



Art Curriculum Design

Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overview	<p>Expressive art and design/creating with materials.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Share their creations, explain the process they have used.</p> <p>Create with materials: safely use and explore a variety of materials, tools and techniques to experiment with painting, sculpting and drawing.</p>	<p>Learn about the work of a range of artists.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Use range of materials to sculpt, paint and draw.</p> <p>Use techniques in: Texture, Form and Space</p>	<p>Learn about the work of a range of artists.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Use range of materials to sculpt, paint and draw.</p> <p>Use techniques in: Texture, Form and Space</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture.</p> <p>Study of great a great artist.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Improve their mastery of art and design techniques, including drawing.</p> <p>Study of great a great artist.</p> <p>Learn about great architects or designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Improve their mastery of art and design techniques, including drawing.</p> <p>Study of great a great artist.</p> <p>Learn about great architects or designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Study artwork by both female and male artists from a diverse range of cultural backgrounds.</p> <p>Improve their mastery of art and design techniques, including drawing.</p> <p>Study of great a great artist.</p> <p>Learn about great architects or designers in history.</p>
Drawing skills progression	<p>Begin to use a variety of drawing tools for example finger, stick, pencil, chalks.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines – thick, thin, wavy straight. To illustrate this, explore different textures and experiment with different mark makings.</p> <p>Encourage accurate drawings to represent people through including all visible body parts.</p>	<p>Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Begin to layer different medias – felt tips over pastels, ballpoint over charcoal.</p> <p>Draw for a sustained period from real objects and experiment with the visual elements – line, shape, pattern and colour.</p>	<p>Drawing: Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different resources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently for own sketchbooks.</p> <p>Use research to inspire drawings from imagination and memory.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>



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Painting skills progression	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Work in a sustained and independent way to develop their own style of painting.</p> <p>This style may be through the development of colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p>
Sculpture skills progression	<p>Explore a range of Malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.</p>	<p>Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. Use patterns.</p>	<p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - clay</p>	<p>Shape, form and Construct malleable and rigid materials.</p> <p>Construct a base for extending and modelling other shapes – papier-mâché – and use for a purpose.</p>	<p>Shape, form, model and Construct malleable and rigid materials – clay</p>	<p>Shape, form, model and construct from observation and imagination.</p> <p>Plan a wire supported sculpture through drawing and other preparatory work.</p>	<p>Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock</p>



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Collage skills progression	Handle different materials from class resources. Sort materials according to specific qualities e.g. warm, cold, soft, shiny etc. Cut and stick a variety of materials.	Sort materials according to specific qualities e.g. warm, cold, soft, shiny etc. Cut and stick a variety of materials. Cut wide and narrow paper strips. Explore horizontal and vertical strips.	Overlap and overlay materials. Describe contrasts in texture and colour. Use the natural environment or townscape as a stimulus. Explore families of shapes and arrangements in a variety of manners.	Use scissors to cut complex shapes. Explore cutting skills through paper collage, low relief, fabric collage etc. Apply glue accurately. Use computing to explore collage e.g. cut and paste.	Embellish using stitching and appliqué techniques. Make patterns with interlocking shapes. Explore positive and negative shapes. Plan and work from a plan to produce a collage	Explore the translucent nature of tissue paper. Combine collage with other 2D techniques. Select materials by colour and texture to match intentions	Design an artefact, using knowledge of techniques, for a specific outcome.
Printing skills progression		Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing.	Build repeating patterns and recognise pattern in the environment. Create simple printing blocks. Design more repetitive patterns.	Create printing blocks using a relief or impressed method. Create repeating Patterns. Print with two colour overlay	Create printing blocks by simplifying an initial sketch book idea. Create repeating patterns. Print with two colour overlays	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.
Artists/artworks studied (in chronological order)	Ancient Chinese Terracotta Army (210-209BC) Henri Rousseau (1844-1910) 'The Starry Night' Vincent van Gogh (1853-1890) Hilma af Klint (1862-1944) Henri Matisse (1869-1954) Owen Mann (contemporary) Stik (contemporary)	Prehistoric (3800BC) Michelangelo (1475-1564) Peter Rubens (1577-1640) Vincent van Gogh (1853-1890) Henri Matisse (1869-1954) Piet Mondrian (1930) Yayoi Kasuma (Contemporary) Sarah Morris (contemporary)	Ancient Egyptian (3100BC-332BC) Gian Lorenzo Bernini (1598-1680) Claude Monet (1840-1926) Vincent Van Gogh (1853-1890) Constantin Brancusi (1876-1957) Horace Pippin (1888-1946) Henri Matisse (1869-1954) Banksy (contemporary)	Prehistoric (38000BC) Ancient Greek sculpture (800BC-600AD) Antonio Canova (1757-1822) Henri Matisse (1869-1954) Georges Braque (1882-1963) Aaron Douglas (1899-1979) Jackson Pollock (1912-1956) Zaha Hadid (contemporary) Anish Kapoor (contemporary)	Ancient Roman (0000) Romanesque (1000AD to 12th century) Johannes Vermeer (1632-1675) Rodin (1840-1917) Gustav Klimt (1862-1918) Wassily Kandinsky (1866-1944) Henri Matisse (1869-1954) Giacometti (1901-1966) Marcel Breuer (1902-1981)	Middle ages (500AD) Albrecht Durer (1471-1528) Edgar Degas (1834-1917) Henri Matisse (1869-1964) Picasso (1881-1973) Henry Moore (1898-1986) Barbara Hepworth (1903-1975) Philip Johnson (1906-2005)	Leonardo Da Vinci (1452-1519) (Rembrandt (1606-1669) Louisa Roldan (1653-1706) Henri Matisse (1869-1954) Edward Hopper (1882-1967) Salvador Dali (1904-1989) Louise Bourgeois (1911-2010) Bridget Riley (contemporary) Rei Kawakubo (contemporary)



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Cross-curricular links	UTW: Plants/ growing/ animal names UTW: seasons/ times of day	Geography: continents Science: Biology/ animal classification and parts of plants/ parts of human body Maths: shape names	Geography: Continents/ countries of Europe/countries and cities of UK Science: Physics/ Chemistry names of properties of materials/ Biology animal habitats Maths: properties of shape	History: ancient Greece/ stone age Geography: Capital city locations	History: Ancient Rome/ Middle Ages Geography: Comparison of two locations	History: middle ages Languages: French vocabulary Geography: Locate worlds countries using maps	Geography: Locate worlds countries using maps DT: architecture