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| <p><b>The curriculum objectives</b></p>         | <p><b>EYFS Curriculum - ELG</b></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, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> | <p><b>The national curriculum for art and design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Key stage 1 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul> <p><b>Key stage 2 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- 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]</li> <li>- about great artists, architects and designers in history.</li> </ul> |   |   |  |  |   |
|   | <p><b>EYFS</b></p>  | <p><b>Year 1</b></p>  | <p><b>Year 2</b></p>  | <p><b>Year 3</b></p>  | <p><b>Year 4</b></p>   | <p><b>Year 5</b></p>   | <p><b>Year 6</b></p>  |
| <p><b>Responding to Art</b></p>                 | <p>Know that they can use tools to create artwork.</p> <p>Share their creations, explaining the process they have used.</p>   | <p>Know that there are many different ways to create art.</p> <p>Talk about art which they do and do not like. Begin to give reasons why.</p> <p>Able to say what went well when creating artwork.</p>  | <p>Know that artists choose techniques and processes to create work in a particular way.</p> <p>Explain choices for ways of working when creating their art.</p> <p>Begin to imitate styles of artwork.</p> <p>Able to suggest how they could improve their own artworks.</p>                               | <p>Understand technical vocabulary linked to artists and process, e.g. mould, form, tints, tones.</p> <p>Begin to use technical language when comparing artwork and explain why they like or dislike artwork.</p> <p>Uses technical vocabulary when explaining how they could improve their work.</p> | <p>Understand a wider range of technical vocabulary linked to artists and processes.</p> <p>Use technical language with confidence when comparing artwork and explain why they like or dislike artwork.</p> <p>Can compare their own artwork to others and suggest adaptations they could make.</p>                | <p>Know that there are many different styles of artwork (e.g. pop art, surrealism, cubism) and begin to develop knowledge of how to work in these styles.</p> <p>Begin to discuss own personal style and strengths as an artist.</p> <p>Explain favourite materials to work with.</p> <p>Justifies design choices.</p> | <p>Know about different styles of artwork (e.g. pop art, surrealism, cubism) and understand how to work in these styles.</p> <p>Develop personal style and identify personal strengths as an artist.</p> <p>Compare and discuss the work of others critically, making suggestions to improve.</p>   |
| <p><b>Drawing</b></p> <p>(Types of Drawing)</p> | <p>Know the names of the primary and secondary colours.</p> <p>Know the names of different art tools (e.g. paintbrush, palette, paint, pencils, scissors)</p> <p>Begin to show accuracy and care when drawing and painting.</p> <p>Experiment with colour, texture and form.</p>  | <p>Understand how pencils can be used to create shapes, patterns and textures.</p> <p>Use lines and marks to create shapes, patterns and textures.</p> <p>Work to the size of the paper or surface.</p> <p>'Colour in' accurately with drawing tools.</p> <p>Experimental Drawing</p>   | <p>Understand which pencils they can use to create sharper, thicker or thinner lines.</p> <p>Begin to select drawing tools based on the lines and marks they create.</p> <p>Use a variety of pencil strokes to create patterns and textures such as: hatching, scribbling.</p> <p>Observational Drawing</p> | <p>Know that tints, tones and fine lines can be used to increase details in drawings.</p> <p>Create drawings which include further details.</p> <p>Use tone in drawings to highlight key figures or objects.</p> <p>Experimental Drawing</p>  | <p>Know that different pencils create different lines and effects.</p> <p>Know how drawing tools can be used in different ways e.g. smudging, transferring, indents.</p> <p>Use tone and shadow appropriately to add texture.</p> <p>Draw from observation with greater accuracy.</p> <p>Observational Drawing</p> | <p>Know that a range of drawing tools can be used and combined to alter tone, form and texture.</p> <p>Compose the work and plan the effective use of available space.</p> <p>Begin to draw human bodies and features with more accurate proportions.</p> <p>Experimental Drawing</p>                                  | <p>Understand and explain what they have created using a wide range of art specific vocabulary that names media, tools and equipment.</p> <p>Develop and experiment with simple perspectives.</p> <p>Accurately use the proportions of the human body in drawings.</p> <p>Observational Drawing</p> |

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| <p><b>Painting</b></p>                              | <p>Know the names of different art tools (e.g. paintbrush, palette, paint, pencils, scissors)</p> <p>Begin to show accuracy and care when drawing and painting.</p> <p>Use paint brushes to create marks.</p> <p>Experiment with colour, texture and form.</p> | <p>Know which primary colours can be mixed to create secondary colours.</p> <p>'Colour in' accurately with paint.</p> <p>Use paints to mix and create secondary colours.</p>   | <p>Know which colours can be mixed to create tertiary colours and how to change the tone of a colour.</p> <p>Describe the tertiary colours they create.</p> <p>Create tints and tones with paint.</p>  | <p>Know that different size and shaped paintbrushes will create different effects.</p> <p>Confidently mix secondary and tertiary colours.</p> <p>Select a paintbrush for effect and explain why.</p>   | <p>Understand which effects can be created with different brushes and which are best for accuracy, texture, outlines, blocking.</p> <p>Select brushes for a desired effect.</p> <p>Plan use of texture and hues for different parts of a painting.</p> | <p>Know how to use the primary colours and black and white to mix a full range of hues and tones.</p> <p>Make choices about tints, tones and hues to add further detail and texture to artwork.</p> <p>Explain choice of hues for effect.</p>                     | <p>Know that different types of paint create different hues, tones and tints.</p> <p>Compare different materials and tools for painting, explaining which are best for different styles of art.</p> <p>Use painting tools and materials accurately and confidently for effect.</p>   |
| <p><b>Sculpture</b></p> <p>(Types of Sculpture)</p> | <p>Know that materials can be joined and attached to create new shapes. Understands some simple joining techniques.</p> <p>Mould and create simple shapes with malleable materials.</p> <p>Combine everyday materials to create junk models.</p>               | <p>Knows how to increase or decrease the size of a sculpture.</p> <p>Build simple shapes with materials and begin to attach them with support.</p> <p>Uses adhesives sparingly.</p> <p>Recreates textures and patterns which capture their imagination.</p> <p>Additive Construction</p> | <p>Knows that we can use different tools to add volume and change the form of sculptures.</p> <p>Use a range of simple tools to cut and shape mouldable materials such as clay.</p> <p>Begins to add finer details to sculptures through pinching, moulding and with tools.</p> <p>Relief Additive Sculpture</p> | <p>Understands that a wide range of materials can be used to create sculptures.</p> <p>Knows how to add finer details, texture and patterns to a sculpture.</p> <p>Mould malleable materials to create objects and shapes.</p> <p>Use simple tools to impress and add texture and patterns.</p> <p>Create and model 3D shapes.</p> <p>Additive Modelling</p> | <p>Knows how to plan the use of space when designing a piece of artwork.</p> <p>Use a wider range of tools to cut, shape and arrange materials.</p> <p>Plan the use of space when constructing artwork.</p> <p>Additive Construction</p>               | <p>Know the difference between subtractive and additive methods when sculpting.</p> <p>Use scratching and slip for joining pieces of clay together.</p> <p>Use a wide range of tools to create texture and patterns.</p> <p>Subtractive and Additive Moulding</p> | <p>Know the difference between subtractive and additive methods when sculpting and explain why these might be used or needed.</p> <p>Translate designs onto sculpted pieces.</p> <p>Explain decisions for subtracting or adding materials.</p> <p>Explain design and tool choices when creating.</p> <p>Subtractive Carving and Relief Methods</p> |

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| <p><b>Collage</b></p>              | <p>Knows how to use different methods for separating and joining materials such as paper.</p> <p>Use a range of small tools, including scissors.</p> <p>Can tear and cut paper to separate.</p> <p>Safely use and explore a variety of materials.</p> <p>Apply adhesive and place glued surfaces together.</p> | <p>Knows that a collage is created when different papers, fabrics and materials are added to a backing.</p> <p>Tear and cut paper into strips and shapes with some accuracy.</p> <p>Apply adhesive sparingly to a range of materials and stick them down accurately.</p> <p>Classify materials into colours and surface textures.</p> |  | <p>Knows that materials can be changed in a variety of ways when collaging.</p> <p>Understands the processes for changing materials in some ways.</p> <p>Tear and cut straight and curved lines from a range of materials.</p> <p>Change the surface of materials by, crumpling, creasing, tearing, fraying.</p> <p>Cut more than one of the same shape accurately to create patterns.</p> |   | <p>Knows how to change materials in many ways to create different effects and can explain choices.</p> <p>Change the surface of materials in many ways and discuss the effect of these changes.</p> <p>Accurately cut complex shapes from a range of materials.</p> <p>Alter and amend a range of surfaces to create new textures appropriate to the work.</p> |   |
| <p><b>Printmaking</b></p>          | <p>Understands processes for transferring paint.</p> <p>Load an object with paint and print it.</p> <p>Make rubbings from textured surfaces.</p>   |   | <p>Know that different shapes can be created by printing with different objects.</p> <p>Print regular and irregular patterns.</p> <p>Print with a range of everyday objects.</p> <p>Create simple patterns and textures through printmaking.</p> |  | <p>Know which textures and shapes will be created through selection of printing materials.</p> <p>Understand how to plan use of printing blocks.</p> <p>Make a printing block through additive methods.</p> <p>Experiment with colour when printing, overlaying colours to mix and create layers.</p> |  | <p>Know the difference between positive and negative space when creating and using printing blocks.</p> <p>Cut into printing blocks (subtraction).</p> <p>Imitate different patterns and shapes in printmaking.</p>   |
| <p><b>Knowledge of Artists</b></p> |  | <p>Begins to form ideas about what an artist might do.</p> <p>To know the names of some tools and techniques for creating art.</p>  | <p>To know that different creative works were created by artists, craftspeople and designers from different cultures and times.</p>  | <p>To begin to know the names and works of some significant artists.</p> <p>To begin to know which significant pieces of artwork they like.</p>  | <p>To know the names and works of many significant artists, craftspeople, designers and architects.</p> <p>To begin to know styles of artwork.</p>  | <p>To describe and explain the work and working practices of some significant artists, craftspeople, designers and architects.</p> <p>To know which artists they like and know why.</p>  | <p>To describe and explain the work and working practices of significant artists, craftspeople, designers and architects, considering the cultural and historical contexts during their lives.</p> <p>To confidently discuss the work of their favourite artists.</p> |