


Topics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Expressive arts and design</b>	<p><b>Mark Making</b> – Yayoi Kusama</p> <p><b>Animals</b> – Eric Carle</p> <p><b>Flowers and Fauna</b>- botanical drawing – Marianne North</p>	<p><b>Explore and Draw</b> – Beth Krommes - spirals</p> <p><b>Expressive Painting</b> - Georgia O'Keefe</p> <p><b>Newspaper sculptures</b> – Aboriginal art combined with fish sculpture</p>	<p><b>Glass Art and collage</b>- Dale Chihuly and Matisse</p> <p><b>Shells and Fossils</b> – Edward Lear, local artist Ella Flavell</p> <p><b>Plants</b> - Rousseau</p>	<p><b>Pattern</b> –MC Escher</p> <p><b>Pointillism</b> –George Seurat</p> <p><b>Mythical Monsters</b> – Tony Meewissen</p>	<p><b>Egyptian faces/masks</b> – David Hockney</p> <p><b>Insects</b> – Louise Bourgeois, Jennifer Angus</p> <p><b>Street art</b> – Banksy, Keith Haring</p>	<p><b>Flowers</b> - William Morris</p> <p><b>Pop Art</b>- Warhol, Lichtenstein</p> <p><b>Still Life</b> – Cezanne, Patrick Caulfield</p>

EYFS

In EYFS, artistic learning begins in 'Expressive arts and design' where children begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials across the curriculum. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills.

Expressive Arts and Design	Refer to Art and Design progression map to facilitate progression through child led interests					
		<p>Portrait skills – drawing themselves, observational work, playdough portraits, loose parts</p> <p><b>Artist study – Songs/rhymes/poems:</b> Listen to songs and nursery rhymes. Share 'a poem a week' at school and at home.</p> <p><b>Develop storylines in their pretend play.</b></p>	<p>Shadow puppets Joining things Rangoli patterns Poppies <b>Artist study</b> – Arcimboldo, Kandinsky</p> <p><b>Songs/ Rhymes and Poems:</b> Nativity, learning Christmas songs. Share 'a poem a week' at school and at home.</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p>	<p><b>Artist Study – Peter Thorpe</b> Explore mark making with chalk pastels</p> <p>Techniques for joining – space rockets. Loose parts.</p> <p><b>Songs/rhymes / poems:</b> 'The Planets' by Holst. Share 'a poem a week' at school and at home.</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p>	<p><b>Artist Study:</b> African art Tinga. Colour mixing - sunsets. Loose parts</p> <p><b>Songs/ rhymes/ poems: Music from different cultures.</b> Share 'a poem a week' at school and at home.</p> <p><b>Create collaboratively sharing ideas, resources, and skills.</b></p>	<p>Perform T4W story and own version. Fairy tale ball-room dancing.</p> <p><i>Make fairy tale music.</i> <b>Songs/rhymes/poems : There was a princess long ago, 3 bears song.</b> Share 'a poem a week' at school and at home.</p> <p><i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i></p>
<p><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b> Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>						

**Adapting the curriculum for pupils with SEND in art****When working in art lessons with children with SEND, we need to remember that no size fits all.**

Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, and art and design naturally encourages learners to problem solve, to be self-critical, to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace 'the happy accident' and 'learn through their mistakes'.

- Adaptive teaching takes place.
- The tools available are carefully considered for children with physical disabilities.
- Encourage a culture of experimentation, with no one right way to do something
- For sensory needs, consider when alternative materials or tools may need to be offered
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

Substantive Knowledge

	Year 1	Year 2	Year 3
Topic 1	<ul style="list-style-type: none"> <li>Name the contemporary artist <b>Yayoi Kusama</b> and be able to describe her work using subject specific language e.g. <b>colour, dots, sculpture, painting, installation</b></li> <li>Know the <b>names of the primary colours</b> and that they can be <b>mixed</b> to make new colours (orange, green and purple)</li> <li>Know the names of specific art equipment: <b>pencil, wax crayon, paintbrush, cotton bud, poster paint</b></li> <li>Know specific process language: <b>wax resist, printing, painting, drawing, rolling (clay), indenting</b></li> </ul>	<ul style="list-style-type: none"> <li>Name the contemporary artist/illustrator <b>Beth Krommes</b> and be able to describe her work using subject specific language e.g. <b>engraving, spirals, scratchboard, installation</b></li> <li>Know the names of specific art equipment: <b>oil/chalk pastels, pencil, charcoal,</b></li> <li>Know specific process language: <b>sgraffito, wood engraving</b></li> </ul> <p>(Revisit learning on mark-making in Y1)</p>	<ul style="list-style-type: none"> <li>Name the glass artist <b>Dale Chihuly</b> and be able to describe his work using subject specific language e.g. <b>glass, colour, sculpture, fusion</b>. Describe when he made his work.</li> <li>Know and use the terminology <b>primary and secondary colours</b></li> <li>Know which <b>combination of primary colours make secondary colours</b> e.g. red+yellow= orange</li> <li>Know that <b>complementary colours</b> are opposite each other on the colour wheel</li> <li>Know the <b>effect of presenting complementary colours next to each other</b> and that this is used by designers to make products stand out (e.g. Heinz Beans, Cadbury's Caramel)</li> <li>Know that <b>harmonious colours</b> are next to each other on then colour wheel.</li> <li>Know and use the names of specific art equipment: <b>poster paint, paintbrush, paper, scissors, glue</b></li> <li>Know and use specific process language: <b>collage,</b></li> </ul> <p>(Revisit learning on Eric Carle's collages from Y1)</p>
Topic 2	<ul style="list-style-type: none"> <li>Name the artist and illustrator <b>Eric Carle</b> and be able to describe his work using subject specific language e.g. colour, paint, collage, prepared paper</li> <li>Know the names of specific art equipment: <b>poster paint, brush, scraper, scissors, glue</b></li> <li>Know specific process language: <b>painting, collage</b></li> </ul> <p>(Revisit primary colours and colour mixing)</p>	<ul style="list-style-type: none"> <li>Name the modern artist <b>Georgia O'Keefe</b> and be able to describe their work using subject specific language e.g. painting,</li> <li>Know the names of specific art equipment: <b>pen, acrylic paint, paint brush</b></li> <li>Know specific art terms and processes: <b>painting, sgraffito, stroke, shade (lighter/darker), wax-resist</b></li> <li>Name and use the <b>primary and secondary colours</b></li> </ul> <p>(Revisit learning on Yayoi Kusama's flowers and Marianne North's botanical pictures – Y1)</p>	<ul style="list-style-type: none"> <li>Name the artist <b>Edward Lear</b> and be able to describe his work using subject specific language e.g. <b>print made by drawing onto a flat stone using a sticky, oily pencil – called a lithograph</b>. Describe when he made his work.</li> <li>Know that this was one of the <b>first forms of printing</b> that allowed multiple prints to be made from a single image (particularly useful in books)</li> <li>Know that <b>lithographs are used rarely now</b> because technology has developed</li> <li>Name the <b>local artist, Ella Flavell</b> (Burin and Plate) and describe her work using subject specific language e.g. <b>lino print, monotone</b></li> <li>Know the names of specific art equipment: <b>ink, roller, lino, plate, polyblock</b></li> <li><b>Know how the pressure applied</b> during the burnishing (rubbing the back) stage <b>affects the quality of the print</b> i.e. press hard= bold, press lightly=feint</li> <li>Know and use the specific process language: <b>continuous line, grid drawing, printing, intaglio</b> (indenting/engraving a design into a surface)</li> </ul>

			<p>(Revisit learning on sgraffito technique and scratchboard printing, spirals/Beth Krommes – Y2))</p>
<p>Topic 3</p>	<ul style="list-style-type: none"> <li>• Name the historical, botanical artist <b>Marianne North</b> and be able to describe her work using subject specific language e.g. <b>observational drawing, pencil, paint</b></li> <li>• Describe <b>Yayoi Kusama's flower sculptures</b></li> <li>• Know the names of specific art equipment: <b>pencil, water colour, palette, paintbrush, bending, joining (wire)</b></li> <li>• Know specific process language: <b>drawing, painting, observing</b></li> </ul> <p>(Revisit primary colours and colour mixing)</p>	<ul style="list-style-type: none"> <li>• Name the artists <b>Danny Eastwood and John Kindness</b> and be able to describe their work using subject specific language e.g. <b>sculpture, shape, form, pattern, repetition, motif, scale, Aboriginal, dots, pattern, ceramic</b></li> <li>• Describe <b>colours, shapes and features of Aboriginal art</b></li> <li>• Know the names of specific art equipment: <b>newspaper, glue, acrylic paint, cotton buds, tape</b></li> <li>• Know specific art processes: <b>sculpt, print, paint</b></li> </ul> <p>Re-visit learning on Kusama's sculptures in Y1)</p>	<ul style="list-style-type: none"> <li>• Name the artist <b>Henri Rousseau</b> and be able to describe his work using subject specific language e.g. <b>complementary/harmonious colours, stylised, post impressionist (vivid colours, stylised design)</b> Describe when he made his work.</li> <li>• Know that <b>different shades and variations of green can be made</b> by adjusting paint ratios.</li> <li>• Know the terms: <b>background, midground and foreground, shade, variation</b></li> <li>• Know the names of specific art equipment: <b>water colour paint</b></li> <li>• Know specific process language: <b>colour wash, blend</b></li> </ul> <p>(Revisit learning on harmonious and complementary colours and work of Marianne North/Yayoi Kusama (Y1) and Georgia O'Keefe - Y2)</p>

	Year 4	Year 5	Year 6
Topic 1	<ul style="list-style-type: none"> <li>Name the artist <b>M.C. Escher</b> and be able to describe his work using subject specific language e.g. <b>tessellation, pattern, impossible pictures</b>. Describe when he made his work.</li> <li>Know the names of specific art equipment: <b>template, masking tape/Sellotape</b></li> <li>Know and use specific art terms: <b>mosaic</b></li> <li>Know specific process language: <b>tessellation, translate, rotate, invert (flip over)</b></li> </ul> <p>(Revisit learning on harmonious and complementary colours)</p>	<ul style="list-style-type: none"> <li>Name the artists <b>David Hockney</b> and <b>Man Ray</b> and be able to describe their work u (<b>historical/cultural context</b> and <b>formal elements</b>)</li> <li>Know the names of specific art equipment: <b>pen, charcoal, clay</b></li> <li>Know that a <b>variety of marks can be made</b> by using the charcoal in different ways</li> <li>Know specific art processes: <b>blending, shading, reductive sculpting (carving), additive sculpting (building)</b></li> </ul> <p>(Revisit learning on form and texture with clay and shades/tone - Y4)</p>	<ul style="list-style-type: none"> <li>Name the artist <b>William Morris</b> and be able to describe his work (<b>historical/cultural context</b> and <b>formal elements</b>) e.g <b>Arts and Craft Movement</b></li> <li>Know the names of specific art equipment: <b>printing block/plate, printing press, Polyboard, roller, ink</b></li> <li>Know specific art processes: <b>tracing, carbon transfer, monoprint, lino print, Polyboard printing, burnishing</b></li> </ul> <p>(Revisit learning on stencils (Y5) and Polyboard printing – Y3)</p>
Topic 2	<ul style="list-style-type: none"> <li>Name the artists <b>George Seurat</b> and be able to describe their work using subject specific language e.g. <b>Pointillism, primary and secondary colours</b>, canvas. Describe when he made his work.</li> <li>Know the names of specific art equipment: paint brush, cotton bud</li> <li>Know and use specific art terms: <b>primary, secondary and tertiary colours</b></li> <li>Know that <b>tertiary colours can be made by mixing a primary with a secondary colour</b></li> <li>Know specific art processes: <b>visual colour blending</b>,</li> </ul> <p>(Revisit knowledge of harmonious and complementary colours -Y3 and work of Yayoi Kusama - Y1)</p>	<ul style="list-style-type: none"> <li>Name the artists <b>Louise Bourgeois</b> and <b>Jennifer Angus</b> and be able to describe their work (<b>historical/cultural context</b> and <b>formal elements</b>) e.g. <b>sculpture</b></li> <li>Know the names of specific art equipment: <b>pastel, charcoal, masking tape, Modroc</b></li> <li>Know and specific art terms: <b>sculpture, armature</b> (skeleton of the sculpture)</li> <li>Know specific art processes: <b>building an armature, blending (with pastel)</b></li> </ul> <p>(Revisit learning on drawing, blending tones from previous unit and Y4)</p>	<ul style="list-style-type: none"> <li>Name the artists <b>Andy Warhol</b> and <b>Roy Lichenstein</b> and be able to describe their work (<b>historical/cultural context</b> and <b>formal elements</b>) e.g. <b>Pop Art, complementary colours, screen printing, Ben Day dots</b></li> <li>Know the names of specific art equipment: <b>pen, paint, screen print, stencil, 'hole print mesh'</b></li> <li>Know specific art processes: <b>screen printing, printing, hand painting</b></li> </ul> <p>(Revisit learning on complementary/harmonious colours – Y3/4)</p>
Topic 3	<ul style="list-style-type: none"> <li>Name the artist <b>Tony Meewissen and Thomas Grunfeld</b> and describe their work using subject specific language e.g illustration, paint, taxidermy, mythology, folklore</li> <li>Know and use the names of specific art terms and processes: <b>collage, combine, fuse, carbon transfer, graphite transfer, trace and transfer, hand colour-tinting</b></li> </ul>	<ul style="list-style-type: none"> <li>Name the artist <b>Banksy</b> and be able to describe his work using subject specific language e.g. <b>Street Art, stencils, spray paint</b></li> <li>Know the names of specific art equipment: <b>stencil, printing, craft knife</b></li> <li>Know specific art processes: <b>stencilling</b></li> </ul> <p>(Re-visit printing techniques from Y3-4)</p>	<ul style="list-style-type: none"> <li>Name the artists <b>Cezanne</b> and <b>Patrick Caulfield</b> and be able to describe their work (<b>historical/cultural context</b> and <b>formal elements</b>) e.g. <b>still life, oil paints, print, 2D, 3D,</b></li> <li>Know the names of specific art equipment: <b>oil paints</b></li> <li>Know and use specific art terms and processes: <b>tone, 2D, 3D, cross-hatching, scumbling,</b></li> </ul>

	<p>(Revisit learning on Eric Carle's <i>Mixed Up Chameleon's</i> collages – Y1, creating different tones and shades – Y3, making textures in playdough (Y1)</p>		<p>(Revisit learning on drawing, blending tones from Y5)</p>
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Disciplinary Knowledge

**The formal elements (line, shape, colour, pattern, tone, texture, form, space) run through all strands.**

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Artists and Artworks (evaluate and analysis)</b>	<ul style="list-style-type: none"> <li>Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li> <li>Identify colours, objects and shapes in the artwork.</li> <li>Discuss their own artwork using simple language.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</li> <li>Notice details and familiar objects/ shapes / colours in an artwork including light and dark.</li> <li>Make simple comparisons between artists and artworks.</li> <li>Make some links between their work and an artwork.</li> <li>Begin to comment on how an artist/designer has used colour, pattern and shape.</li> <li>Describe and discuss their own artworks, noting key details.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li> <li>Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</li> <li>Make links between their work and the work of more than one artist.</li> <li>Recognise when and where an artwork was created (timeline and map).</li> <li>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>Ask their own questions about artworks, developing them and sharing in class discussion.</li> <li>Describe and discuss their own artworks, explaining choices with appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.</li> <li>Compare multiple artworks and recognize patterns and key concepts between art movements.</li> <li>Make clear links between their work and the work of others, noting specific influences and techniques.</li> <li>Explain how key artworks contributed to cultural development or historical events e.g. Banksy's politically motivated artwork, Warhol's soup tins in post-war America</li> <li>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</li> <li>Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Begin to hold a pencil correctly and use it to make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>a sketchbook to explore and investigate different types of marks</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>a sketchbook to test out new materials and practise new techniques</b> e.g shading</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>a sketchbook to practise techniques such as cross-hatching and scumbling</b></li> </ul>

	<ul style="list-style-type: none"> <li>Attempt to use other materials to makemarks (crayons, felt tips, etc)</li> <li>Represent their ideas and feelings throughart.</li> <li>Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil and make marks with control.</li> <li>Use <b>charcoal, coloured pencils and wax crayons</b> to draw.</li> <li>Make simple observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>sketching strokes</b> to draw and addtexture, movement and depth.</li> <li>Hold a pencil appropriately, making a <b>range of marks</b> and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</li> <li>Use <b>felt tips, chalk pastels and oil pastels</b> to add colour to their drawings.</li> <li>Share, blend and <b>add highlights to describelight and dark, contrast and shadow.</b></li> <li>-Make increasingly accurate observationaldrawings, using formal elements.</li> <li>Explore and begin to understand perspective.</li> <li>Make a '<b>cut and replace</b>' <b>template and use to draw tessellating pattern</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw with precision and control.</li> <li>Select an appropriate drawing media, which is fit for purpose (e.g. <b>pencil, chalk pastel</b>).</li> <li>Use appropriate software to draw and design digitally.</li> <li>-Create texture using a single medium.</li> <li>-Use the formal elements within observational studies - line, shape, form, tone, colour, texture&amp; pattern.</li> <li>Use <b>2B-6B pencils</b> to practise creating different tones. Use <b>different tones to create 3D drawings.</b></li> </ul>
Painting	<ul style="list-style-type: none"> <li>Use a brush or other tool to make markswith paint.</li> <li>Choose from a range of pre-mixed coloursto create painted artworks.</li> <li>Paint simple shapes and images that canbe recognised or explained by the child.</li> <li>Use large muscle movement to paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>different sized paintbrushes</b> appropriatelywith increasing control to <b>make a range of marks</b> with paint.</li> <li><b>Mix primary colours to make secondarycolours.</b></li> <li>Add <b>white to make different shades.</b></li> <li><b>Use poster paints</b> and <b>watercolours</b> on traditional surfaces.</li> <li><b>Paint from observation</b> and <b>imagination.</b></li> <li><b>Use resist techniques (e.g. wax</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>different brushes and marks to gain a desired effect</b> (e.g. large brush for large area).</li> <li>Mix <b>shades and tints.</b></li> <li>Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li> <li>Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>Use poster paints and watercolours with confidence</li> </ul>	<ul style="list-style-type: none"> <li><b>Choose the appropriate medium and tools to paint for purpose</b> (e.g. water colour for washesand a soft brush, palette knives for texture, sponges for mottled effect).</li> <li>Mix with increasing purpose and accuracy a wide range of colours.</li> <li>Increasingly confident with matching colours effectively to portray their subject or mimic an artist. Exploring ideas and materials, selecting</li> </ul>



		<p><b>crayons &amp; wash).</b></p>	<p>to <b>blend, wash,</b> and create a range of effects.</p> <ul style="list-style-type: none"> <li>• Use <b>complementary and contrasting colours.</b></li> </ul>	<p>appropriate media, techniques and process.</p> <ul style="list-style-type: none"> <li>• -Using media and techniques with control.</li> </ul>
<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>• Use pre-made stamps &amp; found objects to explore printmaking.</li> <li>• Notice and continue simple patterns (ABAB).</li> </ul>	<ul style="list-style-type: none"> <li>• Print using pressing, rolling, rubbing and stamping using everyday objects (cotton buds, carrots, sponges, bottle tops) chosen to create a desired effect.</li> <li>• Create work on different scales (small – individual, large – whole class)</li> </ul>	<ul style="list-style-type: none"> <li>• Create <b>simple mono prints</b> using oil pastels</li> <li>• Make <b>a simple print using Polyblock and an ink roller.</b> Experiment with different colours and different backgrounds and vary the pressure applied when <b>burnishing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make increasingly complex stencils using a craft knife</b></li> <li>• Print onto a range of materials to explore texture and layers.</li> <li>• Use <b>colour and print to create simple repeating and non-repeating patterns</b> (e.g. wallpaper) Exploring ideas and materials, selecting appropriate media, techniques and process.</li> <li>• -Using media and techniques with control.</li> </ul>
<p><b>Sculpting and collage</b></p>	<ul style="list-style-type: none"> <li>• Use rollers, cutters and their hands to begin to mould soft materials, such as playdough.</li> <li>• Start to use scissors appropriately to cut into materials.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mould play dough or other soft materials, making round and flat shapes and adding texture.</b></li> <li>• Use appropriate materials to create a <b>desired texture or pattern</b> (e.g. pen top for dots)</li> <li>• <b>Manipulate paper, card and wire</b> to make simple shapes</li> <li>• <b>Use scissors appropriately</b> to cut out shapes from prepared paper and stick them onto paper to make compositions (e.g. animals, landscapes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mould, carve and cut clay</b> or other soft materials using appropriate tools.</li> <li>• Add <b>texture to clay</b> using tools in different ways</li> <li>• <b>Create collages by cutting out increasingly complex shapes</b> and sticking to paper with an awareness of composition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sculpt clay and other materials with precision,</b> including joining clay parts.</li> <li>• Combine techniques and materials to <b>create sculptures (e.g. wire or Modroc).</b></li> <li>• Exploring ideas and materials, selecting appropriate media, techniques and process.</li> <li>• -Using media and techniques with control.</li> </ul>