



Be an Artist!

Art and Design Curriculum – Intent and Implementation

We believe that art is a vital part of a child's education. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As pupils progress they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Creativity is an important part of our curriculum, and we encourage children to think and work independently with the influence of a range of past and modern day artists. A child should be given opportunities to experiment with different effects, and have the freedom to create and express individuality whilst being taught how to use different media and techniques appropriately.

Our Art and Design Curriculum focuses on the practical and theoretical knowledge outlined in the National Curriculum; Children will acquire their practical knowledge through production of artwork and their theoretical knowledge through focused learning on the history of art. Together this knowledge results in their understanding of what art is. Although children will be taught a broad range of skills our golden thread will be a focus on drawing as we believe that drawing proficiently underpins all other art skills and techniques. Our curriculum ensures progression across the Early Years Foundation Stage and Key Stage 1 by revisiting and refining skills year on year.

Oracy is another key focus, to develop Literacy skills across the curriculum and to establish pupils as reflective artists. Topics are reviewed on a yearly basis to ensure relevance for the current cohort, and to encourage reflective practise. There is no set formula for the Art and Design curriculum, and there is flexibility in the long-term plan to reflect the needs and cultural capital of the pupils.

Experiment, invent and create - skills and knowledge

EYFS	Year 1	Year 2
<p>Expressive arts and design 3 - 4-year olds</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p> <p style="background-color: yellow;">Use drawing to represent ideas like movement or loud noises. *</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>I know that different materials, tools and techniques create different effects.</p>	<p>I can experiment with different media (paint, oil pastels, charcoal, chalk, clay)</p> <p style="background-color: yellow;">I can design artwork and products in 2 and 3 dimensions (paintings, drawings, sculpture (small and large scale))</p> <p>I can experiment with making sculptures and products by joining objects together (junk modelling, sculpting, weaving)</p> <p>I know the name of different media (paint, oil pastel, charcoal, chalk, clay)</p> <p>I know what media would be appropriate to use on 2 and 3 dimensional designs.</p> <p>I know which methods of joining are effective on different materials (eg, glue on paper, masking tape on plastic).</p>	<p style="background-color: yellow;">I can experiment with tones using different grades of pencils, chalks and charcoal</p> <p>I can experiment with using basic tools appropriately on rigid and flexible materials (see also DT curriculum) e.g. Using a paintbrush on different surfaces.</p> <p>I can experiment with tones using different grades of pencils, chalks and charcoal I can experiment with space in my artwork and when designing a 3-dimensional piece.</p> <p style="background-color: yellow;">I know that grades of pencils create different tones.</p> <p>I know that tone means how light or dark a colour is.</p> <p>I know the difference between a rigid and flexible material.</p> <p>I know that space in art means where I place the main focus of my artwork and the space around it.</p> <p>I know that space in sculpture/3-dimensional designs in the space around my artwork when it is displayed.</p>
<p>Vocab Writing/drawing pencil, colouring pencil, material, texture, feelings, colour, material, texture, explore, paint, felt-tip, glue, paper, tissue paper, pipe cleaner, craft feather, crayon, paintbrush, glue spreader, scissors.</p>	<p>Vocab Draw, shape, sketch, shade, charcoal, oil pastel, chalk, clay, paint/painting, sculpt/sculpture, wave/weaving, model/modelling.</p>	<p>Vocab Shape, sketch, shade, tone, tint, pencil grade, space, form, space, rigid and flexible.</p>

Artistic techniques - skills and knowledge

EYFS	Year 1	Year 2
<p>Expressive arts and design 3 - 4-year olds Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Make use of props and materials when role playing characters in narratives and stories</p> <p>Physical development – fine motor skills Reception</p>	<p>I can create using the following techniques.</p> <ul style="list-style-type: none"> • Paint • Sketch • Shade • Line • Collage • Print • Model • Weave <p>I can use a variety of tools</p> <ul style="list-style-type: none"> • Paintbrushes • Pencils • Rubbers • Scissors • Glue • Shaping tools (e.g. plastic chisels for clay) <p>I know the names of techniques that I use in my artwork (painting, sketching, shading, line, collage, printing, modelling, weaving)</p> <p>I know the name of a variety of tools (paintbrushes, pencils, rubbers, scissors, glue, shaping tools eg. plastic chisels for clay)</p>	<p>I can use techniques carefully and with control</p> <ul style="list-style-type: none"> • Paint • Sketch • Shade • Collage • Print • Model <p>I can choose the best tool and technique for a task.</p> <p>I know how to describe the following techniques: painting, sketching, shading, collage, printing and modelling.</p>

<p>Children in Reception will be learning to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors</p> <p>ELG Hold a pencil effectively Use a range of small tools including scissors, paintbrushes Begins to show accuracy and care when drawing</p> <p>I know that shapes can be used to represent subjects that I'm drawing.</p> <p>I know that pencils are used for writing and drawing, paintbrushes are used for painting and scissors are used for cutting.</p>		
<p>Vocab</p> <p>Draw, pencil, draw/drawing, paintbrush, scissors, rubber, glue, shape, colour, texture.</p>	<p>Vocab</p> <p>Draw, shape, space, sketch, shade, line, collage, print, model, weave, plastic chisel, paint, sculpt.</p>	<p>Vocab</p> <p>Draw, shape, form, sketch, shade, tone, tint, space, rigid, flexible.</p>

Great artists, craft makers and designers - skills and knowledge

EYFS	Year 1	Year 2
<p>Expressive Arts and Design</p> <p>Reception Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>I know that art can be expressed in many forms.</p>	<p>I can name some artists, and make observations about their work.</p> <p>I know that an artist is somebody who creates artwork.</p> <p>I know that artists create artwork in different styles and mediums.</p>	<p>I can compare the work of different artists</p> <p>I can describe the differences and similarities between different practices and disciplines (Dance, Media Arts, Music, Theatre, and Visual Arts).</p> <p>I know that artists create artwork for different purposes.</p> <p>I know that art reflects and shapes our history.</p> <p>I know that art contributes to the culture and creativity of our community.</p> <p>I know the names of some different practices and disciplines.</p>
<p>Vocab</p> <p>Performance art, art styles.</p>	<p>Vocab</p> <p>Artist, 'work', 'piece', style.</p>	<p>Vocab</p> <p>Artist, style, purpose, dance, media arts, music, theatre and visual arts.</p>

Artistic communication - skills and knowledge

EYFS	Year 1	Year 2
<p>Expressive arts and design 3 – 4-year old Develop their own ideas and then decide which materials to use to express them. Show different emotions in their paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc</p> <p>ELG: Creating with Materials Share their creations, explaining the process they have used.</p> <p>I know that I can use my own ideas when creating artwork.</p>	<p>I can talk about what I like and dislike about a piece of art</p> <p>I know that people like and dislike different pieces of art.</p>	<p>I can talk about why I have chosen to use a technique.</p> <p>I can talk about my work, and think of ways I could improve it next time.</p> <p>I can talk about what I like and dislike about a piece of art and give reasons for my answer.</p> <p>I know the names of some artistic techniques.</p>
<p>Vocab</p> <p>Idea, material, paint, happy, sad, scared, colour, mix.</p>	<p>Vocab</p> <p>Like, dislike.</p>	<p>Vocab</p> <p>Technique, improve.</p>

*Statements highlighted in gold indicate our golden thread of drawing across all year groups.