

| 2-3 Yr Olds | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|----------------------|--|---|---|---------------------------------------|--|--------------------------------------|
| | Expressive Arts and Design | | | | | |
| New Learning | Art I can create my own art: pictures or models. | | Art I can give meaning to my art: pictures or models. | | Art Explore paint, using fingers and other parts of their bodies as well. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | |
| Connections | Cross-curricular connections: The Natural World; EAD (Art) Cornerstones Projects: | | Cross-curricular connections: The Natural World; EAD (Art) Cornerstones Projects: | | Cross-curricular connections: The Natural World; EAD (Art) Cornerstones Projects: | |
| | Let's Explore / Build It Up | Marvellous Machines / Puppets & Pop-Ups | Long Ago / Stories & Rhymes | Ready, Steady, Grow / Signs of Spring | Animal Safari / Creep, Crawl, Wriggle | On the Beach / Moving It / Moving On |
| Key Knowledge | Uses hands and fingers for painting. Holds a paintbrush/ printing tools in the palm of the hand. Makes marks by drawing circles and lines. Does not always give meaning. | | Enjoys using hands, feet and fingers to make marks. Holds a paintbrush/ printing tools using more dexterity. Draws enclosed spaces using lines and gives meaning. Draws faces with basic features. | | Uses pre-made paints and is able to name most colours. Paints enclosed spaces using lines and gives meaning. Draws faces with basic features. Draws simple things from memory. Draws things that I have seen. | |
| 3-4 Yr Olds | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
| | Expressive Arts and Design | | | | | |
| New Learning | Art Painting using stimuli from memory. Clay manipulation. | | Art Printing irregular patterns. Developing sculpting techniques. Colour mixing. | | Art Drawing with increasing accuracy including portraits and landscapes. Introduction to symmetry in art. | |
| Connections | Cross-curricular connections: The Natural World and PSHE Cornerstones Projects: | | Cross-curricular connections: The Natural World and PSHE Cornerstones Projects: | | Cross-curricular connections: The Natural World and PSHE Cornerstones Projects: | |
| | Let's Explore / Build It Up | Marvellous Machines / Puppets & Pop-Ups | Long Ago / Stories & Rhymes | Ready, Steady, Grow / Signs of Spring | Animal Safari / Creep, Crawl, Wriggle | On the Beach / Moving It / Moving On |
| Key Knowledge | Holds the paintbrush with the correct grip with some reminders. Mixes primary colours (red, yellow and blue) to appropriate consistency. Paints enclosed spaces using lines and gives meaning. Draws faces with basic features. I am beginning to understand that to print, I must press down and carefully lift off the printing tool. Draw, paint, print and colour repeating patterns Draws enclosed spaces using lines and gives meaning. Draws simple things from memory. I can make marks in the clay/dough. | | Correctly holds and uses a fine brush to paint. Uses thick and thin brushes. Uses primary colours to make secondary colours, e.g. green, orange and purple. Paints potato people with no body, or missing arms/legs. Paints simple shapes for other objects. Print simple shapes with adult prompting for instructions. Make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint. Draws self-portraits and uses ideas from objects or pictures in own work. Manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting. | | Uses good control to correctly hold and paint carefully in the lines. Uses thin brushes to add detail and holds the brush with a tripod grip. Adds white or black to alter a shade or tint of paint. Paints bodies and shapes for objects that are an appropriate size and have some features. Print simple shapes, with support to use the space to build up my composition. Explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors. Draws bodies and shapes for objects that are an appropriate size and have some features. Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects. I can make something and give meaning to it. | |

| Reception | AUTUMN TERM | | SPRING TERM | SUMMER TERM |
|-------------------------------|--|--|--|--|
| Expressive Arts and Design | | | | |
| Revisit | <p>Links to prior learning: EYFS Art curriculum builds directly on the learning undertaken in Pre-School. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> • 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. • Explore colour and colour-mixing | | | |
| New Learning | <p>Mix It (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • Colour mixing with purpose • Give meaning to artwork | <p>Funny Faces, Fabulous Features (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • Self-portraits • Creating shades and tints. | <p>Rain and Sunrays (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • Developing accurate control when painting. • Including finer details in artwork. | <p>Street View (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • Drawing from observations. • Using a variety of stimuli including portraits, landscapes, cityscapes and close observations. • Developing different techniques for different styles of artwork. |
| Key Knowledge | <ul style="list-style-type: none"> • Correctly holds and uses a fine brush to paint. • Uses thick brushes. • Adds white or black to alter a shade or tint of paint. • Paints bodies and shapes for objects that are an appropriate size and have some features. • Draws bodies and shapes for objects that are an appropriate size and have some features. • Draws self-portraits and uses ideas from objects or pictures in own work. • I can make something and give meaning to it. | | <ul style="list-style-type: none"> • Uses <u>good</u> control to correctly hold and paint carefully in the lines. • Uses thin brushes to add detail and holds the brush with a tripod grip. • Mixes and matches to a specific colour or shade needed. • Paints with detail including finer details such as fingers, ears, hair styles or items onto features. • I can independently print clear representations to create full pictures, without any support and add details • Draws with detail including finer details such as fingers, ears, hair styles or items onto features. • Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects. • I can make something with clear intentions from start to finish. | <ul style="list-style-type: none"> • Uses <u>very good</u> control to correctly hold and paint carefully in the lines. • Independently selects additional tools to add details and improvements to pictures • Colours matches by altering the tint or shades. • Creates warm and cold colours. • Paints from observation by making a careful study and then includes features and details in the pictures • I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. • Draws from observation by making a careful study and then includes features and details in the pictures • Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation. • I use a variety of techniques, shapes and shapes to sculpt. • I can carefully select additional materials to incorporate and enhance my model. |
| Disciplinary Knowledge | <ul style="list-style-type: none"> • Human Form | | <ul style="list-style-type: none"> • Malleable Materials | <ul style="list-style-type: none"> • Natural Art • Landscapes |
| Connections | <p>Cross-curricular connections: Understanding of the World – Past and Present</p> | | <p>Cross-curricular connections: Understanding of the World – People, Place and Communities</p> | <p>Cross-curricular connections: Understanding of the World – Past and Present</p> |

| Key Stage 1 | AUTUMN TERM (2024) | | SPRING TERM (2025) | SUMMER TERM (2025) |
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| Art and Design | | | | |
| Revisit | <p>Links to prior learning: KS1 Art and Design curriculum builds directly on the learning undertaken in EYFS. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> Drawing from observations. Using a variety of stimuli including portraits, landscapes, cityscapes and close observations. Developing different techniques for different types of artwork. | | | |
| New Learning Cycle A | <p>Mix It</p> <ul style="list-style-type: none"> Accurately mixing secondary colours. Grouping and classifying art. | <p><u>Funny Faces, Fabulous Features</u></p> <ul style="list-style-type: none"> Self-portraits Portraits. A portrait is a drawing, photograph or painting of a face. A self-portrait is a portrait that someone makes of themselves. | <p><u>Rain and Sunrays</u></p> <ul style="list-style-type: none"> Transient Art Drawing techniques Transient art is art that can be moved, changed and cleared away. Soft pencils make dark lines. Hard pencils make light lines. | <p><u>Street View</u></p> <ul style="list-style-type: none"> Developing landscape observations. James Rizzi (key artist) A sketch or drawing of a place or space is called a landscape. James Rizzi was a significant American artist and illustrator. Landscape art can include things that are natural and things that are human made. |
| New Learning Cycle B | <p>Mix It</p> <ul style="list-style-type: none"> The primary colours are red, yellow and blue. Secondary colours are made by mixing primary colours. The secondary colours are purple, green and orange. Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork. Art on a similar theme can be different because of the colours or style the artist uses. | <p><u>Still Life</u></p> <ul style="list-style-type: none"> Differences in still life art can include style, composition and use of colour. Make simple sketches to explore and develop ideas. | <p><u>Flower Head</u></p> <ul style="list-style-type: none"> Shapes are created using a line to create an enclosed two-dimensional space. Shape is one of the seven elements of art. Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Colours can be used to make patterns. Pattern is one of the visual elements of art. Patterns can be stripy, dotted or zig-zagged. | <p><u>Portraits and Poses</u></p> <ul style="list-style-type: none"> Historical portraits were the only way people could represent themselves to others before cameras were invented. A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. A drawing of a portrait can be created using line only. It is called a line drawing. A drawing or painting of the artist's face is called a self-portrait |
| Disciplinary Knowledge | <ul style="list-style-type: none"> Human Form | | <ul style="list-style-type: none"> Malleable Materials | <ul style="list-style-type: none"> Natural Art Landscapes |

| Lower Key Stage 2 | AUTUMN TERM (2024) | | SPRING TERM (2025) | | SUMMER TERM (2025) | | |
|------------------------|--|--|---|--|---|--|--|
| Art and Design | | | | | | | |
| Revisit Cycle A | <u>Mix It</u> <ul style="list-style-type: none"> Accurately mixing secondary colours. Grouping and classifying art. | <u>Funny Faces, Fabulous Features</u> <ul style="list-style-type: none"> Self-portraits Portraits. | <u>Rain and Sunrays</u> <ul style="list-style-type: none"> Transient Art Drawing techniques | | <u>Street View</u> <ul style="list-style-type: none"> Developing landscape observations. James Rizzi (key artist) | | |
| Revisit Cycle B | <u>Mix It</u> <ul style="list-style-type: none"> Accurately mixing secondary colours. Grouping and classifying art. | <u>Still Life</u> <ul style="list-style-type: none"> Differences in still life art can include style, composition and use of colour. Make simple sketches to explore and develop ideas. | <u>Flower Head</u> <ul style="list-style-type: none"> Shapes are created using a line to create an enclosed two-dimensional space. Shape is one of the seven elements of art. Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Colours can be used to make patterns. Pattern is one of the visual elements of art. Patterns can be stripy, dotted or zig-zagged. | | <u>Portraits and Poses</u> <ul style="list-style-type: none"> Historical portraits were the only way people could represent themselves to others before cameras were invented. A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. A drawing of a portrait can be created using line only. It is called a line drawing. A drawing or painting of the artist's face is called a self-portrait | | |
| New Learning Cycle A | <u>Contrast and Complement</u> <ul style="list-style-type: none"> Using the colour wheel. Grouping cool and warm colours. Tertiary colours. Analogous colours. Complementary (contrasting) colours. | <u>Prehistoric Pots</u> <ul style="list-style-type: none"> Using coils and slip. Using items from nature to decorate pots. | <u>Ammonites</u> <ul style="list-style-type: none"> Developing hatching and cross-hatching techniques. Developing shading. | <u>People and Places</u> <ul style="list-style-type: none"> LS Lowry Urban landscapes Drawing figures | <u>Beautiful Botanicals</u> <ul style="list-style-type: none"> Weaving with purpose. Using botanical art as stimuli. Knowing the vocabulary associated with weaving. Katie Scott | <u>Marvellous Mosaics</u> <ul style="list-style-type: none"> History of mosaic art. Using tesserae. Using visual elements in a specific way. | |
| New Learning Cycle B | <u>Contrast and Complement</u> <ul style="list-style-type: none"> Watercolour paint creates a translucent effect called a wash. Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry). Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. | <u>Statues, Statuettes & Figurines</u> <ul style="list-style-type: none"> A figure drawing is a drawing of the human form Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil. The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past | <u>Animals</u> <ul style="list-style-type: none"> Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst. The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals. Objects such as animals can be drawn using simple shapes. Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore. Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. | | <u>Vista</u> <ul style="list-style-type: none"> A viewfinder is a tool an artist uses to frame a view. Composition is a term used to describe the arrangement of the visual elements in a painting. Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere. Atmospheric perspective in art creates the illusion of space. | <u>Warp and Weft</u> <ul style="list-style-type: none"> Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics Visual qualities of a yarn can include its colour, elasticity, pattern and texture. | <u>Islamic Art</u> <ul style="list-style-type: none"> Islamic art describes the art created specifically in the service of the Muslim faith. Islamic art uses geometric shapes to make patterns. The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah. |
| Disciplinary Knowledge | <ul style="list-style-type: none"> Paint and Colour Malleable Materials | | <ul style="list-style-type: none"> Human Form Pencil, Ink, Charcoal and Pen | | <ul style="list-style-type: none"> Natural Art Significant Artists | | |

| Upper Key Stage 2 | AUTUMN TERM (2024) | | SPRING TERM (2025) | | SUMMER TERM (2025) | |
|------------------------|--|--|--|--|---|---|
| | Art and Design | | | | | |
| Revisit Cycle A | <p>Contrast and Complement</p> <ul style="list-style-type: none"> Using the colour wheel. Grouping cool and warm colours. Tertiary colours. Analogous colours. Complementary (contrasting) colours. | <p>Prehistoric Pots</p> <ul style="list-style-type: none"> Using coils and slip. Using items from nature to decorate pots. | <p>Ammonites</p> <ul style="list-style-type: none"> Developing hatching and cross-hatching techniques. Developing shading. | <p>People and Places</p> <ul style="list-style-type: none"> LS Lowry Urban landscapes. Drawing figures | <p>Beautiful Botanicals</p> <ul style="list-style-type: none"> Weaving with purpose. Using botanical art as stimuli. Knowing the vocabulary associated with weaving. Katie Scott | <p>Marvellous Mosaics</p> <ul style="list-style-type: none"> History of mosaic art. Using tesserae. Using visual elements in a specific way. |
| Revisit Cycle B | <p>Contrast and Complement</p> <ul style="list-style-type: none"> Watercolour paint creates a translucent effect called a wash. Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry). Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. | <p>Statues, Statuettes & Figurines</p> <ul style="list-style-type: none"> A figure drawing is a drawing of the human form Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil. The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past. | <p>Vista</p> <ul style="list-style-type: none"> A viewfinder is a tool an artist uses to frame a view. Composition is a term used to describe the arrangement of the visual elements in a painting. Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere. Atmospheric perspective in art creates the illusion of space. | <p>Animals</p> <ul style="list-style-type: none"> Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst. The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals. Objects such as animals can be drawn using simple shapes. Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore. Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. | <p>Islamic Art</p> <ul style="list-style-type: none"> Islamic art describes the art created specifically in the service of the Muslim faith. Islamic art uses geometric shapes to make patterns. The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah. | <p>Warp and Weft</p> <ul style="list-style-type: none"> Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics. Visual qualities of a yarn can include its colour, elasticity, pattern and texture. |
| New Learning Cycle A | <p>Tints, Tones & Shades</p> <ul style="list-style-type: none"> Tints, tones, shades. Foreground, background in landscapes Perspective | <p>Tootle</p> <ul style="list-style-type: none"> Casting. Motifs. | <p>Line, Light & Shadows</p> <ul style="list-style-type: none"> Pablo Picasso. Rembrandt Light and Shadow Honing drawing techniques | <p>Nature's Art</p> <ul style="list-style-type: none"> Land art using relief sculpture High-relief sculptures Low-relief sculptures Installations | <p>Mixed Media</p> <ul style="list-style-type: none"> Paper art Applique Collage Introduction to Surrealism | <p>Expressions</p> <ul style="list-style-type: none"> Introduction to Expressionism. Edvard Munch Using tools to layer materials creating artwork. |
| New Learning Cycle B | <p>Tints, Tones & Shades</p> <ul style="list-style-type: none"> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A tone is a colour mixed with grey. The colour stays the same, only less vibrant. A shade is a colour mixed with black. Impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras. The Realism movement painted scenes from everyday life using a naturalistic colour palette. The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks. | <p>Inuit</p> <ul style="list-style-type: none"> Arctic animals are an important subject matter for Inuit artists. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print. The Enchanted Owl by Inuit artist uses striking pairs of colours to make it stand out. | <p>Distortion & Abstraction</p> <ul style="list-style-type: none"> Abstract art uses simple shapes to represent objects and landscapes. Abstraction by shape is a technique artists use to represent objects using shape only. Distortion is an alteration to an original shape. Abstraction refers to art that doesn't depict the world realistically. Exaggeration is the depiction of something that is larger than in real life. | <p>Environmental Artists</p> <ul style="list-style-type: none"> Environmental artists use recycled materials to create their art. Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art. Materials can be joined by tying, gluing, knotting, twisting and threading. | <p>Beetles, Bees & Butterflies</p> <ul style="list-style-type: none"> Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold. Line is a visual element that can be used to create shapes, shade, detail and texture to a drawing. Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage. | <p>Trailblazers, Barrier Breakers</p> <ul style="list-style-type: none"> Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork. Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues. Art with a personal idea or theme might express the artist's feelings about social matters. |
| Disciplinary Knowledge | <ul style="list-style-type: none"> Paint and Colour Malleable Materials | | <ul style="list-style-type: none"> Significant Artists Natural Art | | <ul style="list-style-type: none"> Paper, Fabric, Metal & Plastic Printing | |

