

Breadth of Study

EYFS	Key Stage 1	Key Stage 2
- Regular opportunities to engage with the arts. - Explore and play with a range of media and materials. - Exposed to art across different cultures.	- Use experiences and ideas as the inspiration for artwork. - Share ideas using drawing, painting and sculpture. - Explore a variety of techniques. - Learn about the work of a range of artists, artisans and designers.	- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. - Develop and share ideas in a sketchbook and in finished products. - Improve mastery of techniques. - Learn about the great artists, architects and designers in history.

Art and Design Curriculum

Year Group	Autumn	Spring	Summer
Reception	Drawing	Painting	Sculpture / 3D Art
Year 1	Drawing	Painting	Collage
Year 2	Drawing	Painting	Sculpture / 3D Art
Year 3	Drawing	Painting / Digital Art	Collage
Year 4	Drawing	Painting	Sculpture/ 3D Art
Year 5	Drawing	Painting / Drawing	Collage
Year 6	Drawing	Painting	Sculpture/3D Art

- 3 art units per year with alignment across the school to see progression
- Less objectives for each unit given to try to embed the key skills (Objectives in bold are core learning – other skills can be explored but are additionality)
- An artist/culture/architect/designer is introduced with each unit
- A small unit will be set each year to cover additional learning opportunities *These will* enhance the art curriculum and learning opportunities for the children with a whole school focus on Printing, Digital Art & Exploration of the Methodist Art Collection. *More information will be given for this ahead of the whole school focus.*

Long Term Plan

Year Group	Autumn	Spring	Summer	Additional Art Opportunities
Reception	<u>Drawing</u> Picasso Portraits	<u>Painting</u> Pollock Explosions of Colour	<u>Sculpture / 3D Art</u> Andy Goldsworthy Sculpting with Nature	Art Weeks – Focus on broader opportunities: Printing, Digital Art & Methodist Art Collection <i>Drawing opportunities should be available across the year through other units and across subjects, with a reminder of the drawing expectations for the key stage. Aspirations for drawing must be high.</i>
Year 1	<u>Drawing</u> Julian Opie Portraits	<u>Painting</u> Kandinsky Colour Creation	<u>Collage & Digital</u> Peter Cromer Exploring Collage	
Year 2	<u>Drawing</u> LS Lowry Landscapes and Portraits	<u>Painting</u> Georgia O'Keefe Tints, Tones and Exploring Colour	<u>Sculpture / 3D Art</u> Antony Gormley Figures in the Sand	
Year 3	<u>Drawing</u> Rosalind Monks Through the Artist's Eyes: Looking Closely at Nature	<u>Painting / Digital Art</u> Frida Kahlo	<u>Collage</u> Jesse Treece Nature in Pieces	
Year 4	<u>Drawing</u> Caravaggio The Art of Observation: Proportion and Still Life	<u>Painting</u> Gaudi Exploring Art in Architecture	<u>Sculpture / 3D Art</u> Morandi Creating Clay Pots	
Year 5	<u>Drawing</u> Peter Thorpe Capturing Motion in Art	<u>Painting / Drawing</u> Banksy Architects & Street Art	<u>Collage</u> Alison Turner From Broken to Beautiful: Mosaic Art with Recycled & Natural Finds	
Year 6	<u>Drawing</u> John Piper & Sir Giles Gilbert Scott Artists and Architects - Perspective	<u>Painting</u> Vincent van Gogh The Art of Watercolour and Acrylic	<u>Sculpture / 3D Art</u> Yayoi Kusama Floral Forms	

Progression of Skills and Knowledge Art and Design			
Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Inspiration from the Greats			
Artistic Opinion / Aesthetic Awareness	Range of artists, crafts makers and designers Study a range of artists, craft makers and designers.	Study of great artists, architects and designers in history Study great artists, architects and designers in history.	
•Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Begin to copy and try a variety of artistic effects. •Respond to creative experiences provided by an adult and say if they like or dislike the experience. •Respond to creative and aesthetic experiences, showing pleasure and enjoyment. •Look closely at the world through real experiences, objects and artefacts, in natural and made environments.	•Describe what can be seen in a piece of artwork by commenting on colour, patterns or shapes. •Ask questions and give an opinion about a piece of artwork. •Create artwork in response to the work of another artist.	•Recognise when art is from different cultures or different historical periods and explain some features. •Know how artists developed their specific style. •Know how to identify a technique or style used by different artists. •Experiment with and replicate some of the styles and techniques used by different artists. •Compare work by different artists. •Understand the role of an architect and know the work of a famous architect. •Study the changes in design through history with a specific focus and understand the role of a designer. <i>Designers also come through DT curriculum</i>	•Research the work of an artist and replicate their style. •Understand what an artist is trying to achieve through their work. •Explain the style of art used and how it has been influenced by a famous artist. •Understand that art can be abstract and interpret what the meaning could be. •Study and compare the work of architects and understand how architects use creativity. •Create original pieces that show a range of influences and style. <i>Designers also come through DT curriculum</i>
Evaluating and developing work			
Evaluating their own work and the work of others to develop skills and knowledge. Making amendments and improvements based on evaluation and critical thinking.			
•Share their creations, explaining the process they have used.	•Review own work and give an opinion or feeling about it. •Make suggestions for changes or improvements in own work.	•Compare techniques and ideas or themes in their own work and that of others. •Annotate work to explain and	•Compare techniques and ideas or themes in their own work and that of others and explain what they think or feel about it.

•Return to and build on their previous learning, refining ideas and developing their ability to represent them. •Create collaboratively, sharing ideas, resources and skills. •Discuss their own work and start to explain what they like and dislike about it with reasons. •Discuss the work of others and explain what they like and dislike about it with reasons.		elaborate ideas. •Make changes to work after evaluation.	•Annotate work to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs. •Make changes to work after evaluation and give suggestions for further development.
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Drawing (Including sketchbooks)

KS2 - Create sketch books to record their observations and use them to review and revisit ideas.

HB pencils of varying weights to be used across both key stages. Sketch books to be used for all drawing skills and prior to other art skills e.g. painting, collage.

•Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. (<i>Across all techniques</i>) •Use a range of small tools, including scissors, paint brushes and cutlery. •Use a comfortable grip with good control when holding pens and pencils. •Start to show control when drawing different types of lines e.g. horizontal, vertical and curved. •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	•Use different types of lines e.g. straight, curved, zig-zag, range of thickness. •To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils. •Know how to create mood in a picture by using different shades •Draw and sketch from observation using knowledge of different lines to create shape. •Show pattern and texture by adding dots and lines. •Draw and sketch by using a view finder to focus on a specific area. •Sort, group or select materials for different purposes such as colour or texture.	•Use sketchbooks to experiment with skills needed to create a final piece. •Use sketchbooks to plan, prepare and build up to final piece. •Experiment with different grades of pencil and other implements to show line, tone and texture. •Create texture in artwork using different lines and marks. •Use shading to show light and shadow. •Use hatching and cross hatching to show tone and texture. •Sketch lightly (no need to use a rubber to correct mistakes). •Show an awareness of third dimension in artwork.	•Use sketchbooks to experiment with skills needed to create a final piece. •Use sketchbooks to plan, prepare and build up to final piece. •Experiment with marks and lines to create texture. •Use lines to represent movement •Experiment with media to create emotion in artwork. •Understand which medium is best suited to the planned artwork. •Use a range of mediums to create a piece of artwork.
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•Colour (own work) neatly following the lines. •Talk about colours, patterns, shapes and textures in what they see, touch, and feel.	•Know how to use pastels and charcoal to create artwork.	•Show figures and forms in movement through the use of line, tone, shape or colour. •Create accurate drawings including proportion. •To work on a variety of scales.	•Explain why techniques have been used. •Know how to use shading to create mood and tone. •Know how to use perspective with a focal point. •Use a choice of techniques to depict movement, perspective, shadows and reflection.
Painting			
•Safely use and explore a variety of tools and techniques, within painting, experimenting with colour, design, texture, form and function. •Experiment with colour mixing, match the colours they see and want to represent •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	•Create a colour wheel to include primary and secondary colours. •Mix primary colours to make secondary. •Know how to create brown by mixing paint. •Know how to create purple by mixing paint. •Know how to create tints with paint by adding white and tones by adding grey. •Select and use different types of brushes. •Apply paint to make a background using wide brushes and other tools to express backgrounds and context. •Experiment with tools and techniques, including layering, mixing media, scraping through etc.	•Know how to create a background using a wash then add detail. •Know how to use different brushes to create different effects when painting. •Confidently select a brush type to match the scale of work e.g. thin brush on small picture etc. •Mix colours effectively. •Understand how artists mix a variety of secondary colours to express a mood in a work e.g. warm and cool shades. •Select paints and implements appropriately to create different effects and textures with paint •Use more specific colour language when making and matching colours e.g. tint, tone, shade, hue.	•Sketch (lightly) before painting to combine line and colour. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. - Create different effects using a variety of tools and techniques e.g. dots, scratches and splashes, and applying paint in layers. •Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. •Choose appropriate paint, paper and implements to adapt and extend their work.

●Use a range of small tools, including scissors, paint brushes and cutlery.	●Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting.		
3D Art / Sculpture			
●Experiment with techniques such as rolling, cutting, moulding and carving. ●Experiment with 3D work. Explore different materials freely, to develop their ideas about how to use them and what to make.	●Know how to join clay pieces together and how to make a clay pot, tile or other sculpture. ●Use a combination of shapes. Include lines and texture. ●Use rolled up paper, straws, paper, card and clay as materials. ●Use techniques such as rolling, cutting, moulding and carving to achieve a desired effect.	●Know how to mould and sculpt malleable materials. ●Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). ●Include texture that conveys feelings, expression or movement. ●Use clay and other mouldable materials. ●Add materials to provide interesting detail.	●Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. ●Use tools to carve and add shapes, texture and pattern. ●Combine visual and tactile qualities. ●Use frameworks (such as wire or moulds) to provide stability and form.
Printing			
●Use simple painting tools to create prints. ●Use objects to create prints (e.g. fruit, vegetables or sponges).	●Press, roll, rub and stamp to make prints. ●Know how to create a repeating pattern in print. ●Mimic print from the environment (e.g. wallpapers). ●Possible printing techniques - monoprint, block, rubbings, resist printing, carbon printing, relief, press and fabric printing and rubbings.	●Print using a variety of materials, objects and techniques including layering. ●Explore colour mixing through printing, using two coloured inks a roller and stencil or press print. ●Replicate patterns observed in natural or built environments. ●Explores images and recreates texture in a Collagraph print using e.g. corrugated card, string, pressprint. ●Make printing blocks (e.g. from coiled string glued to a block).	●Build up layering prints and be confident with printing on paper and fabric. ●Know how to create an accurate pattern following a specific criterion, showing fine detail. ●Recreate a scene observed or imagined, through collage relief 'Collagraph' printing. ●Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone.

		•Design a repeating pattern made up from two or more motifs and print a tiled version.	•Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper.
Collage			
•Safely use and explore a variety of tools and techniques, within collage, experimenting with colour, design, texture, form and function. •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. •Use a range of small tools, including scissors, paint brushes and cutlery.	•Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines and crepe paper. •Know how to cut, tear, coil or crumple and layer different materials. Mix materials to create texture.	•Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, layering, tessellation, mosaic and montage.	•Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use mosaic tiles materials and techniques.
Digital Art			
•Open and use an art program on, selecting simple tools to make lines, shapes and colours. •Can use a digital camera or iPad to select, capture, save and print.	•Control the size of mark and select colours, and use predefined shapes, motifs and stamps. •Copy and paste areas of the image, save and print the image.	•Use a painting program to make an Image corresponding to their work in other art media. •Experiment with colours and textures in a graphics programme. Make an appropriate choice of filters to manipulate and create images. •Use a digital camera and combine a photo with drawing in a paint program.	•Understand that a digital image is created by layering. Create layered images from original ideas. •Use a paint / graphics programme to develop virtual designs for a painting, print or 3D work. •Use a digital camera to capture objects. Cut and paste into another image to create a digital collage •Create a virtual work of art using digital photography and an art

			program to insert one selected component into a photographic setting.
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