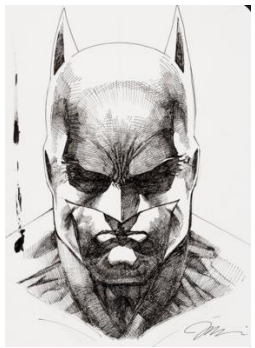
Art Curriculum Map

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	*Learning in the EYFS is based on the children's interests.*	**Drawing Skills and Media: pencils of different grades and crayons**		**Drawing Skills and Media: chalk and oil pastels**		**Drawing Skills and Media: charcoal**	
	Key vocabulary *(drawing)*: line, shape, draw, pencil.	**Key vocabulary:** line, pattern, texture, tone, shading, pressure, direction, colour.		**Key vocabulary:** line, pattern, texture, tone, shading, illustration, observation, tracing, media, technique.		**Key vocabulary:** line, pattern, texture, tone, shading, illustration, observation, tracing, media, technique, perspective, focal point, horizon, photographs.	
	Suggested artists:	**Suggested artists:** Jim Lee, Vince Low.		**Suggested artists:** John Banting, Edgar Degas.		**Suggested artists:** Henry Moore, Dennis Creffield.	
	Adults plan art around their current interests. Adults also interact with children in the continuous provision to develop their learning in art.	**Cycle A:** Self-portrait (based on the style of artist studying). 	**Cycle B:** Superhero (based on the style of artist studying).  Jim Lee	**Cycle A:** Autumn leaves. 	**Cycle B:** Harvest (pumpkin) still life. 	**Cycle A:** Perspective drawing (use of charcoal to add detail – texture, pattern, tone). 	**Cycle B:** Remembrance pictures.

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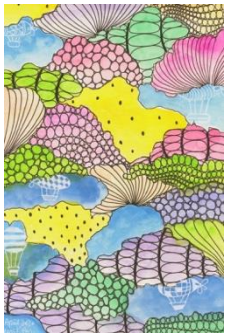
Spring	*Learning in the EYFS is based on the children's interests.*	**Paint: poster paints**		**Paint: acrylic**		**Paint: watercolours**	
	Key vocabulary *(paint)*: colour, red, yellow, blue, green, purple, orange, mix, light, dark.	**Key vocabulary:** colour, red, yellow, blue, green, purple, orange, mix, colour wheel, primary colours, secondary colours, lighten, darken.		**Key vocabulary:** medial, mix, colour wheel, primary colours, secondary colours, lighten, darken, dotting, scratching, splashing, dry, wet, surfaces, texture, mood.		**Key vocabulary:** media, primary colours, secondary colours, techniques, flat wash, gradients, shades, feelings, application, shading, pattern, texture.	
	Suggested artists *(paint)*: Wassily Kandinsky, Andy Warhol.	**Suggested artists:** Romero Britto, Yayoi Kusama, Henri Matisse, Georgia O'Keefe, Paul Klee.		**Suggested artists:** David Hockney, Jim Dine, Sara Otter (little dot art – local artist), Pablo Picasso.		**Suggested artists:** Jan Evans, Kitty Wong, Claude Monet, Jackie Hughes, Paul Clark.	
	Adults plan art around their current interests. Adults also interact with children in the continuous provision to develop their learning in art.	**Cycle A:** Story setting (based on the style of artist studying – World Book Day link). Romero Britto	**Cycle B:** Still life (based style of artist studying). Georgia o'Keefe	**Cycle A:** Story setting (based on the style of artist studying – World Book Day link). Pablo Picasso	**Cycle B:** Landscape drawing/painting (based on style of artist studying). David Hockney	**Cycle A:** Story setting (based on the style of artist studying – World Book Day link). Paul Clark	**Cycle B: Cycle B:** Abstract painting (based on style of artist studying).  Kitty Wong

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Summer	*Learning in the EYFS is based on the children's interests.*	**Sculpture: Clay**		**Sculpture: Clay**		**Sculpture: Clay**	
	Key vocabulary *(sculpture)*: texture, build, natural, materials.	**Key vocabulary:** media, manipulate, rolling, kneading, pinching, shaping, imprint, decorations, applied, paint, tools, safely, construct, pattern, texture, carving, plan.		**Key vocabulary:** secure work, join, construct, base, modelling, intricate patterns, texture, pinch, slab, coil, carve, plan, develop, sculpture, slip, adapt.		**Key vocabulary:** media, equipment, slip, join, slabbing, coiling, pinching, pattern, texture, glazes, polishing, carve, samples, adapt, sculptural, building, quilling.	
	Suggested artists *(sculpture)*: Andy Goldsworthy.	**Suggested artists:** Vicki Grima, Clarice Cliff, Toshiko Takaezu.		**Suggested artists:** Heather Knight, Gordan Baldwin (local artist).		**Suggested artists:** Kate Malone, Joan Miro, Alisa Lariushkina.	
	Adults plan art around their current interests. Adults also interact with children in the continuous provision to develop their learning in art.	**Cycle A:** Clay pinch pot.	**Cycle B:** Clay tile.	**Cycle A:** Clay coil bowl.	**Cycle B:** Nature inspired sculpture (based on the style of artist studying). Heather Knight	**Cycle A:** Carved pot (pottery/glazing workshop).	**Cycle B:** Quilling clay picture. Alisa Lariushkina

Art Year Group Progression

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Skills	**(physical development)** • Develop their small motor skills so that they can use a range of tools competently safely and confidently. • Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. **ELG** • Know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Know how to use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **(expressive arts and design)** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Know to return to and build on their previous learning, refining ideas and developing their ability to represent them. • Know how to create collaboratively, sharing ideas, resources and skills. **ELG** • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Know how to share their creations, explaining the process they have used.	**Pupils should be taught:** • *know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*		**Pupils should be taught:** • *know how to create sketch books to record their observations and use them to review and revisit ideas.* • *know how 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].*			
		- Know how to draw for a sustained period of time at an appropriate level. - Know how to draw a variety of lines as instructed (straight, zigzag, curved). - To attempt draw shapes free hand. - To begin to produce simple, meaningful drawings from imagination, observations and copied from illustrations.	- Know how to draw for a sustained period of time at an appropriate level. - Know how to draw shapes free hand. - To begin to produce simple, meaningful drawings from imagination, observations and copied from illustrations. - Know how to follow step by step instructions to draw a person.	- Know how to draw for a sustained period of time at an appropriate level. - Know how to produce simple, meaningful drawings from imagination, observations and copied from illustrations. - Know how to follow step by step instructions to draw a person. - Know how to use tracing paper.	- Know how to draw for a sustained period of time at an appropriate level. - Know how to produce simple, meaningful drawings from imagination, observations and copied from illustrations. - Know how to follow step by step instructions to draw a person. - Know how to follow step by step instructions to produce simple drawings. - Know how to use tracing paper.	- Know how to work for a sustained period of time independently. - Know how to produce detailed, meaningful drawings from imagination, observations and copied from illustrations. - Know how to produce a drawing copied from an illustration. - Know how to follow step by step instructions to draw simple drawings. - Know how to develop perspective using a single focal point and horizon.	- Know how to work for a sustained period of time independently. - Know how to produce detailed, meaningful drawings from imagination, observations and copied from illustrations. - Know how to produce a drawing copied from an illustration. - Know how to follow step by step instructions to draw simple drawings independently. - Know how to develop perspective using a single focal point and horizon.

Drawing Media: pencils, crayons, chalks, pastels, charcoal.

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(physical development) • Develop their small motor skills so that they can use a range of tools competently safely and confidently. • Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. **ELG** • Know how to use a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Know how to use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **(expressive arts and design)** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Know to return to and build on their previous learning, refining ideas and developing their ability to represent them. • Know how to create collaboratively, sharing ideas, resources and skills. **ELG** • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Know how to share their creations, explaining the process they have used.	**Pupils should be taught:** • *Know how to use a range of materials creatively to design and make products* • *Know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* • *Know a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.* • *Know 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.*		**Pupils should be taught:** • *Know how 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.* • *Know how to create sketch books to record their observations and use them to review and revisit ideas.* • *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].* • *Know about great artists, architects and designers in history.*		
	Pencils (including those of different grades) and crayons - Know how to explore the marks created with pencils of different grades. - Know the differing pressure applied to a pencil. - Know how to the effects of the direction of colouring/shading and begin to apply this. - Know about a famous artist.	***Pencils (including those of different grades) and crayons*** - Know the marks created with pencils of different grades. - Know how to use pencils and crayons to explore creating different shades. - Know the effects of the direction of colouring/shading and apply this knowledge. - Know the use of different media and how they can make different marks to create texture. - Know about a famous artist.	***Chalk pastels and oil pastels*** - Know how to use pencils of different grades. - Know how to create patterns and texture with new media. - Know new techniques when using chalk pastels - Know a famous artists work and explore how to recreate this.	***Chalk pastels and oil pastels*** - Know how to apply intricate patterns and textures. - Know how to use new media and how to create patterns and texture. - Know how to use new techniques when using oil pastels - Know a famous artists work and explore how to recreate this.	***Charcoal.*** - Know how to work for a sustained period of time and independently to develop, line, shading, pattern and texture. - Know how to create different techniques for a purpose. - Know how to apply drawing techniques when working from observation, illustrations, and photographs. - Know a famous artists work and explore how to recreate this.	***Charcoal.*** - Know how to work for a sustained period of time and independently to develop, line, shading, pattern and texture. - To work for a sustained period of time over a number of sessions working on one piece. Using a choice of drawing media (including mixed) and applying different techniques. - Know a famous artists work and explore how to recreate this.

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Painting: poster, acrylic, watercolours.	**(physical development)** • Develop their small motor skills so that they can use a range of tools competently safely and confidently. • Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. **ELG** • Know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Know how to use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **(expressive arts and design)** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Know to return to and build on their previous learning, refining ideas and developing their ability to represent them. • Know how to create collaboratively, sharing ideas, resources and skills. **ELG** • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Know how to share their creations, explaining the process they have used.	**Pupils should be taught:** • *Know how to use a range of materials creatively to design and make products* • *Know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* • *Know a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* • *Know 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.*		**Pupils should be taught:** • *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.* • *Know how to use sketch books to record their observations and use them to review and revisit ideas.* • *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].* • *Know about great artists, architects and designers in history.*			
		Poster - Know all colours. - Know how to mix colours. - To begin to understand the colour wheel. - To begin to understand how to lighten and darken colours. - Know about a famous artist.	***Poster*** - Know how to mix colours to create a colour wheel. - Know about and name primary and secondary colours. - Know about different shades of colour. - Know how to make many shades of colour, using white to lighten and black to darken. - Know about a famous artist.	***Acrylic*** - Know how to independently mix colours including secondary colours (colour wheel) and different shades of colour. - Know how to use different types of brushes. - Know how to apply colour in different ways; dotting, scratching, splashing, dry/wet brush. - Know a famous artists work and explore how to recreate this.	***Acrylic*** - Know how to match colours by mixing. - Know how to select suitable equipment for task. - Know how to apply colour onto different surfaces. - Know how to explore the use of texture. - Know how to explore colour to reflect mood. - Know a famous artists work and explore how to recreate this.	***Watercolours*** - Know how to apply watercolours in different ways (wet on wet, wet on dry, dry on dry, dry on wet) - Know how to use texture. - Know how to use colour to reflect mood. - Know how to work for a sustained period time and independently to develop various applications. - Know a famous artists work and explore how to recreate this.	***Watercolours*** - Know how to apply watercolours in different ways (wet on wet, wet on dry, dry on dry, dry on wet) - Know different techniques; flat wash, building up colour, creating gradients). - Know how to use colour and shades to reflect feelings. - Know how to work for a sustained period of time and independently to develop their own style which may include using learned applications to create; shading, pattern and texture. - Know a famous artists work and explore how to recreate this.

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Clay	**(physical development)** • Develop their small motor skills so that they can use a range of tools competently safely and confidently. • Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. **ELG** • Know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Know how to use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **(expressive arts and design)** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Know to return to and build on their previous learning, refining ideas. and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. **ELG** • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Know how to share their creations, explaining the process they have used.	**Pupils should be taught:** • *Know how to use a range of materials creatively to design and make products* • *Know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* • *Know how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* • *Know 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.*		**Pupils should be taught:** • *Know techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* • *Know how to create sketch books to record their observations and use them to review and revisit ideas.* • *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].* • *Know about great artists, architects and designers in history.*			
		- Know how to handle and explore clay. - Know how to manipulate clay in a variety of ways including; rolling, kneading, pinching, shaping. - Know how to shape and form models out of clay, from imagination, illustration or observation. - Know how to imprint and apply simple decorations; imprinted, applied, painted. - Know use tools safely and in the correct way. - Know about a famous artist.	- Know how to use media with increasing confidence. - Know how to construct a model with purpose from imagination, illustration or observation. - Know about pattern and texture. - Know some carving techniques. - Know how to use a sketchbook to plan and develop simple ideas. - Know about a famous artist.	- Know use media with confidence. - Know how to learn to secure work to continue at a later date. - Know how to successfully join two parts. - Know how to construct a simple base for extending and modelling other shapes. - Know how to produce more intricate patterns and textures and use them when appropriate. - Know how to explore pinch, slab and coil techniques. - Know how to carve. - Know how to use a sketchbook to plan, collect and develop simple ideas. - Know sculptural forms, both art form and in the environment (furniture and buildings). - Know a famous artists work and explore how to recreate this.	- Know how to work in a safe and organised way, respecting media and equipment. - Know how to secure work to continue at a later date. - Know how to make a slip to join clay. - Know how to create patterns, textures and apply decorations. - Know how to apply pinch, slab and coil techniques. - Know how to carve. - Know how to use a sketchbook to collect sources and ideas, plan, develop simple ideas and create samples. - Know how to adapt work when necessary and explain why. - Know sculptural forms, both art form and in	- Know how to work in a safe and organised way, respecting media and equipment. - Know how to secure work to continue at a later date. - Know how to demonstrate experience in technique learned; slip join, slabbing, coiling, pinching, pattern and texture building. - Know how to develop an understanding of different finishes; painting, glazing and polishing. - Know how to carve a simple model. - Know how to use a sketchbook to collect sources and ideas, plan, collect, develop simple ideas and create samples. Including planning a sculpture by drawing. - Know how adapt work when necessary and explain why. - Know sculptural forms, both art form and in the environment (furniture and buildings). - To study a famous artists work and explore how to recreate this.	- Know how to work in a safe and organised way, respecting media and equipment. - Know secure work to continue at a later date. - Know how to work with a combination of techniques; slip join, slabbing, coiling, pinching, pattern and texture building. - Know about different finishes; painting, glazing and polishing. - Know how to carve a simple model. - Know how to use a sketchbook to collect sources and ideas, plan, collect, develop simple ideas and create samples. Including planning a sculpture by drawing. - Know how to adapt work when necessary, solve problems as they occur and explain why. - Know sculptural forms, both art form and in the environment (furniture and buildings). - To study a famous artists work and explore how to recreate this.