**Fieldhead Carr Primary School**

**Curriculum and skills coverage for Art and Design**

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| **National Curriculum Statement**  | **Nursery**  | **Reception**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **DESIGN**(Developing ideas)**KS1 –** To use a range of materials creatively to design and make products**KS2 –** To create sketch books to record their observations and use them to review and revisit ideas | PSED: 30-50 months **N1 -** Children can select & use resources with help. | PSED: ELG **R1 -** Children will talk about their ideas and choose the resources they need, sometimes with suggestions from adults. They can say when they do or don’t need help with said resources. EAD: Media & Materials: 40-60 months: **R2 -** Understands that different media can be combined to create new effects. | **1.1 -** Children will be able to use art resources in the environment effectively to design and create products of their interest.**1.2 -** Pupils explore ideas and make some choices about what they will do and begin to try different materials and methods to improve**1.3 -** Respond positively to ideas and starting points and explore ideas and collect information**1.4 -** Describe differences and similarities and make links to their own work | **2.1 -** Children will be able to follow a ‘Success Criteria’ to create given products. **2.2 -** Children will be able to design and choose materials appropriately because they understand the properties/qualities. **2.3 -** Respond positively to ideas and starting points and explore ideas and collect information**2.4 -** Describe differences and similarities and make links to their own work | **3.1 -** Use their sketchbook to collect and record visual information from different sources.**3.2 -** Children can explore ideas from first-hand observations**3.3 -** Question and make observations about starting points, and respond positively to suggestions**3.4 -** Adapt and refine ideas | **4.1 -** Use collage as a means of collecting ideas and information and building a visual vocabulary. **4.2 -** Use their sketchbook to collect and record visual information from different sources.**4.3-** Children can explore ideas from first-hand observations**4.4 -** Question and make observations about starting points, and respond positively to suggestions**4.5 -** Adapt and refine ideas | **5.1 -** Develop ideas using different or mixed media, using a sketchbook.**5.2 -** Record and collect visual information using digital cameras and ICT**5.3 -** Carry out preliminary studies, test media and materials and mix appropriate colours. **5.4 -** Use a variety of sources to support design – observational. Poetry, music etc **5.5 -** Think critically about their art and design work and offer feedback using technical vocabulary | **6.1 -** Develop ideas using different or mixed media, using a sketchbook. **6.2 -** Carry out preliminary studies, test media and materials and mix appropriate colours. **6.3 -** Work from a variety of sources, inc. those researched **6.4 -** Think critically about their art and design work and offer feedback using technical vocabularyindependently. **6.5 -** Show an awareness of how art is created (composition) **6.6-** Use a variety of sources to support design – observational. Poetry, music etc  |
| **SKETCHING/DRAWING****KS1-**To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.**KS2 –**To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. | PD: Moving & Handling: 30-50 months: **N2 -** Draw lines and circles using gross motor movements.EAD: Media & Materials: 30-50 months: **N3 -** Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. | PD: Moving & Handling: 40-60 months: **R3 -** Begins to use anticlockwise movement and retrace vertical linesEAD: Being Imaginative: 40-60 months: **R4 -** Creates simple representations of events, people and objects | **1.5 -** Observational drawing: Use a combination of shapes. **1.6 -** Colour neatly following the lines. **1.7 -** Show different tones by using coloured pencils. **1.8 -** Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, chalk **1.9 -** Control the types of marks made with the range of media**Possible artists – Van Gogh, Seurat** | **2.5 -** Observational drawing: Use sketch books to develop sketching skills- children will be able to sketch accurately using correct size, proportions and detail. **2.6 -** Show pattern and texture by adding dots and lines. **2.7 -** Draw lines of different sizes and thickness. **Possible artists – Durer, Da Vinci, Cezanne** | **3.5-** Drawing: shade in different ways (e.g. dots, cross hatching, lines) **3.6 -** Use different harnesses of pencils to show line, tone and texture. **3.7 -** Use shading to show light and shadow. **3.8 -** Experiment with grip to assist drawing styles and is able to sketch lightly **Possible artists – Picasso, Hopper, Surrealism**  | **4.6 -** Drawing: Use line, tone and shape to show movement and mood **4.7 -** Work with a range of different materials for drawing including pen and ink**Possible artists – Goya, Sargent, Holbein** | **5.6 -** Drawing: Choose a style of drawing suitable for the work. **5.7 -** Experiment with different types of pencils to shade and draw in a variety of ways- evaluate their preferred pencil for a particular piece of art work.**5.8 -** Use a choice of techniques to depict movement, perspective, shadows and reflection. **5.9 -** To be able to have an awareness of scale, proportion and foreground, middle ground and background.**Possible artists – Moore sketchbooks, Rossetti, Klee, Calder, Cassatt** | **6.7 -** Drawing: Be able to plan their own techniques to create an accurate sketch from observational art e.g. the types of shading they’ll use/pencil **6.8 -** Accurately able to express ideas in drawings. **6.9 -** To be able to have an awareness of scale, proportion and foreground, middle ground and background. **6.10 -** To use simple perspective in work e.g. single focal point and horizon. **Possible artists - Have opportunity to explore modern and traditional artists using ICT and other resources.**  |
| **PAINTING****KS1-**To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.**KS2 –**To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. | EAD: Media & Materials: 30-50 months: **N4 -** Explores colour and how colours can be changed.EAD: Media & Materials: 30-50 months **N5 -** Children begin to realise that tools can be used for a purpose to create | EAD: Media & Materials: 40-60 months: **R5 -** Explores what happens when they mix colours. EAD: Being Imaginative: 40-60 months **R6 -** Chooses particular colours to use for a purpose. | **1.10 -** Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. **1.11 -** Explore techniques such as lightening and darkening paint without the use of black or white.**1.12 -** Begin to show control over the types of marks made. **1.13 -** Paint on different surfaces with a range of media. **1.14 -** Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.**Possible artists: Klimt, Marc, Klee, Hockney.** | **2.8 -** Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. **2.9 -** Understand how to make tints using white and tones by adding black to make darker and lighter shades. **2.10 -** Build confidence in mixing colour shades and tones and understand the colour wheel and colour spectrums. **2.11 -** Be able to mix all the secondary colours using primary colours confidently. **2.12 -** Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks..**Possible artists: Pollock, Riley, Monet, Aboriginal.** | **3.9 -** Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. **3.10 -** Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. **3.11 -** Become increasingly confident in creating different effects and textures with paint according to what they need for the task. **3.12 -** Understand how to create a background using a wash**Possible artists/movements: Rothko, Rivera, Indian Miniatures, O’Keefe, Abstract, Expressionism** | **4.8 -** Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. **4.9 -** Start to develop a painting from a drawing. **4.10 -** Begin to choose appropriate media to work with. **4.11 -** Use light and dark within painting and show understanding of complimentary colours. **4.12 -** Mix colour, shades and tones with increasing confidence. **4.13 -** Work in the style of a selected artist (not copying).**Possible artists: Hopper, Rembrandt.** | **5.10 -** Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. **5.11 -** Mix and match colours to create atmosphere and light effects. **5.12 -** Mix colour, shades and tones with confidence building on previous knowledge. **5.13 -** Start to develop their own style using tonal contrast and mixed media.**Possible artists: Lowry, Matisse, Magritte** | **6.11 -** Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. **6.12 -** Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. **6.13 -** Mix colour, shades and tones with confidence building on previous knowledge and understand which works well in their work and why.**Possible artists: Have opportunity to explore modern and traditional arts.** |
| **PRINTING AND PATTERN****KS1 –** To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.**KS2 –** To improve their mastery of art and design techniques with a range of materials – printing. | Maths: SSM: 30-50 months: **N6 -** Shows an interest in making arrangements with shapes**N7 -** Develop simple patterns by using objects. **N8 -** Enjoy taking rubbings: leaf, brick, coin and make simple pictures by printing from objects.  | Maths: SSM: 40-60 months: **R7 -** Uses familiar objects and common shapes to create and recreate patterns**R8 -** Enjoy taking rubbings: leaf, brick, coin and make simple pictures by printing from objects. **R9 -** Enjoy using stencils to create a picture and repeating pattern | **1.15 -** Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. **1.16 -** Experience impressed printing: e.g. printing from objects. **1.17 -** Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;**Possible artists: Warhol, Hokusai** | **2.13 -** Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. **2.14 -** Demonstrate experience at impressed printing e.g. drawing into ink, printing from objects. **2.15 -** Use equipment and media correctly and be able to produce a clean printed image. **2.16 -** Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;**Possible artists: Hiroshige, Escher** | **3.13 -** Print simple pictures using different printing techniques.**3.14 -** Continue to explore both monoprinting and relief printing. **3.15 -** Demonstrate experience in 3 colour printing. **3.16 -** Demonstrate experience in combining prints taken from different objects to produce an end piece.**Possible artists: Morris, Labelling** | **4.14 -** Increase awareness of mono and relief printing. **4.15 -** Demonstrate experience in fabric printing. **4.16 -** Expand experience in 3 colour printing. **4.17 -** Continue to experience in combining prints taken from different objects to produce an end piece. **4.18 -** Create repeating patterns on different surfaces or media**Possible artists: Rothenstein, Kunisada** | **5.14 -** Design and create printing blocks/tiles; **5.15 -** Develop techniques in screen printing**5.16 -** Create and arrange accurate patterns**5.17 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;**Possible artists: Advertising, Bawden** | **6.14 -** Design and create printing blocks/tiles; **6.15 -** Develop techniques in mono, block and relief printing**6.16 -** Create and arrange accurate patterns**6.17 -** Adapt their work according to their views and describe how they might develop it further. **6.18 -** Develop their own style using tonal contrast and mixed media.**6.19 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; **Possible artists: Have opportunity to explore modern and traditional arts.** |
| **3D/SCULPTURE****KS1 –** To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination**KS2 –** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. | PD-Moving and Handling30-50 months: **N9 -** Makes snips in paper with child scissors EAD: Media & Materials: 30-50 months **N10 -** Children begin to realise that tools can be used for a purpose to create | PD-Moving and Handling40-60 months: **R10 -** Uses simple tools to effect changes to materials EAD: Media & Materials: 40-60 months: **R11 -** Selects tools and techniques needed to shape, assemble and join materEAD: Media & Materials: 40-60 months **R12-** Children manipulate materials to achieve a planned effect. They construct with a purpose in mind, using a variety of resources. | **1.18 -** Children are able to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card**1.19 -** Experiment using a variety of techniques, e.g. rolling, cutting, pinching; **1.20 -** Explore using a variety of shapes, including lines and texture**1.21 -** Children can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.**Possible artists: Moore, African, Native American.** | **2.17 -** Children are able to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card**2.18 -** Experiment using a variety of techniques, e.g. rolling, cutting, pinching; **2.19 -** Explore using a variety of shapes, including lines and texture**2.20 -** Children can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.**Possible artists: Hepworth, Arp, Nevelson, Gabo.** | **3.17 -** Cut, make and combine shapes to create recognisable forms**3.18 -** Children to use clay and other malleable materials and practise joining techniques**3.19 -** Add materials to the sculpture to create detail**3.20 -** use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.-appropriate to skill and technique.**Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).** | **4.19 -** Cut, make and combine shapes to create recognisable forms**4.20 -** Children to use clay and other malleable materials and practise joining techniques**4.21 -** Add materials to the sculpture to create detail**4.22 -** use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.-appropriate to skill and technique.effect of time upon sculptures.**Possible artists: Egyptian Artefacts, Christo** | **5.18 -** Plan and design a sculpture**5.19 -** Use tools and materials to carve, add shape, add texture and pattern**5.20 -** Develop cutting and joining skills, e.g. using wire, coils, slabs and slips**5.21 -** Use materials other than clay to create a 3D sculpture**5.22 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.**Possible Artists: Frink, Balla, Andre** | **6.20 -** Plan and design a sculpture**6.21 -** Use tools and materials to carve, add shape, add texture and pattern**6.22 -** Develop cutting and joining skills, e.g. using wire, coils, slabs and slips**6.23 -** Use materials other than clay to create a 3D sculpture**6.24 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.**Possible artists: Have opportunity to explore modern and traditional arts.** |
| **COLLAGE****KS1 –** To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.**KS2 –** To improve their mastery of art and design techniques with a range of materials – collage | EAD: Media & Materials: 30-50 months **N11 -** Children begin to realise that tools can be used for a purpose to create | EAD: Media & Materials: 40-60 months **R13 -** Children manipulate materials to achieve a planned effect. **R14 -** They construct with a purpose in mind, using a variety of resources. | **1.22 -** To use a combination of materials that have been cut, torn and glued**1.23 -** Children are able to sort and arrange materials for a purpose**1.24 -** To add texture by mixing materials and media  **1.25 -** Children can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | **2.21 -** To use a combination of materials that have been cut, torn and glued**2.22 -** Children are able to sort and arrange materials for a purpose**2.23 -**To add texture by mixing materials and media  **2.24 -** Children can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | **3.21 -** colours and materials to create effect, giving reasons for their choices**3.22 -** Refine work as they go to ensure precision**3.23 -** Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage**3.24 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | **4.23 -** Select colours and materials to create effect, giving reasons for their choices**4.24 -** Refine work as they go to ensure precision**4.25 -** Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage**4.26 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | **5.23 -** Add collage to a painted or printed background**5.24 -** Create and arrange accurate patterns**5.25 -** Use a range of mixed media**5.26 -** Plan and design a collage**5.27 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. | **6.25 -** Add collage to a painted or printed background**6.26 -** Create and arrange accurate patterns**6.27 -** Use a range of mixed media**6.28 -** Plan and design a collage**6.29-** Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. |
| **TEXTILES****KS1 –** To become proficient in other art, craft and design techniques – textiles To develop a wide range of art and design techniques in using texture, line, shape, form and space.**KS2 –** To improve their mastery of art and design techniques with a range of materials – textiles | EAD: Media & Materials: 30-50 months: **N12 -** Beginning to be interested in and describe the texture of things. | EAD: Media & Materials: 40-60 months: **R15 -** Experiments to create different textures. | **1.26 -** Show pattern by weaving**1.27 -** Use a different techniques to alter a textile’s colour and pattern; **1.28 -** Decorate textiles with glue or stitching, to add colour and detail**1.29 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.**Possible artists: Linda Caverley**  | **2.25 -** Show pattern by weaving**2.26 -** Use a dyeing technique to alter a textile’s colour and pattern; **2.27 -** Decorate textiles with glue or stitching, to add colour and detail**2.28 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.**Possible artists: Kaffe Fassett**  | **3.25 -** Select appropriate materials, giving reasons**3.26 -** Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects**3.27 -** Develop skills in stitching, cutting and joining**3.28 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.**Possible artists: Shelia Hicks**  | **4.27 -** Select appropriate materials, giving reasons**4.28 -** Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects**4.29-** Develop skills in stitching, cutting and joining**4.30 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.**Possible artists: William Morris, Bennison fabrics**  | **5.28 -** Experiment with a range of media by overlapping and layering in order to create texture, effect and colourAdd decoration to create effect**5.29 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, dye, wax, resist, crayons, ink, apply, set.**Possible artists: Sarah Zapata, Adire African/Indian**  | **6.30 -** Experiment with a range of media by overlapping and layering in order to create texture, effect and colourAdd decoration to create effect**6.31 -** Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, dye, wax, resist, crayons, ink, apply, set**Possible artists: Faith Ringgold, Billie Zangewa** . |
| **WORK OF OTHER ARTISTS** **KS1 –** 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 –** To learn about great artists, architects and designers in history. |  |  | **1.30 -** Children will be able to recognise the work of notable artists or designers and give an opinion on their work. **1.31 -** Children will be able to use artists’ ideas to create their own versions of art through the painting/drawing area. **1.32 -** Children will draw simple evaluations about the work of others. | **2.29 -** Children will understand some techniques of different artist/architects. **2.30 -** Children will understand abstract and concrete art forms and will use different techniques based on artists. **2.31 -** Children will know the difference between an artist and an architect. **2.32 -** Children will be able to be inspired and draw comparisons with their own work. | **3.29-** Use inspiration from famous artists to replicate a piece of work**3.30 -** Reflect upon their work inspired by a famous notable artist and the development of their art skills**3.31 -** Express an opinion on the work of famous, notable artists and refer to techniques and effect; | **4.31 -** Use inspiration from famous artists to replicate a piece of work**4.31 -** Reflect upon their work inspired by a famous notable artist and the development of their art skillsE**4.32-** express an opinion on the work of famous, notable artists and refer to techniques and effect; | **5.30 -** Give detailed observations about notable artists’, artisans’ and designers’ work**5.31 -** Children can offer facts about notable artists’, artisans’ and designers’ lives; | **6.32 -** Give detailed observations about notable artists’, artisans’ and designers’ work**6.33 -** Children can offer facts about notable artists’, artisans’ and designers’ lives;**6.34 -** Understand the context of the artists and their lives: Show how the work of those studied was influential in both society and to other artists. **6.35 -** Create original pieces that show a range of influences and styles from notable artists, artisans and designers. |