

Art and Design Curriculum

In teaching children Art and Design, our intent is that they are able to think and act like creative practitioners who accentuate their individuality. They will be able to express their emotions, and inform, inspire and interpret ideas and observations.

Threshold concepts and skills

Develop ideas

Master techniques

Take inspiration from great artists

Breadth of study

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for art are taken from Physical Development and Expressive Arts and Design.

KS1

- 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.

KS2

- 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.

Birth to three Art and Design Skills

Physical Development

T1 Sit without support.

T2 Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

T3 Develop manipulation and control.

T4 Explore different materials and tools.

Expressive Arts and Design

T5 Start to make marks intentionally.

T6 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

T7 Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

T8 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

T9 Use their imagination as they consider what they can do with different materials.

T10 Make simple models which express their ideas.

Nursery Art and Design Skills

Physical Development

- T1 Use large-muscle movements to wave flags and streamers, paint and make marks.
- T2 Choose the right resources to carry out their own plan.
- T3 Use one-handed tools and equipment, for example, making snips in paper with scissors.
- T4 Use a comfortable grip with good control when holding pens and pencils.

Expressive Arts and Design

- T5 Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- T6 Develop their own ideas and then decide which materials to use to express them.
- T7 Join different materials and explore different textures.
- T8 Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- T9 Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- T10 Use drawing to represent ideas like movement or loud noises.
- T11 Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- T12 Explore colour and colour mixing.

Reception Art and Design Skills

Physical Development

- T1 Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- T2 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- T3 Develop overall body-strength, balance, coordination and agility.

ELG: Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

- T4 Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- T5 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- T6 Create collaboratively, sharing ideas, resources and skills.

ELG: Creating with Materials

- 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.

Year 1 Art and Design Skills

African Textiles Miro

Native American Sculpture

T1: I can try out different activities and make sensible choices about what to do next. (Learning)

T2: I can try out different materials to design and make products. (Learning)

T3: I can say what I like about other people's artwork. (Learning)

T4: I can understand that different artistic works are made by craftspeople from different cultures and times. (Learning)

T5: I can draw things I have seen or imagined using lines. (Techniques)

T6: I can try out ways mark-making using different tools. (Techniques)

T7: I can make structures by joining simple objects together. (Techniques)

T8: I can cut, glue and trim material to create new pictures. (Techniques)

T9: I can use different techniques like carbon printing, relief, press and fabric printing and rubbings. (Techniques)

T10: I can develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)

Year 2 Art and Design Skills

**David Hockney
Rousseau)**

Van Gogh

Observational Drawing (inc Henri

T1: I can try out different activities and make sensible choices about what to do next. (Learning)

T2: I can choose the right materials to use for my artwork and use them well. (Learning)

T3: I can give reasons for my opinions when I look at art/craft or design work. (Learning)

T4: I can understand that different artistic works are made by craftspeople from different cultures and times. (Learning)

T5: I can try out making different tones using pencils, chalk or charcoal. (Techniques)

T6: I can paint things I have seen, remembered or imagined. (Techniques)

T7: I can experiment with basic tools on rigid and flexible materials. (Techniques)

T8: I can make collages by folding, crumpling and tearing materials. (Techniques)

Year 3 Art and Design Skills

Andy Goldsworthy
Matisse

Keith Haring

Henri

T1: I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)

T2: I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work. (Learning)

T3: I can say what I like or dislike about my work. (Learning)

T4: I can talk about some of the great artists, architects and designers in history and describe their work. (Learning)

T5: I can use shading, using different media. (Techniques)

T6: I can talk about and identify complementary colours, colour as tone, warm and cold colours. (Techniques)

T7: I can compare and recreate form of natural and manmade objects. (Techniques)

T8: I can create a collage using overlapping and layering. (Techniques)

T9: I can create printing blocks using relief or impressed techniques. (Techniques)

T10: I can add detail to my work using different types of stitch, including cross-stitch. (Techniques)

Year 4 Art and Design Skills

Monet
Giacometti

Bridget Riley

T1: I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.

T2: I can use skills I have been taught to adapt and improve my work.

T3: I can say how I would improve my work using technical terms and giving reasons.

T4: I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied.

T5: I can draw familiar objects with correct proportions.

T6: I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes

T7: I can plan my sculpture using drawings or other preparatory work.

T8: I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt.

T9: I can use different techniques e.g. marbling, silkscreen and cold water paste.

T10: I can print on fabrics using tie-dyes or batik.

Year 5 Art and Design Skills

Drawing Techniques (inc Roman Mosaics) Turner

Hundertwasser

T1: I can develop different ideas which can be used and explain my choices for the materials and techniques I have used.

T2: I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work.

T3: I can talk about my work and how close it came to what I wanted it to be.

T4: I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.

T5: I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

T6: I can mix colours to express mood, divide foreground from background or demonstrate tones.

T8: I can add a collage to a background that I have already painted, drawn or printed.

T8: I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.

T9: I can experiment with using layers and overlays to create new colours/textures.

T10: I can return to work over longer periods of time and use a wider range of materials.

T11: I can create intricate printing patterns by simplifying and modifying sketchbook designs.

Year 6 Art and Design Skills

Greek Pottery (Georges Seurat)

Chahuly Sculptures

Pointillism

T1: I can select ideas based on first hand observations, experience or imagination and develop these through open ended research.

T2: I can improve my use of techniques I have been taught.

T3: I can change and improve my own final work following feedback on my first thoughts and designs.

T4: I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.

T5: I can explain and justify my preferences towards different styles and artists.

T6: I can explain how I have used composition, scale and proportion in my work.

T7: I can use simple perspective in their work using a single focal point and horizon.

T7: I can use a variety of techniques when I use clay, including slabs, coils and slips.

T9: I can produce intricate patterns in a malleable media.

T10: I can use different techniques, colours and textures in my artwork and explain the choices I have made.

T12: I can follow a design brief to achieve an effect for a particular function.