

Art Curriculum and Skills Progression Overview

Foundation Stage					
The Art curriculum is under the umbrella of Expressive arts and design. This will be covered through child initiated and adult led learning and will include the use of Technology and materials. Learning will cover finding out about colour mixing, collage and how to use resources correctly and safely.					
		Colour	Texture	Form	Knowledge of Artists
Nursery	Knowledge	<ul style="list-style-type: none"> Knowing colour names. 	<ul style="list-style-type: none"> Collaging opportunities, feeling different materials. 	<ul style="list-style-type: none"> Experimenting and exploring marks. Create closed shapes with continuous lines and begin to use these shapes to represent objects 	Kandinsky's circles Jackson Pollock Pointillism Matisse Van Gogh Picasso Mondrian
	Skills	<ul style="list-style-type: none"> Experimenting and exploring with colours (poster paint). 	<ul style="list-style-type: none"> Explore materials freely & explore texture 	<ul style="list-style-type: none"> Show different emotions in their drawing and painting – happy, sad, fear 	
Reception	Knowledge	<ul style="list-style-type: none"> Name the primary colours. Name the secondary colours. Colour mixing to create secondary colours. Colour mixing for a purpose e.g. self-portraits. 	<ul style="list-style-type: none"> Collaging opportunities – encouraging/ experimenting mixed media. To know what textures are. Go on a texture hunt – opportunity to feel different textures and resources. 	<ul style="list-style-type: none"> Pencil grip Range of mark making 	
	Skills	<ul style="list-style-type: none"> Make colours lighter and darker 	<ul style="list-style-type: none"> Use texture for a purpose 	<ul style="list-style-type: none"> Manipulating materials to achieve a planned affect. 	

Using simple tools appropriately and safely.

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Year 1			
	Autumn	Spring	Summer
Curriculum Theme	Painting (Space A2)	Drawing (GFoL- S2)	Sculpture (PSHE link)
Knowledge (NC)	<p>Colour:</p> <ul style="list-style-type: none"> To know what primary and secondary colours are. To know what tints and tones are. <p>Texture:</p> <ul style="list-style-type: none"> To know what texture is. To identify textures in our environment e.g. texture hunt. <p>Form:</p> <ul style="list-style-type: none"> Paint pictures of what you can see. To use thick and thin brushes <p>Knowledge of artist: – Van Gogh Children to develop an understanding of the work of the artist. Share images of the artist's work over the term. Children by the end of the unit should be able to name 3 pieces of the artist's work.</p> <p>Use a range of paints - e.g. brusho dyes, water colours, powder paint, poster paint.</p>	<p>Colour:</p> <ul style="list-style-type: none"> To know what tints and tones are and their role within a piece of art work. <p>Texture:</p> <ul style="list-style-type: none"> Exploring mark making with a pencil. Smudging with charcoals, chalks and conte crayons. <p>Form:</p> <ul style="list-style-type: none"> To know how to draw lines of different shapes and thicknesses (knowing different pencils make different marks). To have an understanding of space on a page. To look before the children draw (draw what they see not what they think they see) (Observational skills). <p>Knowledge of artist: – Da Vinci Children to develop an understanding of the work of the artist. Share images of the artist's work over the term. Children by the end of the unit should be able to name 3 pieces of the artist's work.</p>	<p>Colour:</p> <ul style="list-style-type: none"> To begin to think about colours and mood. <p>Texture:</p> <ul style="list-style-type: none"> To know how to create texture on a sculpture. To use tools to create texture. <p>Form:</p> <ul style="list-style-type: none"> To be able to change the shape of clay. To know the different clay joining techniques. To think about proportion of your sculpture to ensure it stands up. <p>Knowledge of artist – Henry Moore Children to develop an understanding of the work of the artist. Share images of the artist's work over the term. Children by the end of the unit should be able to name 3 pieces of the artist's work.</p>
Skills	<ul style="list-style-type: none"> Mix primary colours to make secondary colours Add white to colours to make tints and add black to make tones. Use of tools to create texture Using painting styles to create a painting <p>Evaluation:</p> <ul style="list-style-type: none"> I can describe what I think about my own and others work (linked to artist) 	<ul style="list-style-type: none"> To think about the scale of your drawing on the piece of paper. To create shade and light with charcoal, chalk and conte crayons. <p>Evaluation: I can describe what I think about my own and others work (linked to artist)</p>	<ul style="list-style-type: none"> To be able to smooth clay. To ensure their sculpture is free standing. To show texture in your sculpture. To express an emotion through the shape and colour. To handle clay appropriately. <p>Evaluation:</p> <ul style="list-style-type: none"> I can describe what I think about my own and others work (linked to artist)

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Year 2			
	Autumn	Spring	Summer
Curriculum Theme	Sculpture (Rainforest/Brazil) – Creating bird masks out of Mod Rock.	Drawing (Antarctica) – Drawing penguins	Painting (Significant Women) (Pop Art)
Knowledge (NC)	<p>Colour:</p> <ul style="list-style-type: none"> To know the primary and secondary colours with an introduction to tertiary colours. To understand colour symbolism. <p>Texture:</p> <ul style="list-style-type: none"> To understand repeating patterns thinking about colour and texture. To use mixed media to create texture. <p>Form:</p> <ul style="list-style-type: none"> To change to shape of Mod Rock to carefully create a sculpture, changing and smoothing it into new shapes. To know different mod rock joining techniques to create a strong sculpture e.g. beak – using card as an extra support and then putting Mod Rock on top. To join other materials to a sculpture securely. To be able to work with multiple materials to create an exciting final sculpture e.g. feathers, sequins and paint. <p>Knowledge of artists: – Carnival Masks and African Masks Children to develop an understanding of the work of the artists. Share images of the artists work over the term. Children by the end of the unit should be able to name 3 pieces of the artists work and compare the similarities and differences between artists. Children should then use this knowledge of both artists to make similarities and differences to their own work.</p>	<p>Colour:</p> <ul style="list-style-type: none"> To know how to create light and dark/shadows using tints and tones. To know the neutral colours – grey, brown, black, white (conté crayons). To know how to create texture in your drawing using cross hatching. To know how to create light and dark using shading techniques. (use graded pencils – ensure children are taught how to use them e.g. soft pencils Bs that smudge, H, hard cannot be smudged) <p>Texture:</p> <ul style="list-style-type: none"> To use different mark making techniques to show a variety of textures. <p>Form:</p> <ul style="list-style-type: none"> To sketch freely without worrying about mistakes (light pencil control). To know how different types of lines can be used to create different effects in your drawing e.g. smaller, close together lines for darker areas. To us focus in on smaller details within a drawing using a view finder. To have some awareness for space/layout of a piece of work. <p>Knowledge of artists: – Picasso (focus on penguin drawings) and George Stubbs. Children to develop an understanding of the work of the artists. Share images of the artists work over the term. Children by the end of the unit should be able to name 3 pieces of the artists work and compare the similarities and differences between artists. Children should then use this knowledge of both artists to make similarities and differences to their own work.</p>	<p>Colour:</p> <ul style="list-style-type: none"> To know the tertiary colours. To continue to understand colour symbolism - feelings <p>Texture:</p> <ul style="list-style-type: none"> To understand what mark making techniques could be used to create texture in a painting (layering of paint) <p>Form:</p> <ul style="list-style-type: none"> To be able to turn an image into the style of pop art. (To change a picture to fit into a style of painting and simple form). To have a good awareness of space/layout of a painting. To paint using other tools than a paintbrush (dotting techniques). <p>Knowledge of artists: – Warhol and Lichtenstein (main focus Warhol to create paintings) Children to develop an understanding of the work of the artists. Share images of the artists work over the term. Children by the end of the unit should be able to name 3 pieces of the artists work and compare the similarities and differences between artists. Children should then use this knowledge of both artists to make similarities and differences to their own work.</p> <p>Use a range of paints - e.g. brusho dyes, water colours, powder paint, poster paint and acrylic.</p>
Skills	<ul style="list-style-type: none"> To handle Mod Rock appropriately. To add texture onto your sculpture. To know strengthening techniques to make 3D 	<ul style="list-style-type: none"> To sketch freely, applying pressures with pencils. To know different mark making techniques. To apply different pressures with pencils. 	<ul style="list-style-type: none"> To mix secondary colours to create tertiary colours. Use of tools/ painting techniques to create texture.



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	<p>elements on sculpture out of Mod Rock.</p> <ul style="list-style-type: none">• To securely join other materials onto Mod Rock.• To use repeating patterns thinking about colour and texture. <p>Evaluation:</p> <ul style="list-style-type: none">• I can describe similarities and differences about an artists work, making links to my own.	<ul style="list-style-type: none">• To use different materials such as conte crayons and graded pencils appropriately. <p>Evaluation:</p> <p>I can describe similarities and differences about an artists work, making links to my own.</p>	<ul style="list-style-type: none">• To know what colours symbolise different feelings.• To use techniques and influences from an artist in your own work. <p>Evaluation:</p> <ul style="list-style-type: none">• I can describe similarities and differences about an artists work, making links to my own.
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