

Art Curriculum

Early Art Skills

The three characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically and they guide all of our practice and provision. We create daily opportunities for children to develop their early Art skills throughout the curriculum in Early Years Foundation Stage.

drawing

sculpting

painting

collaging

weaving

printing

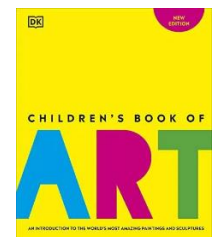
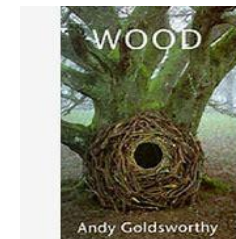
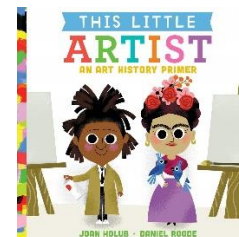
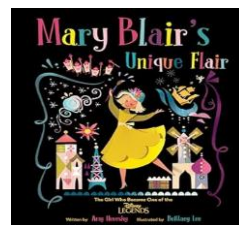
expressing

colouring

EYFS Provision

Children are offered inspiring, enabling environments both indoors and outdoors which promote independent practice of early art skills and mark-making, including experimenting with drawing and colouring. Children are encouraged to develop a comfortable pencil grip and good control. They have daily opportunities to explore different materials freely and to use one-handed tools and equipment safely and competently, with and without adult support. They develop their own ideas and decide which materials they will use to express them. They experience printing, collage, digital media, textiles, painting and 3D art.

EYFS Vehicle texts



EYFS Vocabulary

Teach: draw, paint, paintbrush, print, clay, colour, portrait, mixing, primary colours, thick, thin

Expose to: collage, mould, sculpt, texture, weaving, mono-printing, secondary colours

EYFS Early Learning Goals – Expressive Arts and Design – Creating with Materials

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

EYFS Early Learning Goals – Physical Development – Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Use a range of small tools, including scissors, paintbrushes and cutlery

Begin to show accuracy and care when drawing

EYFS Early Learning Goals – Understanding the World - The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

National Curriculum Statutory Requirements for KS1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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

Developing oracy across the curriculum – talking like an artist

I like/dislike...

My work is similar to this artist's because...



I could improve this by...

I used this technique because...

PROGRESSION IN ART – KEY STAGE ONE

Y1 AUTUMN EXPLORERS	Y1 SPRING PLANET PROTECTORS	Y1 SUMMER HEROES	Y2 AUTUMN EXPLORERS	Y2 SPRING PLANET PROTECTORS	Y2 SUMMER HEROES
<i>Textiles – Printing/ Collage Colour Monster</i>	<i>Painting/Recycled 3D Jellyfish</i>	<i>Collage/Digital Media/3D Picasso</i>	<i>Textiles/Printing Space – Alan Bean</i>	<i>Painting/collage 3D Hockney, Renoir</i>	<i>Painting/Digital Media Modigliani, Kahlo</i>
<p>I can experiment with mark making and use different media to mix new colours.</p> <p>I can use my imagination to design and draw a new character.</p> <p>I can use different materials to collage my artwork.</p> <p>I can develop the skill of wrapping.</p> <p>I can print onto different materials.</p> <p>I can work collaboratively to produce a large-scale textile piece.</p>	<p>I can experiment using different media to mix colours and make marks.</p> <p>I can make simple observational drawings.</p> <p>I can use different media and techniques to produce original artwork.</p> <p>I can explore shape and form and construct a 3D sculpture with recycled materials.</p> <p>I can evaluate my work using simple artistic language.</p>	<p>I can experiment using different media to make colours, mixing them together.</p> <p>I can draw a self-portrait in the style of an artist.</p> <p>I can work collaboratively to produce a portrait using Cubism as an influence.</p> <p>I can produce a 3D sculpture in the style of Picasso.</p> <p>I can use collage to develop my work.</p> <p>I can use simple digital media techniques.</p> <p>I can evaluate my artwork.</p>	<p>I can experiment and explore different media in response to music.</p> <p>I can blend using different media.</p> <p>I can use different printing techniques to enhance my artwork.</p> <p>I can make detailed observational drawings.</p> <p>I can demonstrate simple weaving and wrapping techniques.</p> <p>I can work collaboratively to produce large scale artwork.</p> <p>I can talk critically about my artwork with my peers.</p>	<p>I can select and use a range of materials independently.</p> <p>I can discuss and compare the work of artists, sculptors and photographers.</p> <p>I can incorporate the work of artists into my own work.</p> <p>I can make detailed observational drawings.</p> <p>I can use collage materials to enhance my artwork.</p> <p>I can use clay to explore making a 3D sculpture.</p> <p>I can evaluate my artwork and that of others.</p>	<p>I can use shading skills when drawing a self-portrait.</p> <p>I can draw a portrait using marks and patterns for the background.</p> <p>I can compare the work of different artists.</p> <p>I can independently mix new colours using prior knowledge.</p> <p>I can make a portrait in the style of Modigliani, applying skills learned.</p> <p>I can work collaboratively to produce large scale artwork.</p> <p>I can evaluate my artwork using more sophisticated vocabulary.</p>

KEY VEHICLE TEXTS AND VOCABULARY

Y1 EXPLORERS 	Y1 PLANET PROTECTORS 	Y1 HEROES 	Y2 EXPLORERS 	Y2 PLANET PROTECTORS 	Y2 HEROES 
primary colours secondary colours mark-making sketch draw collage overlapping textiles wool wrapping printing tying	colour mark-making line drawing observation mixed media wax resist three- dimensional two-dimensional sculptor man-made large scale	portrait self-portrait primary colours secondary colours two-dimensional three-dimensional Cubism collage digital media mixed media evaluate improve	Revise vocabulary from Year 1 media mark-making pattern blending layering mixing printing weaving wrapping textiles wool knot	Revise vocabulary from Year 1 shade pattern mixed media observation sculpture sculptor construct recycled man-made evaluate improve	Revise vocabulary from Year 1 texture collage portrait self-portrait line drawing continuous line shading hatching cross-hatching stipple blending



OVERCHURCH
INFANT SCHOOL

Artists, Craftspeople and Designers throughout the Curriculum

Yayoi Kasuma

*Contemporary Japanese
artist and sculptor*



Miwa Kouzumi

*Contemporary Japanese
artist and sculptor*



Aurora Robson

*Environmental Canadian-
American artist*



Pablo Picasso

20th Century artist



Alan Bean

*Former astronaut who
became a painter*



Elizabeth Ashdown

*Modern passementerie
artist and weaver*



Pierre Auguste-Renoir

*French Impressionist
painter 1841-1919*



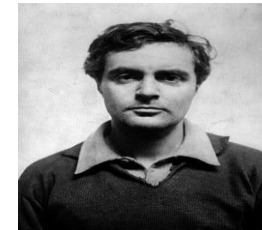
David Hockney

*Modern painter famous for
Pop Art in the 1960s*



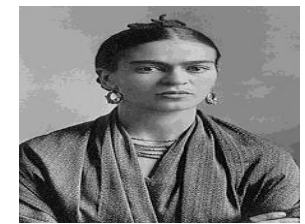
Amedeo Modigliani

Italian artist and sculptor



Frida Kahlo

Mexican portrait artist



Steph Dekker

Modern day local designer



Ian Fennelly

Local urban sketcher



William H. Johnson

20th century American artist



Nicky Philips

Contemporary portraitist



Mary Blair

Animator/designer – USA

