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 artists. Each pupil should be given opportunities to experiment with different effects, and have the freedom to create and express themselves whilst being taught how to use different media and techniques appropriately.

Our Art and Design Curriculum focuses on the skills and knowledge outlined in the National Curriculum; children will acquire their practical knowledge and skills through production of artwork and will understand more about art and design through focused learning on the different artists and art over time. Although children will be taught a broad range of skills during their time at the Infant School 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 a key focus for our school - we aim to develop Literacy skills across the curriculum and ensure pupils can be 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.

## SEND

We believe that every child should be respected as an individual and has the right to learn and develop their talents and abilities (Article 29). We adapt the curriculum and supply resources to suit pupils individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match. Due to the possible sensory needs of children with autism and social communication difficulties, some children may find it challenging to participate in messy play and activities- this will be accounted for in the provision and teaching and learning.

## Experiment, invent and create - skills and knowledge

| EYFS | Year 1 | Year 2 |
| :---: | :---: | :---: |
| 3-4 year olds <br> Explore different materials freely, in order to develop their ideas about how to use them and what to make. <br> Reception <br> Explore, use and refine a variety of artistic effects to express their ideas and feelings <br> I can join different materials and explore different textures. <br> I can explore texture, form and function. <br> I know that different materials, tools and techniques create different effects. | I can experiment with different media such as paint, oil pastels, charcoal, chalk, clay. <br> I can design artwork and products in 2 and 3 dimensions such as paintings, drawings, sculpture (small and large scale). <br> I know the name of different media such as paint, oil pastel, charcoal, chalk, clay. <br> I know what media would be appropriate to use on 2 and 3 dimensional designs. | I can experiment with tones using different grades of pencils, chalks and charcoal. <br> I can experiment with using basic tools appropriately on rigid and flexible materials (see also DT curriculum) such as using a paintbrush on different surfaces. <br> I can experiment with space in my artwork and when designing a 3-dimensional piece. <br> I know that grades of pencils create different tones. <br> I know that tone means how light or dark a colour is. <br> I know the difference between a rigid and flexible material. <br> I know that space in art means where I place the main focus of my artwork and the space around it. <br> I know that space in sculpture/3-dimentional designs in the space around my artwork when it is displayed. |
| Vocab <br> Join, texture, create | Vocab <br> Experiment, paint, oil pastel, charcoal, chalk, clay, 2D, 3D, drawing, sculpture, product, joining, weaving | Vocab <br> Tone, light, dark, graded pencils, rigid, flexible, surface, space, display |


| Artistic Communication - skills and knowledge |  |  |
| :---: | :---: | :---: |
| EYFS | Year 1 | Year 2 |
| 3-4 year olds <br> Develop their own ideas and then decide which materials to use to express them. <br> Show different emotions in their paintings and drawings such as happiness, sadness, fear etc. <br> Reception <br> Return to and build on their previous learning, refining ideas and developing their ability to represent them. <br> ELG <br> Share their creations, explaining the process they have used. <br> I know that I can use my own ideas when creating artwork. <br> I know that some colours and shapes can be related to moods and feelings. | I can name some artists, and make observations about their work. <br> I can talk about what I like and dislike about a piece of art. <br> I know that an artist is somebody who creates artwork. <br> I know that artists create artwork in different styles and mediums. | I can compare the work of different artists. <br> I can talk about why I have chosen to use a technique. <br> I can talk about my work, and think of ways I could improve it next time. <br> I can talk about what I like and dislike about a piece of art and give reasons for my answer. <br> I can describe the differences and similarities between different practices and disciplines (Dance, Media Arts, Music, Theatre, and Visual Arts). <br> I know that artists create artwork for different purposes. <br> I know the names of some different practices and disciplines (dance, media arts, music, theatre and visual arts). |
| Vocab <br> Material, feeling, emotions, colour, explain, idea, artwork | Vocab <br> Artist, like/dislike, create, artwork, style, medium | Vocab <br> Artists, technique, artwork, improve, similarity, difference, dance, media arts, music, theatre, visual arts. |

## Drawing - skills and knowledge (taught throughout the year)

| EYFS | Year 1 | Year 2 |
| :---: | :---: | :---: |
| 3-4-year olds <br> Draw with increasing complexity and detail, such as representing a face with a circle and including details. <br> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <br> Use drawing to represent ideas such as movement or loud noises. <br> Reception <br> Develop their small motor skills to use a range of tools competently, safely and confidently. <br> ELG: Creating with Materials <br> Safely use and explore a variety of materials, tools and techniques, experimenting with colour. <br> I can hold a pencil effectively. <br> I can begin to show accuracy and care when drawing. <br> I know that shapes can be used to represent subjects that I'm drawing. <br> I know that pencils are used for writing and drawing | I can use simple shapes to represent what I observe such as a flower, house, person. <br> I can use a range of marks to represent a range of texture or forms such as zig zags, dashes, spots or waves. <br> I can represent light and dark using a series of lines such as hatching, cross hatching or stippling. <br> I can draw with different media such as graphite stick, charcoal, crayons and coloured pencils. <br> I know the names of techniques that I use in my drawing such as sketching, shading, shape, line, marks. <br> I know different media can be used to create different thicknesses and tone of marks. <br> I know texture and pattern can be created using different marks and lines. | I can use shapes purposefully and accurately when doing observational drawing (draw what I see rather than what I imagine). <br> I can create lighter and darker tones using varying pressure, marks and graded pencils. <br> I can shade areas with greater accuracy without spaces and gaps. <br> Identify and draw detailed texture and pattern using different marks. <br> I can consider the sizes of subjects in relation to one another. <br> I know that texture, tone and pattern can be created using a variety of mark making techniques. <br> I know that I can add detail to my work using texture, tone and pattern. |
| Vocab Draw, pencil, imagination, observation, memory, shape, line, mark, shape, symbol, represent | Vocab <br> Shape, represent, mark, texture, form, light and dark, hatching, cross hatching, stippling, graphite stick, charcoal, crayon, coloured pencil, sketching, shading, broad, thick, thin, straight, curved, zig-zag, hard, soft | Vocab <br> Sketch, shadow, accurate, proportion, observational, shade, pressure, graded pencils, B, HB, contrast, blend, tone, accuracy, detail, texture, pattern. |


| Painting - skills and knowledge |  |  |
| :---: | :---: | :---: |
| EYFS | Year 1 | Year 2 |
| Reception <br> Explore colour and colour mixing. <br> ELG <br> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and form. <br> I know how to hold a paintbrush effectively. <br> I know the primary colours (red, yellow and blue). <br> I know that colours mix together to make new colours. <br> I know the link between the size of the brush and the brushstrokes they make. <br> I know the names of poster and powder paint. | I can explore using different size brushes and understand the effect they have. <br> I can explore and know that the texture of paint can be changed by adding mediums such as sand, grit or salt. <br> I can mix colours to make secondary colours and tints, shades and tones. <br> I can use poster paint and watercolour to create artwork. <br> I know primary colours make secondary colours (Red + Yellow = Orange, Blue + yellow = green, Red + Blue = Purple). <br> I know that adding white will create a tint. <br> I know that adding black will create a shade. <br> I know that adding grey will create a tone. <br> I know the names of poster paint and watercolour paint (block paint). | I can use different techniques such as spattering, stippling, dripping or pouring to paint expressively. <br> I can mix colours effectively for different purposes. <br> I can experiment with creating mood with colour. <br> I can experiment with painting on a range of surfaces such as cartridge paper, card, brown paper, coloured papers, textured surfaces. <br> I know different brushes and brush strokes/techniques will create different effects. <br> I know that tertiary colours can be made by mixing primary and secondary colours (Red + Orange, Orange + Yellow, Yellow + Green, Green + Blue, Blue + Purple, Purple + Red). <br> I know how watercolour paints differ from poster paints (viscosity, different form -pre mixed/requires mixing, effect). |
| Vocab <br> Paint, paint brush, brushstroke, thick, thin, big, small, colour, primary colour, red, blue, yellow, apply, mix, size, poster paint, powder paint. | Vocab <br> Effect, texture, smooth, rough, medium, secondary colours, orange, green, purple, tint, shade, black, white, grey, tint, tone, shade, poster paint, watercolour paint, lighter, darker | Vocab <br> Spattering, stippling, dripping, pouring, expressively, colour mixing, purpose, experiment, mood, cool colours, warm colours, surface, cartridge paper, card, brown paper, coloured paper, textured surface, tertiary colours |


| Sculpture - skills and knowledge |  |  |
| :---: | :---: | :---: |
| EYFS | Year 1 | Year 2 |
| ELG <br> I can join simple objects together with support. <br> I can use simple casting methods such as jelly moulds, sand bucket etc. <br> I can explore junk modelling. <br> I know a 3D object is not flat. <br> I know 3D objects are best made out of malleable materials such as playdoh, wet sand, clay, kinetic sand. <br> I know how to use a mould. | I can use shapes to represent a design. <br> I can use a variety of material to create a 3D design such as rolled up paper, straws, card, junk items. <br> I can use techniques such as rolling and cutting. <br> I know that a 3D object has height, width and depth. <br> I know different ways of joining materials such as stick glue, PVA glue, Sellotape, string. | I can use line and texture in my art piece. <br> I can use techniques such as moulding and carving. <br> I can use different modelling tools to create different effects on clay. <br> I can use clay and other mouldable materials with purpose. <br> I know that sculptures are 3D art. <br> I know that clay must be worked on quickly as it will dry out. <br> I know that different tools will create different effects. |
| Vocab <br> Shape, mould, model, form, flat, playdoh, wet sand, clay, kinetic sand | Vocab <br> Represent, rolled paper, straw, card, junk model, height, width, depth, change, join, malleable | Vocab <br> Line, texture, model, carve, modelling tools, clay, Plasticine, dry, wet, effect, solid, manipulate |


| Collage - skills and knowledge |  |  |
| :---: | :---: | :---: |
| EYFS | Year 1 Focus | Year 2 |
| I can handle different material and explore ways of manipulating them such as cutting, tearing. <br> I can sort and select materials for a purpose. <br> I can cut a variety of materials. <br> I know that collage is the sticking of materials together to create an image. <br> I know that I can rip for collage as well as use scissors. <br> I know that different sources can be used to create a collage such as magazine, newspaper, fabric. | I can sort and arrange materials for effect. <br> I can mix materials to create texture. <br> I can use a combination of materials that are cut, torn, folded, crumpled, overlapped and glued. <br> I can cut and tear with confidence and control. <br> I can select appropriate materials considering colour, shape and texture. <br> I can look at my piece of work and make any changes needed such as adding paint, adding texture, filling gaps <br> I know that paper can be overlapped and layered to fill a space. <br> I know that collage is the sticking of materials together to create an image. |  |
| Vocab <br> Material, image, cut, tear, rip, sort, glue, attach, stick, scissors, magazine, newspaper, fabric | Vocab <br> Sort, arrange, material, effect, mix, texture, combine, cut, tear, fold, crumple, overlap, glue, shape, texture, layer, collage, arrange, rearrange |  |


| Printing - skills and knowledge |  |  |
| :---: | :---: | :---: |
| EYFS | Year 1 | Year 2 Focus |
| I can print with a variety of objects <br> I can apply ink or paint to a surface <br> I can press hard to transfer the ink or paint <br> I know that orienting is the process of creating an image by transferring ink or paint from a printing source to paper such as sponge, natural material, fruit, pre made stamps. <br> I know that printing happens in everyday life such as in books, newspapers, posters, $t$-shirts, lunch boxes, classroom resources |  | I can use objects and/or materials to create prints such as card, string, foam, textured material. <br> I can press, roll, rub and stamp to make prints. <br> I can use repeating or overlapping shapes. <br> I can create a simple printing block with support. <br> I can use a range of printing techniques such as mono printing, block printing, relief printing. <br> I can apply ink or paint evenly and reapply as needed. <br> I can apply even pressure with hands or a roller to create a print. <br> I know that a printing block is a design that can be used over and over to create the same image. <br> I know the names of different printing techniques. |
| Vocab <br> Print, indent, press, push, apply, ink, roller, transfer, image, object, surface, hard, sponge, natural material, fruit, stamp, book, newspaper, t-shirt, lunch box, classroom resources |  | Vocab <br> Card, string, foam, textured material, rub, roll, stamp, print, repeating, overlapping, block print, mono print, relief printing, ink, paint, reapply, even pressure, roller, detail, precise, line-up, evenly |

