

ART CURRICULUM COVERAGE

Level Expected at the End of EYFS

- 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;
- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Key Stage 1 National Curriculum 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 National Curriculum 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Programme

	KS1		LKS2		UKS2	
Autumn Term (Drawing)	Portraits Study of portraits by other artists and drawing self-portraits by small studies of nose, eyes, mouth etc.	Observational Sketching Drawing of still life using pencil and charcoal – London landscapes	Fruit and Vegetable Pencil, charcoal, crayons, pen, chalk and oil pastels	Observational Sketching Buildings, structure, 3D shapes – Greek architecture	Bodies Pen, charcoal, felt tip	Portraits Using different materials and techniques to create portraits Pencil, charcoal, crayons, chalk and oil pastels
Artists	Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. Pablo Picasso	Paul Kenton, Andrew Martin, John Curtis.	Carl Warner, Michael Brennand-Wood and Caravaggio.	Renaissance Architecture.	Julian Opie, Alberto Giacometti and Henry Moore.	Pablo Picasso, Paul Klee, Henri Matisse
Spring Term (Colour)	Colour Chaos Choosing, using and mixing colours. Colour theory.	Convey emotion in a self-portrait Colour mixing, perspective, drawing figures and emotions.	South American Art Drawing the other half of a famous image and collage rainforest landscapes. Colour theory.	Watercolours Using watercolours to create different art styles.	Botanical Art Colour Theory.	Digital Art https://draw.fate.org.uk/
Artists	Claude Monet, Vincent van Gogh, and Jean Metzinger.	Henri Matisse, Vincent Van Gogh, Frida Kahlo.	Henri Rousseau, John Dyer, Nixiwaka Yawanawa.	Katsushika Hokusai, JMW Turner	Margaret Mee, Marianne North, Maria Sibylla Merian, Elizabeth Blackwell, Sydney Parkinson, Anne Pratt, Arthur Harry Church	Mike Winklemann, Bradley Munkowitz Ofir Shoham, Gustavo Torres, Randy Bishop, Alex Hopwood, Minna Sundberg, Andy Warhol
Summer Term (Sculpture)	Nature Sculptures Nature sculpture. Eden specialist artists and sculptures	The Seaside Sculptures of sea life using recycled materials, glue guns, woodwork	Natural portraits Compare the textures of rigid material compared to the use of clay, Modroc, paper Mache to create portraits.	Creating 3d Insects Using clay, sticks, pipe cleaners etc.	Pottery The use of clay and progressively making a clay pot/clay mask.	Wildlife Using pencil, white pencil, print and making clay tiles
Artists	Andy Goldsworthy	Barbara Hepworth	Andrew Sinclair	Louise Bourgeois and Jennifer Angus	Heather Knight, Mark Wallinger	Brancusi, and the paper designer, Richard Sweeney

Art by artists relating to rolling programme

EYFS	Y1	Y2	Y3	Y4	Y5	Y6

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. 		Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. 		Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. 	
	<p>Skills:</p> <ul style="list-style-type: none"> Represent the human face from observation, imagination or memory. Draw a place from memory, imagination or observation. Use soft and hard media to create different types of line and shape. <p>Knowledge:</p> <ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Drawings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Soft media create darker lines. Hard media create lighter lines. Different types of line include zigzag, wavy, curved, thick. 	<p>Skills:</p> <ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory with some attention to facial features. Draw features of landscape from memory, imagination or observation, with some attention to detail. Draw natural forms from observation, imagination and memory. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Select the best materials and techniques to develop an idea. <p>Knowledge:</p> <ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. A landscape is a piece of artwork that shows a scenic view. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Materials and techniques that are well suited to different tasks. 	<p>Skills:</p> <ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Use and combine a range of visual elements in artwork. <p>Knowledge:</p> <ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Artists draw, paint or sculpt human forms in active poses. Hatching, cross-hatching and shading are techniques artists use to add texture and form. <p>Visual elements include colour, line, shape, form, pattern and tone.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Use the properties of pen, ink and charcoal to create a range of effects in drawing. <p>Knowledge:</p> <ul style="list-style-type: none"> Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. 	<p>Skills:</p> <ul style="list-style-type: none"> Review and revisit ideas and sketches to improve and develop ideas. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. Explore and create expression in portraiture. <p>Knowledge:</p> <ul style="list-style-type: none"> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. 	<p>Skills:</p> <ul style="list-style-type: none"> Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Use line and tone to draw perspective. <p>Knowledge</p> <ul style="list-style-type: none"> In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
Evaluating and analysing	<ul style="list-style-type: none"> Enjoy listening to other people's views about artwork made by themselves and by others. Feel able to express and share an opinion about their own and others artwork. 		<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. 		<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. Ask questions about process, technique, idea or outcome. Share how other artists/artwork inspired you and how your work fits into larger context. 	

Painting						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. 		Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques To improve their mastery of art and design techniques, including painting with a range of materials. 		Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques. <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including painting with a range of materials. 	
	Skills: <ul style="list-style-type: none"> Represent the human face, using painting, from observation, imagination or memory. Paint a place from memory, imagination or observation. Identify and use paints in the primary colours. Knowledge: <ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). The primary colours are red, yellow and blue. 	Skills: <ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory. Paint features of landscape from memory, imagination or observation, with some attention to detail. Paint natural forms from observation, imagination and memory. Identify and mix secondary colours. Knowledge: <ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. A landscape is a piece of artwork that shows a scenic view. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. 	Skills: <ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Identify, mix and use contrasting coloured paints. Use and combine a range of visual elements in artwork. Knowledge: <ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Artists draw, paint or sculpt human forms in active poses. Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. <ul style="list-style-type: none"> Visual elements include colour, line, shape, form, pattern and tone. 	Skills: <ul style="list-style-type: none"> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Knowledge: <ul style="list-style-type: none"> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. 	Skills: <ul style="list-style-type: none"> Mix and use tints and shades of colours using a range of different materials, including paint. Explore and create expression in portraiture. Knowledge: <ul style="list-style-type: none"> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. 	Skills: <ul style="list-style-type: none"> Knowledge: <ul style="list-style-type: none">
Evaluating and analysing	<ul style="list-style-type: none"> Enjoy listening to other people's views about artwork made by themselves and by others. Feel able to express and share an opinion about their own and others artwork. 		<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. 		<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. Ask questions about process, technique, idea or outcome. Share how other artists/artwork inspired you and how your work fits into larger context. 	

Sculpture						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. <ul style="list-style-type: none"> To use sculpture to develop and share their ideas, experiences and imagination. 		Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. 		Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. 	

	<p>Skills:</p> <ul style="list-style-type: none"> Represent the human face, using sculpture, from observation, imagination or memory with some attention to facial features. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. <p>Knowledge:</p> <ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. 	<p>Skills:</p> <ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory. Press objects into a malleable material to make textures, patterns and imprints. Sculpt natural forms from observation, imagination and memory. Select the best materials and techniques to develop an idea. <p>Knowledge:</p> <ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Materials and techniques that are well suited to different tasks. 	<p>Skills:</p> <ul style="list-style-type: none"> Create a 3-D form using malleable or rigid materials, or a combination of materials. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Use nature and natural forms as a starting point for artwork. <p>Knowledge:</p> <ul style="list-style-type: none"> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Artists draw, paint or sculpt human forms in active poses. <ul style="list-style-type: none"> Nature and natural forms can be used as a starting point for creating artwork. 	<p>Skills:</p> <ul style="list-style-type: none"> Use clay to create a detailed 3-D form. <ul style="list-style-type: none"> Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. <p>Knowledge:</p> <ul style="list-style-type: none"> Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3D forms. <ul style="list-style-type: none"> Art can be developed that depicts the human form to create a narrative. 	<p>Skills:</p> <p>Create a relief form using a range of tools, techniques and materials.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. <p>Skills:</p> <ul style="list-style-type: none"> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. <p>Knowledge:</p> <ul style="list-style-type: none"> A 3-D form is a sculpture made by carving, modelling, casting or constructing
Evaluating and analysing	<ul style="list-style-type: none"> Enjoy listening to other people's views about artwork made by themselves and by others. Feel able to express and share an opinion about their own and others artwork. 	<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. 	<ul style="list-style-type: none"> Express and share opinions on their own and others artwork. Think about why the work was made, as well as how. Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time. Ask questions about process, technique, idea or outcome. Share how other artists/artwork inspired you and how your work fits into larger context. 		

EYFS Vocabulary													
pastels	smudge	watercolours	draw	mix									
Years 1 & 2 Vocabulary													
portrait	self-portrait	line drawing	detail	landscape	cityscape	building	pastels	drawing	line	bold	size	space	Primary colours
Secondary colours	Neutral colours	tints	shades	Warm colours	Cool colours	Watercolour wash	sweep	dab	bold	brushstroke	Acrylic paint	sculpture	statue
model	Work of art	work	3D	Land art	sculpture	installation	shapes	sculpture	installation	shapes	materials	pyramid	abstract
geometric													
Years 3 & 4 Vocabulary													
portrait	light	dark	tone	shadow	line	pattern	texture	form	shape	tone	outline	colour	foreground
Middle ground	background	abstract	emotion	warm	blend		line	tone	fresco	rectangular	concrete	terrace	architect
2D	shape	brim	peak	buckle	edging	trimmings	shape	form	shadow	light	marionette	puppet	
Years 5 & 6 Vocabulary													

line	texture	pattern	form	shape	tone	smudge	blend	mark	hard	soft	light	heavy	mural
fresco	portrait	graffiti	blend	mix	line	tone	shape	abstract	absorb	colour	impressionism	impressionists	form
structure	texture	shape	mark	soft	join	Tram	cast						

