

Art Curriculum - EYFS

<p><u>Early Years Curriculum:</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Expressive arts and design: Exploring and using media and materials</li> </ul>	
<p><u>Nursery Coverage</u></p>	<p><u>Reception Coverage</u></p>
<p>In Nursery pupils will follow these themes. However, themes may change as a result of following children's interests.</p> <p>Autumn Term - Once Upon a Rhyme (nursery rhymes/action rhymes)</p> <p>Spring Term - All about me (Me, myself, I/growing up)</p> <p>Summer Term - Let's explore (Journeys/We're going on a Bear Hunt)</p>	<p>In Reception pupils will follow these themes. However, themes may change as a result of following children's interests.</p> <p>Autumn Term - I wonder who I am? I wonder what's special?</p> <p>Spring Term - I wonder how it feels? I wonder who is a hero?</p> <p>Summer Term - I wonder what's out there? I wonder what moves?</p>
<p><u>Nursery End points</u></p>	<p><u>Reception End points</u></p>
<ul style="list-style-type: none"> <li>I can use large muscles to wave flags and streamers, paint and make marks.</li> <li>I can choose the right resources to carry out my own plan.</li> <li>I can use one-handed tools and equipment, for example, making snips with scissors.</li> <li>I can use a comfortable grip with good control when holding pens and pencils.</li> <li>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>I can develop my own ideas and then decide which materials to use to express them.</li> <li>I can explore different textures.</li> <li>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>I can use drawing to represent movement or loud noises.</li> <li>I can show emotion in my drawings and paintings, like happiness, sadness, fear, etc.</li> <li>I can explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</li> <li>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> <li>I can create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Early Learning Goals:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> <li>Safely explore and use a variety of materials, tools and techniques, experimenting with colour, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

## Art Curriculum - Key Stage 1

### National Curriculum:

Pupils should be taught about:

- 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

### Year 1 Coverage

Autumn Term - 'All about me' Drawing toys and Digital art  
Spring Term - 'What's around here?' Collage - Georgia O'Keefe  
Summer Term - 'Animal Allsorts' Clay Sculpture

### Year 2 Coverage

Autumn Term - 'Through the keyhole' Pattern and Printing - William Morris  
Spring Term - 'Kings and Queens' Drawing portraits  
Summer Term - 'Off to the seaside' Painting Landscapes - George Seurat

### Year 1 End points

#### Knowledge & Understanding

I can talk about a range of artists, craft-makers and designers

#### Skills

I can use drawing materials to make different marks  
I can draw from first hand observation  
I can create images using collage materials  
I can create a clay sculpture using simple joining techniques and tools to create pattern effects.  
I can create a simple design of what I would like my artwork to look like.  
I can evaluate my own Art work by saying what I like and dislike

### Year 2 End points

#### Knowledge & Understanding

I can talk about a range of artists, craft-makers and designers by making links to my own work

#### Skills

I can use drawing materials to make different marks, patterns and create different tones  
I can draw from first hand observation using a range of different marks to add detail  
I can use different painting techniques similar to the artist studied  
I can create a design of what I would like my art work to look like  
I can express my views on my own and others' work  
I can evaluate my own artwork by saying what I like dislike and how I would improve my work.

## Art Curriculum -Key Stage 2

### National Curriculum:

Pupils should be taught about:

- 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.

### Year 3 Coverage

Autumn Term - 'A journey across the ages' Movement in art-Cave drawings and paintings  
 Spring Term - 'What's on our doorstep?' Black Country Sculptures - Willard Wigan/ Henry Moore  
 Summer Term - 'Romans and Italy' Collage (Mosaics) - Antoni Gaudi

### Year 4 Coverage

Autumn Term - 'H2O' Painting using water colours - Claude Monet  
 Spring Term - 'Invaders' Pastels and silhouettes - Stimulus is Reykjavik Northern Lights and Van Gogh's Starry Night  
 Summer Term - 'Amazing Amazon' Mixed Media (Painting and collage) - Henri Rousseau

### Year 3 End points

#### Knowledge and Understanding

I can recall information about artists, architects and designers.

#### Skills

I can draw from first-hand observations

I can create the appearance of different textures

I can use different tones using drawing materials

I can create a sculpture

I can use collage materials to create a mosaic

I can use my ideas to design what I want my intended artwork to look like

I can use ICT to support the design process

I can evaluate my own and others' work and comment on similarities and differences

### Year 4 End points

#### Knowledge & Understanding

I can recall information about artists

#### Skills

I can explore ideas and collect information to begin to develop my work (including ICT)

I can draw from first hand observations

I can use paint techniques (watercolours) to create different shades.

I can use different painting techniques to create different effects

I can use multiple media within one piece of artwork

I can create digital art in the style of an artist

I can comment on similarities and differences between my own and others' work

I can make suggestions of how to adapt and improve my own and others' work

Year 5 Coverage	Year 6 Coverage
<p>Autumn Term - 'Rites and Rituals' 3D sculpture using paper mache or mod roc to make Mayan masks - Cultural influences and crafts people</p> <p>Spring Term - 'The Ancient Greeks' Sculpture - Greek Vase - Kate Malone</p> <p>Summer Term - 'London - Then and Now' Drawing landscapes - Rembrandt</p>	<p>Autumn Term - 'Black Out!' Portraying emotion through art - silhouette images - Wilhelm Gross</p> <p>Spring Term - 'The Lost World' Textiles - Batik</p> <p>Summer Term - 'The World is our Oyster - A time to shine!' Textiles - tie dye and screen printing - Pop art Andy Warhol/ Roy Lichtenstein/ Bridget Riley</p>
Year 5 End points	Year 6 End points
<p><u>Knowledge &amp; Understanding</u></p> <p>I can recall information about how historical traditions can be celebrated through art</p> <p>I can recall information about artists and designers</p> <p><u>Skills</u></p> <p>I can explore ideas and collect information to develop my work</p> <p>I can use my knowledge of shape, pattern and line to create patterns</p> <p>I can sketch from observation in detail</p> <p>I can use perspective drawing techniques to create depth and realism</p> <p>I can create a sculpture using paper mache</p> <p>I can create a sculpture using clay and use a variety of tools to add detail</p> <p>I can use multiple media within one piece of artwork</p> <p>I can compare and comment on ideas, methods and approaches used in my own and others Art work beginning to relate these to the context in which the work was made</p> <p>I can adapt and improve my own and others work by beginning to realise intentions</p>	<p><u>Knowledge &amp; Understanding</u></p> <p>I can recall information about how historical traditions can be celebrated through art</p> <p>I can recall information about artists and designers</p> <p>I can explore a significant movement in Art</p> <p><u>Skills</u></p> <p>I can create images using a Scherenschnitte</p> <p>I can portray emotion in my art work</p> <p>I can create art work using the skill batik</p> <p>I can create purposeful designs using screen print techniques</p> <p>I can explore ideas to help me develop my work taking account of the purpose</p> <p>I can analyse and comment on my ideas and methods and refine my work to reflect my view on its purpose</p>