to draw for pleasure and relaxation. ● Pupils draw from imagination and observation.	● Use the formal elements to draw, e.g., using simple lines and geometric shapes to create forms. ● Explore the concept of light and dark, learning how to create both values and controlling them to make tones ● Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. ● Increase ability to shade areas neatly without spaces and gaps. ● Identify and draw detail, texture, pattern. ● Explore working at different scales ● Explore composition ● Work with care ● Explore a range of drawing media including	● Identify and draw geometric shapes in nature and the world around them from observation or second-hand sources, becoming aware of proportion, scale, and order. ● More effectively control drawing media to create dark and light tones. ● Further practice shading tones with few gaps that are neat to the edges. ● More effectively blend shading ● Develop their confidence making marks & lines ● Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. ● Practice drawing quick, light lines (sketching) & more deliberate, measured lines. ● Learn that there are different styles of drawing e.g

	Record ideas, thoughts, feelings and draw for narrative reasons	graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between them. - Learn that media can be combined in one drawing - Try out new ways of making lines/marks - Improve their style from a range of sources including observation. imagination and secondary sources.	Realistic Abstract - Work with a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. - Choose when and how to combine media with some awareness of the result - Record experiences or events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. - Draw things they can see (from nature, their environment, still life or from photos they have taken)
Vocabulary	Line, thick, thin, wavy, straight, pencil, chalk, felt tip, crayon, colours (colour names) colour in circle (shape names) pencil chalk crayon felt tip large small Paper (surfaces) mark	As EYFS including: soft, broad, narrow, fine, pattern, types of line (wavy cross-hatch diagonal horizontal vertical broken) bold, detail, smooth, rough, light, dark, pale shade, gaps, pastels, charcoal, graphite, mark-making, sketchbook, experiment	As KS1 including: observation, pens, form, shade, shape, tone, pattern, texture, proportion, composition, emotion, expression, pressure, weight, scale, improve, blend, control, sketch, realistic, abstract, mixed-media, biro, ink, observation
Printmaking	Make simple prints by applying paint to different object etc hands, leaves, blocks	- Understand that prints are made by transferring an image from one surface to another - Learn different methods of printing such as mono, block, relief or etching into soft materials. - Print using simple materials, card, string, foam, textured materials and paper, etc. - Explore patterns including overlapping	- Use printing (mono printing, block printing, relief printing etc.) to create artwork - Use printing to create both individual images and repeat patterns. - Use simple motif printing blocks to create and print complex patterns
Vocabulary	print, squash, press, texture, smooth, paint, rubbing, shiny, rough, flat, bumpy, soft and hard	As EYFS including: impression, relief, monoprint, printing plate, inking up, water-based, oil-based, print, rubbing, smudge, image, surface, repeating pattern, pressure, repeat, sponge, roller, rubbing, imprint, experiment, arrange	As KS1 including: impression, relief, monoprint, motif, printing block, reverse, stencil, screen print, negative, positive, composition, Anthotype
Painting	Learn how to hold and control a paintbrush.	Develop brush control and know different types of paint and the properties of each such as poster paint, powdered paint, block paint.	Developing their painting skills increasing control and precision when painting details, line and edges of shapes.

	●Learn to blend colours in a palette or on the painting surface. ●Learn how to look after brushes and equipment. ●Use a range of painting tools to experiment with mark making such as brushes, sponges, tissue, fabric, string etc. ●Name colours. ●Learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours They try to mix colours to match images from paintings or books etc ●Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment ●Paint patterns & add things to paint to make textures such as sand, grit and salt ●Concentrate hard to paint shapes, lines and edges neatly	●Identify different paint brushes, and painting equipment. ●Develop skills in measuring and mixing paint, blend colours in palettes and on the paper and develop ability in applying paint skilfully and with control. ●Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. ●Use colours imaginatively learning that colour can be used to express their thoughts and feelings. ●Develop colour mixing to make finer variations in secondary colours. ●Further develop their ability to make colours darker and lighter ●Paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours. ●Understand the importance of outlines & paint more sophisticated shapes. ●Know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a given task. ●Learn to use different techniques to create effects such as spattering, stippling, dripping pouring etc. to paint expressively.	●Know and have used different types of paint and painting surfaces, they can identify different paint brushes and painting equipment, understand the various purposes they have. ●Study how other artists' paint, applying elements of this to their work. ●Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. ●Use different types of paint such as poster paint, powder, watercolour, or acrylic, natural dyes for example. Know when to use these paints & name some of their properties. ●explore making art using natural materials ●Mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas ●Learn how colour has light and dark values and how colour can be used to make colours lighter or darker, ●Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. ●Use line with greater confidence to highlight form and shape ●Create more complex patterns and textures. ●Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. ●Experiment with colour, texture, line, shape & composition to express purpose, mood and feelings when painting.
Vocabulary	paint, names for mark making tools, sponges, line, colours (Colour names), shapes, size, smooth, shiny, rough,	As EYFS including: primary colours, light, dark, thick, thin, tone, warm, cool, shade secondary colour, colour wash, brush size and types, mixing, blending, layering, poster paint, watercolour, wash wet on dry, wet on	As KS1 including: mixed colours, mix, tint, hues, shades, effects, texture, layering, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, background,

	flat, patterned, bumpy, soft, hard, wet, dry, mix, paint, water, thick smooth	wet, mark making, shape, form, texture, line, shade, sketchbook, experiment, abstract background	foreground, horizon, imaginary, abstract, natural pigments, dye, positive, negative, forage
Collage/ textiles	● Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes ● Use a range of types of paper and other materials including natural materials	● Understand that collage is the art of using elements of paper to make images ● Select and cut, tear and rip colours, shapes, textures, and images from a range of sources to suit ideas and purposes. ● Make textured paper to use in a collage ● Understand we can combine collage with other disciplines eg drawing and printmaking ● Explore colour shape and composition	● Know we can combine collage with other disciplines eg drawing, print making and make choices about what will work well in their work ● Explore shape, line colour and composition ● Images are developed with more complexity and that appliqué techniques such as beads, sequins, coloured threads can enhance or improve it
Vocabulary	collage, glue, sticking, paper, fabric, card, natural materials, join, decorate, texture, smooth, shiny, rough, prickly, flat, patterned, cut, scissors, tear	As EYFS including: colour, pattern, shape, texture, stick, mixed media, appliqué, layers, combine, textures, fold, crumple, rip, overlap, fabric, combine, arrange	As KS1 including: tearing, overlapping, layering, dyeing, weaving, stitching, textural effects, cutting, joining, stitching (stitches) threading, stamp, ornamentation, applique, embellishment, mixed media, arrangements, shape, line, colour
Making/ sculpture	● Learn to create form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. ● Simple shapes and forms are made from pliable materials such as salt dough, or pipe cleaners	● Understand the sculpture is the name sometimes given to artwork that is 3D ● Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create. ● Form and make things they have designed, invented or seen and can modify and correct things with greater skill. ● Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, ● Use combinations of materials to make a sculpture	● Design and make forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, ● Know how to join 2D shapes to make a 3D form. ● Know how to join larger pieces of materials, ● Know how to add surface detail to a sculpture using colour /and/or texture. ● Understand how to finish and present their work to a good standard ● Develop confidence with modelling materials, they work safely and sensibly, persevering when the work is challenging. ● Know that clay and Modroc are malleable but will eventually set hard ● Explore how to display sculptures eg use a plinth

Vocabulary	plasticine, dough, model, cutter, junk model, glue, tape, rolling pin, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, build, construction, join, build shape	sculpture, 3 Dimensional, clay, model, cut, stick, fold, bend, attach, assemble, statue, stone, wood, wire, sculpture, structure, construct, curve, form, impress, texture, materials, malleable, rolling, kneading, angle, scale balance	modroc, clay slabs, coils, decoration, form, tiles, brick, slate, wood, proportion, decoration, ornate, symbolic, plinth, arrange, modelling moulding, armature, manipulate, scale
Sketch books		●Introduce what a sketchbook is for. ●Understand that the way each persons' sketchbook looks is unique to them. ●Understand that sketchbooks are places for personal experimentation ●Use sketchbooks to explore and test ideas. ●Use drawing to record ideas. ●Use sketchbooks to help make decisions about what to try out next.	●Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. ●Practice and try out ideas and techniques ●Continue to build understanding that sketchbooks are places for personal experimentation. ●Develop mark making skills. ●Make visual notes to record ideas and processes discovered through looking at other artists.
Generating ideas	●Create art from personal experiences and imagination and real objects, stories and the environment ●Learn how ideas change, grow and develop as work is produced ●Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes	● Explore their own ideas using a range of media ● Begin to generate ideas from a wider range of stimuli, exploring different media and technique ● Use technology to explore and capture ideas eg photography, internet ●Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time ● Study the work of artists and cultures and use elements of it to influence their own work. ● Have opportunities to discriminate between choices and express their ideas and thoughts about the type of art they want to make. ●Begin to orally describe their thoughts. ideas and intentions	●Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. ●Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work. ●Design and make art for different purposes ●Make art from things they can see from observation; their environment, photographs etc. then translate them into new ideas ●Make art for expression, imagination, and pleasure. work from memory or imagination ●Develop skills in orally describing their thoughts, ideas and intentions

Evaluation/ reflection	●Begin to express likes and dislikes about their work and the work of others ●Compare their art to significant works of art, well-known illustrators and art within core texts recognising what is the same and what is different	● Begin to use subject vocabulary to describe and compare creative works ● Explain their ideas and opinions about their own and others' artwork, and show an understanding of why they may have made it. ● Describe and compare features of their own and others' artwork. ● Begin to talk about how they could improve their own work. ● Understand we may all have different responses in terms of our thoughts and the things we make. ●Understand all responses are valid. ● Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.	● Use subject vocabulary confidently to describe and compare creative works. ● Use more complex vocabulary when discussing their own and others' art. ●Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. ● Explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. ● Evaluate their work more regularly and independently during the planning and making process ●Share responses to classmates' work, appreciating similarities and differences. listen to feedback about your own work and respond ●Understand we may all have different responses in terms of our thoughts and the things we make. that we may share similarities ●Understand all responses are valid
Artists, Crafts people, Designers	●Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them ●become familiar with the works of named artists	To know and understand: ● Art is made in different ways. ● Art is made by all different kinds of people ● Art can be figurative or abstract. ● An artist is someone who creates ● People make art for many different reasons e.g. about things that are important to them/ to share their feelings./to explore an idea in different ways/ for fun/ to decorate a space/ to help others understand something. ● Artists living in different places at different times can be inspired by similar ideas or stories. ● Artists choose materials based on their properties in order to achieve certain effects. ● apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	● Art can be purely decorative, or it can have a purpose. ● People make art for lots of different reasons e.g. for fun, to make the world a nicer place to be, to explore big ideas, like death or nature, to make money; being an artist is a job for some people, to express their views or beliefs. ● Artworks can fit more than one genre. ● Artists make decisions about how their work will be displayed. ● Artists use drawing to plan ideas for work in different media. ● Art is influenced by the time and place it was made, and this affects how people interpret it. ● Art from the past can give us clues about what it was like to live at that time. ● Discuss how artists produced art in the past and understand the influence and impact of their methods

		• talk about art they have seen using some appropriate subject vocabulary. • study famous works learning how and when they were made. They describe the content and the feelings and emotions conveyed by the work	and styles on art today • Artists have different materials available to them depending on when they live in history • Artists can work in more than one medium..
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Level Expected at the End of EYFS			
This outlines the most relevant statements from Development Matters age ranges for Three and Four-Year-Olds and Reception, as well as highlighting the statements within the ELGs which feed into the programme of study for Art	Nursery 3- and 4-year-olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
		Expressive Arts and Design	• 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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.
	Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
		Expressive Arts and Design	• 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
	ELG	Physical Development Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

		Expressive Arts and Design Creating with Materials	• 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
Key Stage 1 (End of key stage expectations)	Pupils should be taught • 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.		
Key Stage 2 (end of key stage expectations)	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 • 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.		
Impact The expected impact will be that the children will: • Produce creative work, exploring and recording their ideas and experiences. • Be proficient in drawing, painting, sculpture and other art, craft and design techniques • Develop and build upon their Art and Design skills and knowledge as they progress from EYFS to KS2 • Evaluate and analyse their own and others' creative works using subject-specific language. • Know about great artists, designers and craft makers • Meet the expectations outlined in the National Curriculum for Art and design.			

Art Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS Year A & B Delivered through continuous provision and some focused teaching tasks	Drawing- Develop drawing skills, a firm hand grip and control of a range of tools and materials. Draw enclosures, lines and shapes and to fill with colour using chalk, crayons, felt tips and pencils accurately to create drawings of storybook characters or farm animals according to core text Observational drawing of flowers, trees and leaves	Sculpture- Using playdough, salt dough to make 3-D shapes. Making things out of recycled resources. Craft/ textiles/ Collage- Making stick puppets Artist focus: Year A Wassily Kandinsky Artist focus: Year B Yayoi Kusama	Painting- painting with a range of different brushes, rollers, sponges Mixing colours from primary coloured powder paint in mixing trays and on paper. Exploring and naming colours. Adding black or white to change the tone. Add PVA to make it shiny. add various materials eg sand to create different textures to create landscapes and habitats according to the core text	Craft/ textiles/ Collage- Collage a story character/ animal Drawing faces, portraits to show different feelings using different material, wool or papers to add texture or collage effects	Drawing Observational drawing and printing with fruit and vegetables Sculpture Making pictures with food, leaves and forest litter Printing - repeating patterns with fruit and vegetables	Craft- Threading around a shape and embellishing Collage- Making pictures with different papers to collage eg tissue scrunched or overlaid to combine colours Printing- Making symmetrical pictures by painting folding paper
KS1 Year A	Main focus: Drawing Spirals	Main focus: Printing Simple Printmaking	Main focus: Sculpture Playful Making	Main focus: Painting Exploring watercolour	Main focus: Sculpture Making Birds	Artist focus: Sonia Delaunay
KS1 Year B	Main focus: Drawing Explore and Draw	Main focus: Printing Exploring the world through monoprint	Main focus: Painting Expressive painting	Main focus: Sculpture Be an architect	Main focus: Collage Inspired by Flora and Fauna	Artist focus: JMW Turner
KS2 Year A	Main focus: Collage Working with Shape and Colour	Main focus: Sculpture Festival Feasts	Main focus: Drawing Telling Stories Through Drawing & Making	Artist focus: Andy Warhol	Main focus: Painting Using Natural Materials to Make Images	Main focus: Sculpture The Art of Display
KS2 Year B	Main focus: Sculpture	Main focus: Painting Exploring Still Life	Main focus: Painting Cloth, Thread, Paint	Main focus: Drawing Gestural Drawing with Charcoal	Main focus: Collage Exploring Pattern	Artist focus: Esther Mahlangu

	Sculpture, Structure, Inventiveness & Determination					
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