



Art Curriculum Map

EYFS

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Expressive Arts & Design: exploring and using media and materials			
Fundamental Knowledge	<p>Explores and manipulates different materials using their senses</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Uses their imagination as they consider what they can do with different materials</p> <p>Explores paint using fingers etc and other tools</p>	<p>Explores different media, textures, colours, tools and techniques</p> <p>Draws different lines and shapes and is beginning to draw a person with some features</p> <p>Shares their creations, talking about what they are doing</p> <p>Explores colour and how it can be changed</p>	<p>Combines different media and materials to create different effects, experimenting with different techniques and a range of tools to create different effects</p> <p>Combines different lines and shapes in drawings and draws a person with a head, body, arms, legs and facial features.</p> <p>Describes and explains the processes use</p> <p>Mixes colours to create tones and shade</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work</p>
Early Learning Goal	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>			

	Autumn 1 (1.1)	Spring 1 (1.2)	Summer 1 (1.3)
Year 1	Drawing - Claude Monet	Sculpture - Barbara Hepworth	Textiles - Jessica Grady
Fundamental Knowledge	<p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Explores tone using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip).</p> <p>Use a variety of drawing techniques: hatching, scribbling, stippling and blending.</p> <p>Observe and draw landscapes.</p> <p>Observe and draw patterns.</p> <p>Encourage drawings of people to focus on more accurate observations of faces, limbs etc.</p> <p>To talk about their own work and that of other artists.</p>	<p>Design and plan the final outcome of their piece before making.</p> <p>Experiment with a variety of malleable media such as clay, papier mache, salt dough and modroc.</p> <p>Use equipment and media with increasing confidence.</p> <p>Shape, form, join, construct and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied, carved.</p> <p>Select and use tools and equipment safely and in the correct way.</p> <p>Use surface patterns/ textures when appropriate.</p>	<p>Begin to identify different forms of textiles, e.g. weaving, sewing, collage, batik, tie dye.</p> <p>Have experience in colouring textiles: printing, fabric crayons, painting.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Explain how to thread a needle and have a go.</p> <p>Use more than one type of stitch (running stitch, cross stitch) with increasing confidence.</p> <p>Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use appropriate language to describe colours, media, equipment and textures</p>

	Autumn 1 (2.1)	Spring 1 (2.2)	Summer 1 (2.3)
Year 2	Painting - Kandinsky	Collage - Alma Thomas	Printing - Paul Klee
Fundamental Knowledge	<p>Confidently mixes primary colours to make secondary colours.</p> <p>Investigate mixing a wider variety of colours, to create different tones (adding white and black to a colour).</p> <p>Share their discoveries with others. Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Begin to identify different forms of textiles, e.g. weaving, sewing, collage, batik, tie dye.</p> <p>Have experience in colouring textiles: printing, fabric crayons, painting.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Explain how to thread a needle and have a go.</p> <p>Use more than one type of stitch (running stitch, cross stitch) with increasing confidence.</p> <p>Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. Use appropriate language to describe colours, media, equipment and textures</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, cotton reels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple prints i.e. mono-printing.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief, e.g. with string and card.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Begin to identify different forms of printing: books, posters pictures, fabrics.</p>

	Autumn 1 (3.1)	Spring 1 (3.2)	Summer 1 (3.3)
Year 3	Drawing - Lowry	Sculpture - Georgia O'Keefe	Textiles - Louise Baldwin
Fundamental Knowledge	<p>Explores shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Can create line drawings with care and can begin to draw in scale applying rules of simple perspective.</p> <p>Experiment with the potential of various pencil grades.</p> <p>Develop drawing faces with increased accuracy.</p>	<p>Use equipment and media with confidence, safely and in an organised way.</p> <p>Learn to secure work to continue at a later date.</p> <p>Plan, collect and develop ideas.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Join two parts of a sculpture successfully.</p> <p>Produce and decorate models confidently.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Apply modroc to a framework.</p> <p>Clay Make a slip to join two pieces of clay.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger pieces using pinch/ slab/ coil techniques.</p> <p>Use language appropriate to skill and technique, e.g. 'slip and score'.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Create and use dyes.</p> <p>Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc.</p> <p>Become confident in applying colour with printing, tie dye, fabric pens etc.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Adapt work as and when necessary and explain why.</p>

	Autumn 1 (4.1)	Spring 1 (4.2)	Summer 1 (4.3)
Year 4	Painting - Georges Seurat	Collage - Gustav Klimt	Printing - Banksy
Fundamental Knowledge	<p>Mixes paint with an understanding of primary, secondary and monochromatic colours Selects and uses these colours appropriately.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Use light and dark within painting and show an understanding of complementary colours.</p> <p>Produce work 'in the style' of an artist (not copying directly).</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p> <p>Alternate brush size depending on background and foreground.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Create and use dyes. Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc. Become confident in applying colour with printing, tie dye, fabric pens etc.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in printing using different colours.</p> <p>Explore 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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>

	Autumn 1 (5.1)	Spring 1 (5.2)	Summer 1 (5.3)
Year 5	Drawing - Wayne Theibuad	Sculpture - Rachel Ducker	Textiles - Cas Holmes
Fundamental Knowledge	<p>Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form).</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Confidently, experiments with different ways of using a tool or material that is new to them.</p> <p>Develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulumism) within their work and make sensible choices about what to do next.</p> <p>Use of scale, proportion and perspective more accurately.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p>	<p>Work in a safe and organised way, caring for equipment.</p> <p>Plan how to join parts of the sculpture, securing work to continue at a later date as needed. Develop skill in applying modroc to a framework or over other constructed foundations.</p> <p>Demonstrate experience in freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Solve problems and discuss possible solutions as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required. Demonstrate experience in 3D weaving.</p> <p>Continue to gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Change and modify threads and fabrics as needed.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

	Autumn 1 (6.1)	Spring 1 (6.2)	Summer 1 (6.3)
Year 6	Painting - Picasso	Collage - Eduardo Kobra	Printing - Salvador Dalí
Fundamental Knowledge	<p>Introduce the idea of tertiary colours (primary + secondary) and harmonious colours.</p> <p>Look a different tints (colours with white added) and shades of a pure hue (a colour).</p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Take a real scene and interpret in an abstract style.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Continue to gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Change and modify threads and fabrics as needed.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Use tools in a safe way.</p> <p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes (positive shapes occupy positive space. The area around positive shapes, the background, is negative space).</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques, e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Develop their own style using tonal contrast and mixed media</p>