

Art Curriculum Overview – 2021 / 2022

Early Years

Age Bands	Area of Learning	Art Learning Pathway	What does progression look like?
3-4 Years	Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Children mark make (e.g., paint, chalk, water) on vertical surfaces (walls/easels) with large shoulder movements, CHILDREN MUST BE ABLE TO CROSS THE MID-LINE OF THEIR BODIES. When children have developed the core strength and stability to support fine motor skills (move/ rotate lower arms and wrists) they can move on to using tools such as pencils, paint brushes scissors with correct grip. Children can manipulate materials with a planned outcome – weaving strips, clay, sewing with large needle and thread.</p>
	Expressive Arts and Design	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Children will start to express ideas and feelings through mark making – fingers in cornflour, sticks in mud, hands in paint. They will start to learn colour names 0-3 years. Children move on to plan what they want to create and have an idea of an outcome.</p> <p>Their drawings and paintings are representative of people objects and emotions. Drawings and paintings have elements of detail - colour, movement and line.</p> <p>Children draw from imagination and observation. They can improve observational drawing by looking for key features.</p> <p>Children are taught to explore colour mixing so they are able by Reception to match the colours they see and want to represent.</p> <p>Children notice features in the natural world, talking about colours, shapes, texture.</p> <p>Children are inspired by artist's work on visits to galleries and museums. In making progress they are able to recognise features on artist's work in their own work.</p>
	Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	

	Expressive Arts and Design		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	
ELG	Physical Development	Gross Motor Skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
		Fine Motor Skills	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	
	Expressive Arts and Design	Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	

Year 1

Term 1

Art Painting <u>Media</u> Water colours Block paint	Skill: Painting Focus Artist: Kandinsky Skills and Knowledge <ul style="list-style-type: none"> • Identify the primary and secondary colours by name. • Mix colours to get shade and tints. • Start to create the tertiary colours. • Try out and develop a range of materials and processes to create texture/patterns/shape/lines and recognise that they have different qualities. • Use paint to develop ideas, experiences, and imagination. • Recognise that ideas can be expressed in artwork. • Create simple representations of people and other simple ideas. • Know how to explain what they are doing. • Know how to recognise and describe some simple characteristics of different kinds of art and artists.
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Term 2

Art Drawing <u>Media</u> HB Pencils Felt tips Colouring pencils	Spring 1 Skill: Drawing Focus Artist: Beatrix Potter Skills and Knowledge <ul style="list-style-type: none"> • Sustain concentration and control when experimenting with drawing tools. (In sketching/shading/creating texture/lines) • Recognise that ideas can be expressed in artwork. • Know how to recognise and describe some simple characteristics of different kinds of art and artists. 	Spring 2 – Art for Delight (Art to entertain or for pleasure) Whole School Purposes for Art Exhibition - Mixed Media <ul style="list-style-type: none"> • Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. Mixed Media Artists for inspiration – Eric Carle, Njideka Akunyili, Matisse, Deborah Roberts (Including textiles and printing)
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Term 3

Art Sculpture	Summer 1 Skill: Sculpture Focus Artist: Henry Moore	Summer 2 Whole School Exhibition of Historical Artefacts
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<p><u>Media</u></p> <p>Clay Plaster of Paris</p>	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Use different media (clay/plaster of Paris) to design and make a product. • Try out a range of materials and processes and recognise that they have different qualities. • Make a sculpture from a range of artists studied. • Use material purposefully to achieve particular characteristics or qualities. • Sustain concentration and control when experimenting with tools and materials. • Start to know the names of tools. • Know how to recognise and describe some simple characteristics of different kinds of art and artists. 	<ul style="list-style-type: none"> • Children will apply their skills in all disciplines to the creation of historical artefacts.
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Year 2

Term 1

Art Painting <u>Media</u> Block paint Ready mix Paint	Skill: Painting Focus Artist: Van Gogh Skills and Knowledge <ul style="list-style-type: none">• Know names of colours learned from year 1.• Deliberately use and choose a range of techniques for colour, pattern, lines, form, space and texture (investigate tone).• Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve. (Using self-discipline)• Use painting to create, develop and share their ideas, experiences and imagination.• Try out different activities and make sensible choices about what to do next.• When looking at creative work express clear preferences and give some reasons for these. (link to own painting)
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Term 2

Art Drawing <u>Media</u> HB pencils Colouring pencils Charcoal Black Fine liners	Spring 1 Skill: Drawing Focus Artist: AA Milne Skills and Knowledge <ul style="list-style-type: none">• When looking at drawings express clear preferences and give some reasons for these.• Use drawing to record ideas and experiences.• Create own drawing (link own drawing to artist)• Deliberately choose to use particular techniques for a given purpose. (Darker/lighter shades, shape perspective etc)	Spring 2 – Art for Commemoration (celebrating or mourning a key event or person) Whole School Mixed Media Purposes for Art Exhibition <ul style="list-style-type: none">• Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. Mixed Media Artists for Inspiration – Eric Carle, Njideka Akunyili, Matisse, Deborah Roberts (Including textiles and printing)
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Term 3

Art Sculpture <u>Media</u> Paper Mache Recycling Materials	Summer 1 Skill: Sculpture Focus Artist: Takashi Murikama Skills and Knowledge <ul style="list-style-type: none">• Develop and exercise some care and control over the range of materials they use for sculpture. For example, they do not accept the first mark but seek to refine and improve.• Know that different forms of creative works in sculpture are made by artists, craftspeople and designers, from all cultures and times. (Make and link to own sculpture)• Use sculpture to develop, create work and share their ideas, experiences and imagination.• Talk about the materials, techniques and processes they have used, and know some vocabulary. For example, the tools names.	Summer 2 Whole School Exhibition of Historical Artefacts <ul style="list-style-type: none">• Children will apply their skills in all disciplines to the creation of historical artefacts.
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Year 3

Term 1

Art Painting <u>Media</u> Block paint Ready Mix paint Printing/ink	Autumn Skill: Painting Focus Artist: Picasso Skills and Knowledge <ul style="list-style-type: none"> • Use sketchbooks to record observations of paintings, plan and shape their own ideas for painting. • Develop practical skills by experimenting with colour, line, shapes, form, space (Building from KS1). • Develop practical skills by experimenting with, and testing the qualities of a range of different painting materials and techniques. (printing/patterns/texture/layers). • Select, and use appropriately, a variety of materials/paints and techniques in order to create their own work. • Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it.
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Term 2

Art Drawing <u>Media</u> Range of HB pencils Colouring pencils chalk	Spring 1 Skill: Drawing Focus Artist: Raymond Briggs Skills and Knowledge <ul style="list-style-type: none"> • Build from KS1 - develop practical skills by experimenting with and testing the qualities of a range of different materials (pencil, charcoal) and techniques. (rubblings) • Select, and use appropriately, a variety of materials and techniques in order to create their own work. • Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. 	Spring 2 – Art for Worship or Ritual (Art to depict a religious image or theme or made for a religious context) Whole School Mixed Media Purposes for Art Exhibition <ul style="list-style-type: none"> • Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. Mixed Media Artists for Inspiration – Eric Carle, Njideka Akunyili, Matisse, Deborah Roberts (Including textiles and printing)
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Term 3

Art Sculpture <u>Media</u> Plaster of Paris Wire	Summer 1 Skill: Sculpture Focus Artist: Alberto Giacometti Skills and Knowledge <ul style="list-style-type: none">• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas to create own sculpture.• Develop practical skills by experimenting with, and testing the qualities of clay, mouldable materials.• Know how to explain the ways of using some of the tools and techniques they have chosen to work with.• Know about (and be able to describe) the work of some artists, craftspeople, architects and designers from history.	Summer 2 Whole School Exhibition of Historical Artefacts <ul style="list-style-type: none">• Children will apply their skills in all disciplines to the creation of historical artefacts.
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Year 4

Term 1

Art Painting <u>Media</u> Block paint Water colours Ready Mix paint Print ink	Autumn Skill: Painting Focus Artist: Jackson Pollack Skills and Knowledge <ul style="list-style-type: none"> • Use sketchbooks and drawing, purposefully to improve own paintings. • Investigate the nature and qualities of different paint materials. • Develop key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers in history that they have studied. • Apply the technical skills they have learned to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes. • Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.
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Term 2

Art Drawing <u>Media</u> Range of HB pencils Fine and thick black liners chalk	Spring 1 Skill: Drawing Focus Artist: Quentin Blake Skills and Knowledge <ul style="list-style-type: none"> • Use sketchbooks and drawing, purposefully to improve. • Apply the technical skills they are learning to improve the quality of their work. For example, they select and use different pencils, pens, charcoal etc for different purposes. • Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. 	Spring 2 - Art for Commentary (Observation or opinion, social or political commentary) Whole School Mixed Media Purposes for Art Exhibition <ul style="list-style-type: none"> • Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. Mixed Media Artists for Inspiration – Eric Carle, Njideka Akunyili, Matisse, Deborah Roberts (Including textiles and printing)
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Term 3

<p>Art Sculpture</p> <p><u>Media</u></p> <p>Cardboard</p> <p>Wire</p>	<p>Summer 1</p> <p>Skill: Sculpture</p> <p>Focus Artist: Alexander Calder</p> <p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Use sketchbooks and drawing, purposefully to improve own ideas. • Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers in history that they have studied. • Investigate the nature and qualities of clay. • Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. • Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. 	<p>Summer 2</p> <p>Whole School Exhibition of Historical Artefacts</p> <ul style="list-style-type: none"> • Children will apply their skills in all disciplines to the creation of historical artefacts.
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Year 5

Term 1

Art Painting <u>Media</u> Batik watercolours	Autumn Skill: Painting Focus Artist: Hokusai Skills and Knowledge <ul style="list-style-type: none"> • Confidently and independently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information ready to make and create their painting. • Confidently investigate and exploit the potential of new and unfamiliar materials (different paints/ink/dye) For example, try out several different ways of using the paint and materials in ways that that are new to them. • Engage in open ended research and discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context to develop their own ideas. Regularly reflect on their work.
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Term 2

Art Drawing <u>Media</u> Fine pencils Pastels Black thin and thick liners Felt tip pens	Spring 1 Skill: Drawing Focus Artist: Nick Sharratt Skills and Knowledge <ul style="list-style-type: none"> • Confidently and independently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information for drawing (Using different pencils, pens, charcoal, crayon etc) • Know how to research and discuss similar drawing and sketching ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions. • Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. 	Spring 2 Art for Propaganda (Art with a message to influence others) Whole School Mixed Media Purposes for Art Exhibition <ul style="list-style-type: none"> • Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. Mixed Media Artists to Inspire – Eric Carle, Njideka Akunyili, Henri Matisse, Deborah Roberts (Including textiles and printing)
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Term 3

<p>Art Sculpture</p> <p><u>Media</u></p> <p>Wire Recycling materials</p>	<p>Summer 1</p> <p>Skill: Sculpture</p> <p>Focus Artist: Louise Bourgois</p> <p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Engage in open ended research and exploration in the process of initiating and developing their own personal ideas for sculptures. • Confidently investigate and exploit the potential of new and unfamiliar materials (For example different ways to use clay tools, add embellishments, beads, texture, create patterns) • Know how to research/discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions. • Use their technical expertise to make work which effectively reflects their ideas and intentions. Understand how to describe the processes to achieve a high-quality outcome. 	<p>Summer 2</p> <p>Whole School Exhibition of Historical Artefacts</p> <ul style="list-style-type: none"> • Children will apply their skills in all disciplines to the creation of historical artefacts.
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Year 6

Term 1

<p>Art Painting</p> <p><u>Media</u></p> <p>Ready Mix Watercolours Pastels</p>	<p>Skill: Painting Focus Artist: David Hockney Skills and Knowledge</p> <ul style="list-style-type: none"> Investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, to show how their work will be produced and how the qualities of different paints/materials will be used. Compare to great artists studied. Independently take action to refine their technical and craft skills, in order to improve their mastery of materials and techniques in paint. (Use other media – ink, batik, wax to change the texture etc) Independently select and effectively use, relevant processes in order to create successful and finished work. Know technical vocabulary and techniques.
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Term 2

<p>Art Drawing</p> <p><u>Media</u></p> <p>Felt tip pens Charcoal Chalk Thin and thick black liners Pastels</p>	<p>Spring 1 Skill: Drawing Focus Artist: Maurice Sendak Skills and Knowledge</p> <ul style="list-style-type: none"> Independently use sketchbooks to test ideas and create plans. For example, sketchbooks will show in advance how work will be produced/look like and how the qualities of different pens, crayons, pencils / materials will be used. Independently take action to refine their technical and craft skills in order to improve their mastery of materials in drawing (pencil, charcoal, pens) and techniques. Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work and compare to great artists. 	<p>Spring 2 Art for Self-Expression (Art that expresses the emotional state of the artist)</p> <p>Whole School Mixed Media Purposes for Art Exhibition</p> <ul style="list-style-type: none"> Pupils will apply their skills in all disciplines to the celebration of a particular purpose for art. <p>Mixed media artists for inspiration – Eric Carle, Njideka Akunyili, Matisse, Deborah Roberts.</p> <p>(Including textiles and printing)</p>
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Term 3

Art Sculpture <u>Media</u> Clay	Summer 1 Skill: Sculpture Focus Artist: Barbara Hepworth Skills and Knowledge <ul style="list-style-type: none">• Independently take action to refine their technical and craft skills in order to improve their mastery of materials (in clay) and techniques needed to accomplish this.• Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.• Independently select and effectively use relevant processes in order to create successful and finished work.	Summer 2 Whole School Exhibition of Historical Artefacts <ul style="list-style-type: none">• Children will apply their skills in all disciplines to the creation of historical artefacts.
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