

Art Curriculum Links

EYFS – Expressive Arts and Design- Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

KS1 – Art and Design

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

KS2 – Art and Design

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history

Progression of Skills in Art

	EYFS	KS1 (Cycle 1)	KS2 (Cycle 2)	LKS2 (Cycle 1)	LKS2 (Cycle 2)	UKS2 (Cycle 1)	UKS2 (Cycle 2)
<p>Painting (acrylic, watercolours)</p> <p>NC: KS1 To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>KS2 To improve their mastery of art and design techniques including drawing and painting with a range of materials.</p>	<ul style="list-style-type: none"> Explore colour and colour-mixing. Naming colours Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<ul style="list-style-type: none"> Naming the primary colours Colour mixing - Mixing primary colours to make secondary colours. Colour matching with watercolours Exploring tints, shades, warm and cool colours. Holding and using a brush – choosing the correct brush for the purpose of the painting, holding a paintbrush accurately. Using different brush strokes such as short, smooth and rough strokes, painting with dots. <p>Theoretical Knowledge The primary colours are red, yellow and blue. Two primary colours can be mixed to make a secondary colour. The secondary colours are orange, green and purple. Colours can be described as being warm or cool. Van Gogh's Sunflowers (1888) shows warm colours. Bruegel's Hunters in the Snow (1565) shows cool colours. A tint is when a colour is made lighter by adding white. A shade is when a colour is made darker by adding black.</p> <p>Practical knowledge I can make tints and shades of blue. I can make marks to show a splash. I can make tints and shades of blue. I can use smooth brushstrokes for the sky. I can use short, choppy brushstrokes for the sea. I can use different materials. I can show a rough sea or big wave.</p> <p>Artist focus Claude Monet used tints and shades of blue to show the sea in his paintings The Sea at Fecamp (1881) and Shadows on the Sea (1882). He used short, rough, choppy brushstrokes for the sea and smooth brushstrokes for the sky. David Hockney used tints and shades of blue to show the water and a splash in his painting A Bigger Splash (1967).</p>	<ul style="list-style-type: none"> Colour mixing – recap of knowledge. Extended through making tints and tones with a variety of colours. Making a tint of a colour – adding white to make a colour lighter Making a shade of a colour – adding black to make a colour darker Complimentary colours – selecting a complimentary colour Mixing skin tones Brush strokes – using a bold brush strokes <p>Disciplinary knowledge (how it is judged, valued and evaluated)</p> <p>Theoretical Knowledge To recognise primary, secondary, warm and cool colours To know what a tint and a shade is. To recognise and name geometric shapes in art. To know what an organic shape is</p> <p>Practical knowledge I can paint one square with cool colours and one square with warm colours. I can mix a secondary colour. I can mix my colours well and paint smoothly. I can make tints. I can make shades. I can mix my colours well. I can draw different geometric shapes. I can use geometric shapes to show different objects. I can use tints and shades of blue I can draw the outline of an organic shape from a natural object. I can make up and draw my own organic shape. I can cut out my organic shape.</p> <p>Artist focus Paul Klee's Three Houses (Metropolitan Museum of Art, New York - 1922)</p>	<ul style="list-style-type: none"> Using a paintbrush – using different grade paintbrushes Painting with water colours Adding detailed brushwork to paintings using the appropriate paintbrush <p>Theoretical Knowledge To know that the Anglo Saxons created interlaced designs. To know what an interlaced design is.</p> <p>Practical knowledge <u>To build on knowledge from year 1 and select the correct brush.</u> I can use my brush smoothly I can paint neatly inside my shapes I can make my colours symmetrical.</p> <p>Disciplinary knowledge Children to explain to describe their designs to each other. How is your design like an Anglo-Saxon design? What does interlace mean?</p>	<ul style="list-style-type: none"> Using acrylic paint to create tone. Develop an understanding of the techniques artists use to create their art – adding depth to paintings through 'ground' and 'underpainting' Colour mixing – tints, shades and tones- painting dark and light to create foreground and background, shadows and highlights Holding and using a brush – choosing the correct brush for the purpose of the painting, holding a paintbrush accurately. Selecting and using appropriate colours to communicate emotions. Brush strokes – using smooth brush strokes Developing good technique using water colour paints <p>Theoretical Knowledge <u>To build on knowledge around how different tones are used.</u> To understand that artists can use tone to show form and drama To understand how to use a ground and underpainting using acrylic paint To understand that artists use tints and shades to show form.</p> <p>Practical knowledge I can mix different tones I can use good mixing technique I can use different tones to show form. To use a ground and underpainting using acrylic paint I can mix tints and shades to match the colours I see. I can paint with tints and shades. I can paint a background.</p> <p>Artist focus Caravaggio's Supper at Emmaus (1601)</p> <p>Disciplinary knowledge To compare how Caravaggio and Vermeer use tone</p>	<ul style="list-style-type: none"> Painting with acrylic on different surfaces – canvases, clay and bamboo Planning and transferring designs onto a canvas Using the colour theory – using colour for different purposes and effects – choosing complimentary colours Creating texture using brush strokes – selecting the appropriate paintbrush and stroke to create different effects (short, long, rough, smooth) Choosing the right brush for the intended brush strokes. Experimenting making different brushstrokes using alternative painting apparatus (Chinese painting brushes) 	<ul style="list-style-type: none"> Developing good brush technique – keeping inside the lines, applying even coat of paint Exploring alternative surfaces to paint on – plaster and over wax Using water colour – using correct amount of water – painting on wet and dry surfaces and observing the effect it has. Deepening knowledge of tints and shades through careful painting techniques – painting from light to dark, adding one colour at a time Brush strokes – rapid broad brush strokes (dabs) to create texture in a painting Colour mix – using complimentary colours, adding tints, shades and tones to create realistic art.
<p>Drawing (Pencils, oil pastels, charcoal, graphite and chalk)</p> <p>NC: KS1 To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>KS2</p>	<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 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. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> To use a variety of different lines when drawing (straight, zig zag, curved, wavy, looped, thick and thin) Use different materials to make different kinds of lines (pencils, cardboard, string) Using a ruler to draw straight lines Drawing from imagination Detailed line drawings – architecture, paintings of children (body parts) Accurately copying shapes and lines 	<ul style="list-style-type: none"> Drawing geometric shapes – square, rectangles, circles and triangles Using natural objects to draw organic shapes – drawing the shape of natural materials Creating texture through mark making and colour – charcoal rubbings over different textures – rough, smooth, soft, hard, fluffy Drawing with different media – chalk, charcoal, graphite and oil pastels, including layering of media and drawing different characteristics 	<ul style="list-style-type: none"> Continuous line drawing – horizontal, vertical and diagonal lines Line weight – showing shadow, pressing harder for dark thick lines and pressing lightly for thin, light lines Drawing contour lines – drawing round hand to show it is 3D Developing pencil techniques to show tone and form- including Cross-hatching, marks in one direction, squiggles, shading Drawing still life – what you see – adding detail by layering oil pastels 	<ul style="list-style-type: none"> Observational drawing – still life – drawing shapes such as shadows Continuous line drawing – drawing simple objects and its shadow Using chalk and charcoal for tone – drawing shadows and darker areas to show light and dark Using shade to create tone – shade using different tones, drawing a shadow, making an object look 3D, not shading areas to show highlight Using a line to draw a landscape – drawing different layers of landscapes (foreground, mid-ground 	<ul style="list-style-type: none"> Using oil pastels and soft pastels to create light/shade and different marks – making rough marks, blending colours and lines Accurately copying shapes – including detail in drawings Independent design by drawing – labelling their drawings Using different lines (thick, thin, curved straight) and shapes (geometric, organic) to make patterns Using rulers and compasses to draw geometric patterns 	<ul style="list-style-type: none"> Observational drawing – drawing hand Using perspective to draw – drawing a horizon line, vanishing point and line to show linear perspective Sketching architecture – simplifying forms – selecting to most important details for their drawing Observing nature closely – copying shapes accurately, varying line weight, adding detail, drawing light sketches - creating a design based on nature

<p>To improve their mastery of art and design techniques including drawing and painting with a range of materials.</p>	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> •Drawing people from manikins – drawing people from different angles, using charcoal 	<ul style="list-style-type: none"> •Drawing marks and colour to show texture •Planning and drawing a face - including a profile •Sketching from imagination – including drawings part of a narrative and drawing characteristics of characters from a narrative •Using a ruler to draw different lines •Copying simple drawings from different artists – including continuous line drawings 	<ul style="list-style-type: none"> •Developing sketching techniques •Drawing fine line detail •Using line to create a design – designing a clay tile, mosaic •Showing tone in drawing – shadows and highlights through shading. •Using a ruler to draw straight lines •Observational drawing •Using imagination when drawing – creating a building – drawing in 3D 	<p>and background) – adding detail to landscape</p> <ul style="list-style-type: none"> •Using lines to show expression – selecting which line to make stronger using a black felt tip 	<ul style="list-style-type: none"> • Following instruction to create a design •Develop their drawing skills through using lines when sketching detailed objects – using shading to show detail 	<ul style="list-style-type: none"> • Using chalk and charcoal for tone – drawing only in black and white, adding light, dark and shapes, creating mid-tones through scribbling and using water to drag from dark to light
<p>Texture KS1: Pupils should be taught to improve their mastery of art and design techniques. KS2: Pupils should be taught to improve their mastery of art and design techniques, with a range of materials.</p>	<ul style="list-style-type: none"> • Join different materials and explore different textures. 		<ul style="list-style-type: none"> •Weaving – making four threads of loom, weave threads in and out on a loom, take a weave off the loom. 		<ul style="list-style-type: none"> •Embroidery – using a cross stitch, threading a needle and tying a knot, transferring a design onto cloth, consistent stitch length. •Weaving – create a warp thread on a loom, weave using a weft. 		
<p>3D form (clay, cardboard, plaster) KS1: Pupils should be taught: to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal KS2: Pupils should be taught to improve their mastery of art and design techniques, with a range of materials.</p>	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<p>Theoretical Knowledge Architecture is an art of designing buildings. People who design buildings are called architects. Architects design features such as arches, pillars and domes. Features have different purposes. Westminster Abbey has a rose window. A gargoyle is a carved face of a person or an animal which acts as a spout to take the water away from a building. Buildings are designed for a purpose. Architects need to think about the purpose of a building when they design it.</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> •Hold the pencil using a firm but relaxed grip as for writing •Draw using light, fluid lines, not pressing too hard with the pencil •Use the whole space on the page to make your drawing. •Carefully look at the large shapes you can see in the photograph. Draw these first. Where will they go on your page? Will your lines be straight or curved? •Once you have drawn the large shapes then start to draw smaller details which you can see in the photograph. <ul style="list-style-type: none"> •Modelling with clay – introduction to clay modelling, creating a pinch pot, adding features onto their work, using clay joining techniques (scoring the clay and adding water, smoothing joins together), creating 	<ul style="list-style-type: none"> •Sculpting with wire – creating a mobile – twisting pipe cleaners to hold objects in place •Sculpting with natural objects – creating symmetrical sculptures 	<p>Modelling with clay – moulding parts of a structure (pinch and mould), effectively joining the different parts together, smoothing the different parts together</p> <ul style="list-style-type: none"> •Model making with mixed media – making papyrus using different paper. •Working with clay to make a relief – rolling clay into the right shape, building up and carving away to show a design •Model making – designing a bed system – designing to fit a specific size, planning, designing and making a model (using cubes) 	<ul style="list-style-type: none"> •Cardboard reliefs – creating different layers of a picture using cardboard, cutting off layers to create a relief (3 layers) •Model making with mixed media – model making by following instructions (cardboard), creating a circular shape using papier mache 	<ul style="list-style-type: none"> •Working with clay – rolling clay to a specific size and thickness, accurate shaping, adding detail by scratching clay away or adding clay, cross hatching the surface and smoothing down the edge to ensure pieces are firmly stuck down, symmetrical design •Cardboard reliefs – designing and creating a relief 	<ul style="list-style-type: none"> •Modelling with clay – rolling clay to a specific size and thickness, accurate shaping and cutting, using the score, wet and smooth down technique, carving away clay, drawing details into clay •Casting in plaster – introduction to making plaster, designing and making a pattern on plaster

		<p>different shapes and attaching them together</p> <ul style="list-style-type: none"> •Sculpting with wire – making an armature •Model making with mixed media – designing for a purpose including suitable features on their model 					
<p>Collage KS1 To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. KS2: Pupils should be taught to improve their mastery of art and design techniques, with a range of materials.</p>	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Collage with tissue paper – cutting different shaped pieces of tissue paper- sticking tissue paper on the holes to create a Rose window. •Planning and arranging elements of a picture – cutting around different shapes neatly – arranging shapes to replicate a paint 	<ul style="list-style-type: none"> • Cutting organic shapes – arranging using complimentary colours, selecting size and shape they are going to cut • Collage with paper – selecting background colour when arranging their collage, complimentary colours, shape location, overlapping shapes •Collage with textiles – including colour matching, colour selection – neatly cutting , arranging parts of collage successfully 	<ul style="list-style-type: none"> •Collage with paper and tissue paper – cutting small pieces of paper to keep shapes inside the lines, colour matching • Sketching out a design – selecting appropriate colours for collage – tearing tissue paper to create a mosaic 	<ul style="list-style-type: none"> • Collage with paper –designing mosaic face, sticking pieces of paper in the right place, not overlapping pieces of paper 	<ul style="list-style-type: none"> •Creating a photomontage – neatly cutting out pictures, arranging and sticking down the images to create their montage – using artists styles in their work (E.g. overlapping or not) 	<ul style="list-style-type: none"> •Collage with paper – tearing patches of colour to use, matching colours to a photograph
<p>Printing KS1: Pupils should be taught to improve their mastery of art and design techniques KS2: Pupils should be taught to improve their mastery of art and design techniques, with a range of materials;</p>			<ul style="list-style-type: none"> •Mono-printing with polystyrene – applying printing ink evenly to a tile using a roller, creating a clear print 	<ul style="list-style-type: none"> •Mono-printing with polystyrene – rolling a thin and even layer of ink onto a tile, printing a clear image, explaining how they made their print 		<ul style="list-style-type: none"> •Mono-printing with Perspex – evenly applying a thin layer of ink, blotting the ink, use different marks to show different textures •Introduction to screen printing – adding an even line of printing in at the top of the screen, dragging the ink evenly to create a print 	<ul style="list-style-type: none"> •Reduction printing with polystyrene – creating a design for printing, tracing design ready for printing, transferring design from tracing paper to the polytile ensuring lines are deep enough for the print to be clear - two layers of prints, removing a section of the print, evaluating the success of the print.

Colour theory is a body of principles that provide guidance on the relationship between colours and the physiological impacts of certain colour combinations.

Building Concepts Over Time - Colour

<p>Reception Colour Concepts Primary/Secondary colours Skills Holding and using a brush Colour mixing</p>	<p>Year 1 Colour Concepts Revisit Reception concepts Warm/Cool colours Tints and shades Brushstrokes Skills Mixing tints and shades Using different brushstrokes</p>	<p>Year 2 Colour, Shape and Texture Concepts Revisit year 1 concepts Complementary colours Skills Planning where to use colours within a composition</p>	<p>Year 3 Still Life and Form Concepts Using colour to create form Skills Layering oil pastels Working from dark to light</p>	<p>Year 4 Light Concepts Form Using a ground and underpainting Tints and shades Skills Using acrylics Colour mixing Working from dark to light</p>	<p>Year 4 Design Concepts Complementary colours Expressionism – using colours to show emotion Skills Planning where to use colours within a composition</p>	<p>Year 5 Style Concepts Colour theory Skills Using acrylics on canvas Colour design Using acrylic to provide texture</p>	<p>Year 6 The Pre-Raphaelites Concepts Painting from observation and nature Skills Painting with watercolour Painting from light to dark</p>
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