

Art and Design curriculum overview

Nursery	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Exploring the Natural World		Understanding Identity and Exploring Relationships		Exploring the Power of Creativity	
Focus	Active exploration of the natural world, and to making art		Developing dexterity and making skills.		Exploration of mark making as it relates to the body and developing hand eye coordination.	
Reviewing works of art	Andy Goldsworthy, Richard Long and Claudy Jongstra.		Rembrandt, Van Gogh, Frida Kahlo, Gilbert and George and Cindy Sherman.		Louise Bourgeois, Matisse, Julia Genet, Caroline Ashwood, Sarah Beeton, Greg Straight.	
Learning outline	<p>Encouraging children to look at the world as a place containing elements they can manipulate & transform.</p> <p>Developing hand eye coordination and dexterity skills.</p> <p>Exploring early mark making.</p> <p>Encouraging discovery, conversation and sharing.</p> <p>Creating a holistic approach to making art.</p> <p>Encouraging children to explore objects through senses other than sight</p> <p>Promoting curiosity, thinking, recall and creative decision-making.</p> <p>Exploring mark making as a way to share information.</p> <p>Developing early visual literacy skills.</p> <p>Encouraging playful exploration.</p> <p>Helping children explore sensory perception.</p> <p>Exploring colour as a medium beyond paint.</p> <p>Developing observation skills</p> <p>Demonstrating how different art forms can feed into each other.</p> <p>Promoting group work.</p>		<p>Exploring using drawing, colouring and collage.</p> <p>Promoting conversations about character and identity.</p> <p>Promoting ideas about story, narrative and dialogue.</p> <p>Enabling children to work alone and then contribute their work to shared experience.</p> <p>Helping children explore their sense of self, likes & dislikes, personality etc.</p> <p>Exploring and connecting drama, photography, drawing, collage.</p> <p>Promoting sharing and conversation</p> <p>Encouraging children to recognise and appreciate the things we have in common and the things which make us special.</p>		<p>Linking drawing to history and wellbeing.</p> <p>Explores drawing and speed.</p> <p>Explores drawing and colour mixing as a tactile activity.</p> <p>Develops understanding of colour mixing on page.</p> <p>Explores printmaking as a tool for mark making.</p> <p>Explores ideas about “shape” and how we can make “shapes”.</p> <p>Promotes individual and group ways of working.</p> <p>Combines mark making, painting, colour and collage.</p> <p>Explores reactions of pigments on water.</p> <p>Inspires experimentation and promotes curiosity.</p> <p>Promotes close looking followed by developing individual creative response.</p> <p>Explores ideas about foreground and background.</p> <p>Explores how to share what you see through drawing.</p> <p>Demonstrates to children that different medium and techniques have different outcomes.</p>	
Application	<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>		<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>		<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	
Skills	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>		<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	

<u>Reception</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Drawing		Painting and mixed media	Sculpture and 3D		Craft and design
Focus	Marvellous marks		Paint my world	Creation station		Let's get crafty
Seasonal Crafts	Autumn wreaths – Using natural items to create Autumnal wreaths.	Salt dough decorations - creating and decorating Christmas tree decorations.	Threaded snowflakes – Using threading skills to create snowflakes with pipe cleaners and beads.	Egg threading – Threading coloured wool to create an egg pattern.	Suncatchers - Collecting flower petals to create card suncatchers.	Salt painting - Creating bold paintings in salt and paint.
Learning outline	Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.		Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.		Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.
Application	Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.		Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials e.g. paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.	Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.		Explore differences when cutting a variety of materials. Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card e.g. stick, clip, tie, tape. Apply craft skills e.g. cutting, threading, and folding to make their own artworks. Design something on paper ready to make in three dimensions.
Skills	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).		Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)		Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

<u>Year 1</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Topic	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Focus	Exploring line and shape	Colour splash	Paper play	Woven wonders
Learning outline	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely.	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.
Application	Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc. (Line, Pattern). Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). Draw and combine geometric shapes (Line, Shape). Identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw (Shape, Line). Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone).	Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.	Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, e.g. spiral, zig-zag. Make larger structures using newspaper rolls.	What materials can be cut, knotted, threaded or plaited. Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.
Skills	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.

Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Drawing	Painting and mixed media	Sculpture and 3D		Craft and design	

Focus	Understanding tone and texture	Life in colour	Clay houses	Map it out
Learning outline	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>
Application	<p>Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture).</p> <p>Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape).</p> <p>Compose more complex drawings by combining shapes (Shape, Space).</p> <p>Use shading to show light and dark areas (Tone).</p> <p>Use the same tool to colour/shade different tones by adjusting pressure (Tone).</p> <p>Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amount of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials e.g. cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>	<p>Draw a map to illustrate a journey.</p> <p>Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>
Skills	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>