

Aims:

The national curriculum for art and design aims to ensure that all pupils:
Produce creative work, exploring their ideas and recording their experiences
Become proficient in drawing, painting, sculpture and other art, craft and design techniques
Evaluate and analyse creative works using the language of art, craft and design
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Three and Four pupils should be taught to:

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]
To learn about great artists, architects and designers in history

Year Two and One pupils should be taught to:

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
To learn 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.

Children within our EYFS should be taught to:**Birth to 3:**

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Start to make marks intentionally.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Explore different materials, using all their senses to investigate them.
Manipulate and play with different materials.
Use their imagination as they consider what they can do with different materials.

Three and Four year olds:

Explore different materials freely, 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 Children:

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:

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.

Step by Step Learning

Art

Drawing

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

Express Ideas and Feelings Visually

- **Pupils use drawing to communicate thoughts, emotions, and narratives.**
- **They create symbolic or abstract representations, particularly in response to themes or stimuli.**

2. Record Observations Accurately

- **Pupils draw from life, using observation to capture detail, proportion, and form.**
- **They develop an understanding of light, shadow, and perspective.**

3. Use Drawing to Explore and Develop Ideas

- **Sketchbooks are used as a space to test, plan, and refine ideas.**
- **Pupils investigate different drawing styles and purposes**

4. Experiment with Materials and Techniques

- **Pupils explore various drawing media (pencils, charcoal, ink, pastels).**
- **They manipulate tools to create different lines, tones, textures, and effects.**

5. Develop Control and Precision

- **Through repetition and feedback, pupils improve the accuracy of their mark-making and hand-eye coordination.**
- **They show increased skill in creating depth and form through shading and composition.**

6. Reflect on and Evaluate Drawing Work

- **Pupils are taught to review their own and others' drawings constructively.**
- **They make purposeful adjustments and explain choices in technique or subject matter.**

Year Four

Combine drawing techniques (hatching, cross-hatching, blending) for effect.

Reflect on and improve work using feedback and self-evaluation.

Use measuring or reference lines to support accuracy.

Introduce simple perspective (e.g., objects getting smaller in the distance).

Understand different tools give different effects.

Make more thoughtful evaluations of their own and others' work.

Implement improvements.

Year Three

Use sketchbooks to plan and develop drawing ideas and experiment with techniques.

Draw from memory and imagination with increasing detail.

Use line, tone, and proportion to create more realistic representations.

Draw from real life with increased accuracy and attention to proportion.

Begin using shading to show form and depth.

Use marks to suggest surface texture (wood, metal, fabric).

Make simple changes based on reflection.

Year Two

Record observations with growing accuracy (e.g., using viewfinders or direct observation).

Begin to consider scale and placement on the page.

Use a wider range of lines to show texture and form (e.g., hatching, cross-hatching).

Start drawing more complex forms with improved proportion (e.g., limbs in the correct place).

Use drawing to represent mood or movement

Talk about what they've drawn and what worked well.

Year One

Draw with increasing attention to shape and proportion.

Begin adding basic features (e.g., facial features, limbs, windows on a house)

Explore different drawing tools (pencils, crayons, chalk) with increasing control.

Explore line quality (thick, thin, wavy, jagged).

Draw from both real objects and imagination.

Observe and replicate simple details.

EYFS

Use a range of mark-making tools (crayons, pencils, chalk, etc).

Develop fine motor control (grip, pressure, movement).

Make marks to represent objects, thoughts, or feelings.

Begin to draw from observation (e.g. faces, familiar objects).

Draw simple shapes and combine them (e.g. circles for faces, rectangles for houses).

Talk about their drawings and what they represent.

Begin to use words like "line," "big," "round," "dark."

Step by Step Learning

Art

Painting

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

1. Express Mood and Ideas Through Colour
 - Use colour purposefully to convey feelings, atmosphere, or themes (e.g., warm vs. cool colours, contrasting tones).
2. Mix and Apply Colour with Increasing Confidence
 - Understand and mix primary, secondary, and tertiary colours.
 - Create tints, tones, and shades by adding black or white.
3. Use Tools and Techniques with Control
 - Use brushes of different sizes and types effectively.
 - Apply paint using techniques such as layering, dabbing, scumbling, and washes.
4. Explore Surface and Texture
 - Paint on different surfaces (e.g., paper, fabric, canvas).
 - Incorporate texture through techniques or mixed media.
5. Draw Inspiration from Artists and Styles
 - Respond to the work of famous painters (e.g., Van Gogh, Kandinsky) by applying similar techniques or styles.
 - Recognise and compare traditional and contemporary painting methods.
6. Develop and Refine Ideas in a Sketchbook
 - Test colours and combinations before committing to final pieces.
 - Plan compositions and evaluate what works well or needs improvement.
7. Evaluate Painting with a Critical Eye
 - Discuss choices made during the process.
 - Make improvements based on reflection or peer feedback.

Year Four

Experiment with painting on various surfaces (e.g., canvas, fabric, textured paper).

Use fine brushes for detail and wider brushes for washes.

Choose colour schemes intentionally (e.g., cool colours for calm).

Paint with improved proportion and perspective.

Include background, foreground, and simple spatial depth.

Evaluate artwork using structured vocabulary (e.g., "composition," "technique," "effect").

Make considered improvements based on reflection.

Year Three

Mix colours with greater precision, including tints (white) and shades (black).

Use a wider range of techniques, including washes and layering.

Use a range of brush techniques (stippling, blending, dry brush) for texture and detail.

Use thin and thick brushes for different purposes.

Understand complementary colours and how they create contrast.

Use more specific vocabulary (e.g., "gradient," "contrast,")

Begin peer evaluation and self-reflection with support.

Year Two

Experiment with tints and shades by adding white or black.

Improve brush control for detail and coverage.

Paint themed artwork (e.g., seasons, characters) with more form and detail.

Explore resist techniques (e.g., wax and wash).

Combine paint with other materials (e.g., sand, glue) for texture.

Use vocabulary like "tone," "shade," "texture."

Reflect on what works well and how they might improve their painting

Year One

Use a range of colours to create simple paintings.

Mix primary colours to create secondary colours.

Understand how different brushes create different effects.

Use basic terms like "mix," "bright," "dark," "smooth."

Describe what they have painted and why.

EYFS

Explore and experiment with different painting techniques and tools.

Use a range of colours to create simple paintings.

Identify and name basic colours.

Begin to mix colours informally (e.g., noticing what happens when colours mix).

Use paint to express feelings, ideas, or familiar experiences.

Paint on different scales (large paper, easel, table) and surfaces (cardboard, outdoor surfaces).

Step by Step Learning

Art

3D Sculpture

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

1. **Construct and Manipulate Materials to Create 3D Forms**
 - **Build freestanding or relief sculptures using various materials (clay, card, wire, natural objects).**
 - **Understand how to assemble, shape, and join materials securely.**
2. **Explore Form, Shape, and Space**
 - **Develop awareness of scale, symmetry, and proportion in 3D forms.**
 - **Experiment with positive and negative space.**
3. **Use Tools and Techniques with Control and Purpose**
 - **Use tools to pinch, carve, model, roll, and join materials.**
 - **Work with both soft (clay, dough) and rigid (cardboard, wood) materials.**
4. **Apply Surface Texture and Decoration**
 - **Use techniques such as etching, scoring, impressing, or painting to enhance sculpture.**
 - **Consider how surface finishes (glaze, paint, collage) affect visual impact.**
5. **Plan, Design, and Reflect on 3D Work**
 - **Use sketchbooks to visualise and test ideas before constructing.**
 - **Reflect on structure, stability, and effectiveness of design.**
6. **Explore Sculpture Through Artists and Cultures**
 - **Learn from a range of sculptors (e.g., Barbara Hepworth, Henry Moore, Louise Bourgeois).**
 - **Recognise how sculpture is used across cultures and historical periods.**
7. **Evaluate and Refine 3D Work**
 - **Assess the success of construction and visual communication.**
 - **Make improvements based on feedback and experimentation.**

Year Four

Use tools and equipment safely to shape and refine sculptures.

Create design sketches

Combine different materials (e.g., wire, paper mâché, card, fabric) to create mixed-media sculptures.

Smooth, paint, or glaze surfaces for presentation.

Use specific language to critique form, style, and meaning.

Compare and contrast different sculptural approaches.

Year Three

Use tools and equipment safely to shape and refine sculptures.

Design and construct more complex 3D forms with awareness of balance and proportion.

Apply specific techniques (e.g., scoring and slipping clay) to build with purpose.

Work at different scales—miniature, life-size, or group work.

Consider composition from all angles (sculpture in the round).

Refine sculpture based on feedback or observation.

Year Two

Construct more stable and planned forms using recycled or craft materials.

Use a wider range of tools to shape, model, and join clay or modelling compounds.

Begin to apply surface textures or decorative finishes (e.g., paint or natural items).

Understand that adding or removing material changes form.

Talk about what worked and what could improve.

Use words like “form,” “structure,” “texture,” “join.”

Year One

Use a variety of natural, recycled, and manufactured materials for sculpting, e.g., clay, straw, and card.

Use a variety of techniques, e.g., rolling, cutting, pinching.

Join materials using basic techniques (glue, tape, folding).

Explore texture by pressing, poking, rolling, or imprinting into clay or dough.

Explore balance and stability in freestanding models.

Use tools to make patterns, marks, and textures.

Use sculpture to express simple ideas or feelings.

EYFS

Use a variety of techniques, e.g., rolling, cutting, pinching.

Explore shaping and joining using malleable materials (e.g., playdough, clay, recycled items).

Create simple 3D forms based on real or imagined objects.

Use hands and simple tools (cutters, rollers, sticks) to shape and mark surfaces.

Create textures with found materials (e.g., leaves, string, stamps).

Step by Step Learning

Art

Collage

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

1. Materials and Techniques
 - Experiment with a variety of materials: paper, fabric, magazines, natural objects.
 - Learn techniques such as tearing, cutting, overlapping, layering, and sticking.
 - Use adhesives effectively (e.g., glue sticks, PVA, Mod Podge).
2. Composition and Arrangement
 - Explore composition: balancing elements, creating focal points.
 - Arrange materials to convey a theme, mood, or narrative.
 - Understand foreground, middle ground, and background in layered work.
3. Texture and Surface
 - Explore how texture is created using different materials.
 - Combine 2D and 3D elements for tactile collage outcomes.
4. Colour and Pattern
 - Use colour to create mood or emphasis.
 - Select and combine patterned papers for contrast and cohesion.
5. Cultural and Historical Context
 - Study artists known for collage (e.g., Henri Matisse, Romare Bearden, Kurt Schwitters).
 - Explore how collage is used in different cultures or art movements (e.g., Cubism, Dada).
6. Evaluation and Reflection
 - Describe choices made in their work and evaluate outcomes.
 - Reflect on how collage can communicate ideas or stories.

Year Four

Select materials with purpose to suit a theme or concept.

Apply layered effects with increasing confidence.

Combine 2D and 3D elements to enhance visual impact.

Create mood and contrast through thoughtful colour and pattern use.

Use peer critique and self-reflection to refine work.

Year Three

Experiment with new materials (e.g., magazine images, recycled items).

Plan a collage layout before sticking down.

Purposefully use texture to enhance meaning (e.g., rough = destruction).

Combine colour and pattern for visual cohesion or contrast.

Reflect on their own and peers success.

Year Two

Tear and cut with more precision.

Begin to select tools independently.

Use layering techniques to build depth (foreground vs background).

Combine flat and textured materials (e.g., cotton wool, foil).

Use colour schemes purposefully (e.g., warm vs cool colours).

Use simple art vocabulary to evaluate and suggest improvements.

Year One

Begin to cut and tear with control.

Place and overlap materials with intention (e.g., to create a tree or face).

Choose colours to match a theme (e.g., fire for warmth).

Say what they like about their collage and what they might change

EYFS

Handle and explore materials such as paper, fabric, and natural items.

Use simple tools to cut, tear, and glue materials.

Freely arrange materials on a surface (no formal composition required).

Then begin to place objects with intention (e.g., sky at top, ground at bottom)

Enjoy sensory experiences of smooth, rough, soft, etc.