



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Art and Design Progression Overview

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6

Overview	Statutory NC Content	<p>ELG Fine Motor Skills: Children at the expected level of development will: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Creating with Materials Children at the expected level of development will: 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.</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>To be taught 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.</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>To be taught 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.</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Exploring and Developing Ideas	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials.</p> <p>3- & 4-year-olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>ELG: The Natural World Children in reception: Explore the natural world around them.</p> <p>ELG: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p>ELG: Children at the expected level of development will: 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.</p>	<p>respond positively to ideas for artwork and given starting points;</p> <p>explore and collect ideas;</p> <p>make links between their style and an artist's;</p> <p>identify simple changes they would make to their work in future;</p>	<p>respond positively to ideas for artwork and suggest their own starting points;</p> <p>explore and collect ideas from first-hand observations and imagination;</p> <p>describe differences and similarities between their style and an artist's;</p> <p>identify simple changes they would make to their work in future and explain why/how it would improve it;</p>	<p>use sketchbooks to record singular ideas or pieces of work;</p> <p>explore, collect, and record ideas from first-hand observations in detail;</p> <p>question and make observations about starting points;</p> <p>adapt and refine ideas suggested to them;</p>	<p>use sketchbooks to record and develop a variety of ideas for a piece of work on one page;</p> <p>question and make observations about starting points and select ideas to use and develop in their own work;</p> <p>adapt and refine ideas independently.</p>	<p>review and revisit ideas in their sketchbooks before completing a final piece;</p> <p>offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art ideas and methods;</p>	<p>review and revisit ideas in their sketchbooks before completing a final piece using annotations;</p> <p>question and offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art and the art of others to compare their ideas and methods;</p>
	Key Vocab			New Key Vocabulary: Artist – a person who creates drawings/paintings for a living.				Style – having a particular way that they create their work.	

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Exploring and Developing Ideas	Retrieval of prior knowledge (including procedural)	<p>Experiences / Reading presumed: Playing with box modelling and materials to plan and make models.</p> <p>Sharing the works of others – famous and otherwise.</p> <p>Talking about designing processes alongside a familiar adult.</p>	<p>A plan is my idea for something I will make/do (F1)</p>	<p>I can change my plans (F2)</p> <p>The work of others (like famous paintings, photos, models) can be copied (F2)</p> <p>I can improve my work to make it better (F2)</p>	<p>Starting points and ideas for artwork are given. (Year 1)</p> <p>Work can be compared to an artist's using statements such as; "I have used ... like the artist". (Year 1)</p> <p>Improvements to work can be planned using statements such as; "Next time I would..." (Year 1)</p>	<p>Ideas can be collected and displayed/recorded. (Year 1)</p> <p>Ideas collected can be from imagination or observations. (Year 2)</p> <p>Starting points and ideas for artwork are given. (Year 1)</p>	<p>Ideas collected can be recorded/displayed in sketchbooks. (Year 3)</p> <p>Starting points can be questioned and observations can be made. (Year 3)</p> <p>Starting points and ideas can be adapted and refined when suggested have been made. (Year 3)</p>	<p>Ideas collected in sketchbooks can display a variety of ideas on a single page. (Year 4)</p> <p>Starting points can be questioned and observations can be made. (Year 3)</p> <p>Improvements to work can be planned using statements such as; "Next time I would..." (Year 1)</p>	<p>Ideas within a sketchbook can be reviewed and revisited before completing a final piece. (Year 5)</p> <p>Feedback can be given about starting points using technical vocabulary. (Year 5)</p> <p>Art ideas and methods can be thoroughly and critically thought about. (Year 5)</p> <p>Digital technology is used to develop ideas, using simple computer programs. (Year 5)</p>
	New Knowledge (including procedural)	<p>A plan is my idea for something I will make/do.</p>	<p>I can change my plans.</p> <p>The work of others (like famous paintings, photos, models) can be copied.</p> <p>I can improve my work to make it better.</p>	<p>Starting points and ideas for artwork are given.</p> <p>Ideas can be collected and displayed/recorded.</p> <p>Work can be compared to an artist's using statements such as; "I have used ... like the artist".</p> <p>Improvements to work can be planned using statements such as; "Next time I would..."</p>	<p>Own starting points can be suggested.</p> <p>Ideas collected can be from imagination or observation.</p> <p>Work can be compared to an artist's using both similarities and differences.</p> <p>Discuss how work can be improved and why.</p>	<p>Ideas collected can be recorded/displayed in sketchbooks.</p> <p>First- hand observations can be explored, collected, and recorded in different ways.</p> <p>Starting points can be questioned and observations can be made.</p> <p>Starting points and ideas can be adapted and refined when suggested have been made.</p>	<p>Ideas collected in sketchbooks can display a variety of ideas on a single page.</p> <p>Ideas can be selected from a variety and developed.</p> <p>Starting points and ideas can be adapted and refined independently.</p>	<p>Ideas within a sketchbook can be reviewed and revisited before completing a final piece.</p> <p>Feedback can be given about starting points using technical vocabulary.</p> <p>Art ideas and methods can be thoroughly and critically thought about.</p> <p>Digital technology is used to develop ideas, using simple computer programs.</p>	<p>Ideas in a sketchbook can be reviewed, revisited, and annotated before completing a final piece.</p> <p>Feedback and questioning about starting points uses technical vocabulary.</p> <p>Critical thinking can be applied to compare art ideas and methods to others.</p> <p>Digital technology is used to complete end outcomes.</p>

Art and Design Curriculum Coverage									
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Drawing Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools. 3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Start to make marks intentionally. Explore paint with - fingers/ brushes/ tools. 3- & 4-year-olds: Create closed shapes with continuous lines and begin. to use these shapes to represent objects. 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.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., pencils. ELG Use a range of small tools, including pencils. Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>use a variety of different materials to draw pencils, crayons, chalk, felt tips;</p> <p>begin to explore the use of line, shape, and colour;</p> <p>use dots and lines to demonstrate patterns;</p>	<p>continue to explore a variety of different materials to draw pastels, charcoal, ball-point pen;</p> <p>experiment with line, shape and colour E.g., changing thickness of line;</p> <p>draw figures and real objects including singular and grouped objects;</p>	<p>experiment with different grades of pencil;</p> <p>use different media to achieve variations in line, texture, tone, colour, shape, and pattern;</p> <p>draw figures and real objects with increasing detail to features, e.g. features on faces</p>	<p>purposefully choose different grades of pencil to create a variation in tone;</p> <p>explore the relationship between line and tone, line and texture;</p> <p>draw figures and real objects with increasing details, showing awareness of proportion of facial features, and including shadows;</p>	<p>use a variety of media for their work, making informed choices E.g. choosing pen to add finer details;</p> <p>use increasingly accurate scale and proportion within a variety of drawings E.g. objects and figures;</p> <p>draw figures and real objects with increasing detail, shadows, and reflection;</p> <p>use a variety of techniques to add effects, e.g., shadows created by hatching and cross-hatching;</p>	<p>demonstrate a wide variety of ways to make different marks with dry and wet;</p> <p>experiment with scale and proportion to create different effects and explain what and how they have created the effect;</p> <p>draw figures and real objects with increasing detail, shadow, reflection and explain how they have created the effect;</p> <p>depict movement and perspective in drawings;</p>
	Key Vocabulary		Colour	<p>New Key Vocabulary: Pattern – a design in which lines, shapes, forms or colours are repeated.</p>	<p>New Key Vocabulary: Line – a mark linking 2 points. It can vary in length, width, direction, and shape. Shape – a flat enclosed area surrounded by edges or an outline.</p>	<p>New Key Vocabulary: Texture – the surface quality of work. Showing visual and physical properties.</p>	<p>New Key Vocabulary: Media – the materials and tools used by an Artist.</p>	<p>New Key Vocabulary: Hatching/cross-hatching – using lines in a variety of different directions to show a change in tone. Scale – the size of the artwork or object/s.</p>	<p>New Key Vocabulary: Perspective – trying to show 3D form within the drawing.</p>

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Drawing Skills	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Mark making with a variety of different media, including with large chalks, pencil, and paints.</p> <p>Holding pens, pencil, crayons etc and being taught how to make marks with different media.</p>	<p>Pencils need to be held with a good grip to make clear marks (F1)</p> <p>Different coloured pencils can be used to make drawings more colourful (F1)</p>	<p>I know that a pencil makes marks (F2)</p> <p>I can use a pencil to make marks on a page (F2)</p> <p>I know I need to take care over my marks in order to ensure a clear picture (F2)</p> <p>If I press my pencil hard it will make a darker shape (F2)</p>	<p>Drawing simple shapes using pencils, crayons, chalks, felt tips. (Year 1)</p> <p>Begin to explore the use of line through drawing in different directions E.g., straight, wavy, zigzag (Year 1)</p> <p>Begin to explore shape by drawing a variety of objects. (Year 1)</p> <p>Begin to explore colour, choosing different colours for different parts of their art. (Year 1)</p>	<p>Drawing simple shapes using pencils, crayons, chalks, felt tips. (Year 1)</p> <p>Experiment with the use of line, changing from thick to thin for purpose. (Year 2)</p> <p>Experiment with shape, adding more detail, experimenting with size. (Year 2)</p> <p>Experiment with colour, choosing different colours for different purposes. (Year 2)</p> <p>Draw simple figures and real objects. (Year 2)</p>	<p>Sketching pencils have different grades of hard and black which can create different marks. (Year 3)</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size. (Year 3)</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size. (Year 3)</p> <p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail to features E.g. faces. (Year 3)</p>	<p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size. (Year 3)</p> <p>Using prior knowledge about media, make choices about which media works well for the task they are completing. (Year 4)</p> <p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail on their drawings. (Year 3)</p> <p>Notice and show shadows on objects when drawing. (Year 4)</p> <p>Start to show a consideration of proportion within their work. (Year 4)</p>	<p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail on their drawings. (Year 3)</p> <p>Notice and show shadows on objects when drawing. (Year 4)</p> <p>Know how to use a variety of shading techniques, E.g., hatching, cross-hatching (Year 5)</p>
	New Knowledge (including procedural knowledge)	<p>Pencils need to be held with a good grip to make clear marks.</p> <p>Different coloured pencils can be used to make drawings more colourful.</p>	<p>I know that a pencil makes marks.</p> <p>I can use a pencil to make marks on a page.</p> <p>I know I need to take care over my marks in order to ensure a clear picture.</p> <p>If I press my pencil hard it will make a darker shape.</p>	<p>Drawing simple shapes using pencils, crayons, chalks, felt tips.</p> <p>Begin to explore the use of line through drawing in different directions E.g., straight, wavy, zigzag.</p> <p>Begin to explore shape by drawing a variety of objects.</p> <p>Begin to explore colour, choosing different colours for different parts of their art.</p>	<p>Further their knowledge of different media, using pastels, charcoal, ball-point pen.</p> <p>Experiment with the use of line, changing from thick to thin for purpose.</p> <p>Experiment with shape, adding more detail, experimenting with size.</p> <p>Experiment with colour, choosing different colours for different purposes.</p> <p>Draw simple figures and real objects.</p>	<p>Sketching pencils have different grades of hard and black which can create different marks.</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose.</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size.</p> <p>Experiment with different media for colour, choosing different colours for different purposes.</p> <p>Show increasing detail to features E.g. faces.</p>	<p>Explore the relationship between line and tone in drawings.</p> <p>Explore the relationship between line and texture in drawing.</p> <p>Notice and show shadows on objects when drawing.</p> <p>Start to show a consideration of proportion within their work.</p>	<p>Using prior knowledge about media and it's uses, make informed choices about which medias work well and use a variety within their end outcome.</p> <p>Notice and show reflections on objects when drawing.</p> <p>Know how to use a variety of shading techniques, E.g., hatching, cross-hatching.</p> <p>Start to show a consideration of scale and proportion within their work.</p>	<p>Explain how they have created different effects within their artwork.</p> <p>Depict movement within drawing.</p> <p>Show perspective using a variety of techniques, E.g., hatching, cross-hatching</p>

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6

Painting Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools. 3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tool and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with - fingers/brushes/tools. 3- & 4-year-olds: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., paintbrushes. ELG Use a range of small tools, including paint brushes. ELG: Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>know the names of all of the colours; start to mix/blend different colours;</p> <p>use a variety of brushes including size and type;</p> <p>be able to paint something they can see;</p>	<p>know which colours are Primary colours; mix/blend different colours to match objects they are painting;</p> <p>experiment with different types of brushes, tools, and techniques to make different brush strokes: E.g., dab, smooth, sponge, stipple.</p> <p>work on a variety of different scales and choose the appropriate equipment;</p>	<p>Mix/blend a variety of colours and know which Primary colours mix to create the Secondary colours using a colour wheel; create tints by adding white and shades by adding black;</p> <p>choose from a range of different brushes and tools to create different effects;</p> <p>work confidently on a variety of different scales, confidently choosing the correct equipment;</p>	<p>make and match colours with increasing accuracy; plan and create different textures with paint according to what they need for the task; use more specific colour vocabulary E.g., tint, tone, shade;</p> <p>confidently create different marks and lines to show texture using a variety of brushes and techniques, showing brush control;</p> <p>show increasing independence and creativity with the painting process;</p>	<p>demonstrate a secure knowledge about Primary and Secondary colours, including complimentary colours; use more specific vocabulary E.g., warm/cold colours, complementary/contrasting colours, hues and use these to show mood and atmosphere;</p> <p>make informed choices about media equipment and explain why they have made those choices;</p> <p>show differences in the background and foreground;</p>	<p>express mood and feelings through their work and choice of colours; choose appropriate paint and other media equipment to adapt and extend their work E.g. adding finer detail with pen;</p> <p>work on a preliminary level to test media and materials to make informed decisions about a final piece and explain the choices that they have made;</p> <p>show an awareness of how paintings are created, e.g through background, foreground layers, paint textures and the type of paint used; layer paint to add detail to background and foreground;</p>
				<p>New Key Vocabulary: Colour Mix - to combine 2 or more colours to make a new colour.</p>	<p>New Key Vocabulary: Primary colours – Red/Yellow/Blue. They cannot be created by mixing other colours together.</p>	<p>New Key Vocabulary: Secondary colour-colours that are created by mixing 2 Primary colours together. red + yellow = orange blue + yellow = green red + blue = purple Blend – the action of mixing or combining things together.</p>	<p>New Key Vocabulary: Tone – showing a difference in light or darkness of a colour. Tint – adding white to create a lighter version of the colour. Shade – adding black to create a darker version of a colour.</p>	<p>New Key Vocabulary: Warm colours – Red/Orange/Yellow. Cold colours – Blue/Green/Purple.</p>	<p>New Key Vocabulary: Background – the part of a picture/image which is furthest away from the viewer. Foreground - the part of a picture/image which is nearest the viewer.</p>

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Painting Skills	Retrieval of prior knowledge (including procedural knowledge) (including	<p>Experiences / Reading presumed:</p> <p>Mark making with a variety of different media, including with large chalks, pencil, and paints.</p> <p>Holding paint brushes, sponges etc and being taught how to make marks with different media.</p>	<p>A brush can be moved in different ways to make marks. (F1)</p> <p>Paints come in lots of colours. (F1)</p> <p>Paint is wet on the page and takes time to dry. (F1)</p>	<p>Know a paintbrush can be used as a tool for painting. (F2)</p> <p>We have different types of painting tools like brushes, sponges, rollers. (F2)</p> <p>Some paints are used with water, some paints do not need water. (F2)</p> <p>When 2 colours are mixed, they make a different colour. (F2)</p> <p>A range of small tools, including paint brushes. (F2)</p>	<p>Know that colours can be mixed to create new colours. (Year 1)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p>	<p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling (Year 2)</p> <p>Know the 3 Primary colours are red/yellow/blue (Year 2)</p> <p>Know that colours can be mixed to create new colours. (Year 1)</p> <p>Know that work can be done on a variety of scales and equipment can be matched. E.g., big paint brush for a big area. (Year 2)</p>	<p>Know that colours can be repeatedly mixed until they closely replicate the colour of an object. (Year 2)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p>	<p>Mix Primary colours in order to create Secondary colours. (Year 3)</p> <p>Create a colour wheel to show the Primary and Secondary colours. (Year 3)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p> <p>Confidently choose the correct equipment according to the scale of work they are completing. (Year 3)</p>	<p>Know that Red/Orange/Yellow are warm colours. (Year 5)</p> <p>Know that Blue/Green/Purple are cold colours. (Year 5)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p> <p>Confidently choose the correct equipment according to the scale of work they are completing. (Year 3)</p> <p>Know that they can show differences between the foreground and background, thinking about size, detail Etc. (Year 5)</p>
Painting Skills	New Knowledge (including procedural knowledge)	<p>A brush can be moved in different ways to make marks.</p> <p>Paints come in lots of colours.</p> <p>Paint is wet on the page and takes time to dry.</p>	<p>Know a paintbrush can be used as a tool for painting.</p> <p>We have different types of painting tools like brushes, sponges, rollers.</p> <p>Some paints are used with water, some paints do not need water.</p> <p>When 2 colours are mixed, they make a different colour.</p> <p>Use a range of small tools, including paint brushes</p>	<p>Name all of the colours.</p> <p>Know that colours can be mixed to create new colours.</p> <p>Know that different brushes can be used for different reasons.</p> <p>Paint something that they can see.</p>	<p>Know the 3 Primary colours are red/yellow/blue.</p> <p>Know that painting can be done with a variety of brushes and tools.</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling.</p> <p>Know that colours can be repeatedly mixed until they closely replicate the colour of an object.</p> <p>Know that work can be done on a variety of scales and equipment can be matched. E.g., big paint brush for a big area.</p>	<p>Experiment with a variety of different brushes to create different effects.</p> <p>Mix Primary colours in order to create Secondary colours.</p> <p>Create a colour wheel to show the Primary and Secondary colours.</p> <p>Know that purple/orange/green are Secondary colours.</p> <p>Know that adding white creates a tint of a colour.</p> <p>Know that adding black creates a shade of a colour.</p> <p>Confidently choose the correct equipment according to the scale of work they are completing.</p>	<p>Plan to use a variety of different textures/thicknesses of paint within their work E.g., colour wash for background, thick, colour-blocking in foreground.</p> <p>Mix and match colours to objects more accurately without prompting.</p> <p>Use vocabulary; tint, tone, shade to describe the colours they create.</p> <p>Using a variety of brushes and tools, create a variety of marks and lines with increasing control.</p> <p>Show more independence and creativity in their own artwork.</p>	<p>Confidently, describe where the Primary and Secondary colours are on the colour wheel.</p> <p>Know that Red/Orange/Yellow are warm colours.</p> <p>Know that Blue/Green/Purple are cold colours.</p> <p>Know that colours opposite each other on the colour wheel are complimentary colours but also contrasting.</p> <p>Know that hue refers to the dominant colour. E.g., Green is a hue. Turquoise is a hue of green and blue.</p> <p>Make informed choices about their choice of media.</p> <p>Know that they can show differences between the foreground and background, thinking about size, detail Etc.</p>	<p>Know that warm colours and lighter tints are often associated with happy feelings.</p> <p>Know that cold colours and darker shades are often associated with sad feelings.</p> <p>Use warm/cold tints/shades to show mood and feelings in their work.</p> <p>Know that paint can be used adapt and extend their work.</p> <p>Know that paint can be layered to show background and foreground.</p> <p>Know that they can test media and materials on a preliminary level and then make informed choices about their final piece.</p> <p>Know how paintings are created throughout history.</p>

		Nursery	Reception / F2	KS1	LKS2	UKS2
Sculpture	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials. 3- & 4-year-olds: Join different materials and explore different textures.</p>	<p>ELG Fine Motor Skills: ELG Children at the expected level of development will: - Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ELG: Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>create models using a variety of paper, cardboard and plastics;</p> <p>experiment with joining parts of their 3D form in different ways;</p>	<p>make a simple papier mache object;</p> <p>combine paper mache with other materials E.g. cardboard and plastics to create a model;</p> <p>plan and make models;</p> <p>successfully join parts of their 3D form independently;</p>	<p>use a variety of textures and detailing within clay sculpting;</p> <p>develop skills in using clay inc. slabs, slips etc;</p> <p>create sculpture and construction safely, using increasing independence;</p> <p>plan, make and evaluate a model, noting how they would do it differently next time;</p>
	Key Vocabulary		<p>New key vocabulary: flat – a level surface. round – a curved shape like a ball.</p>		<p>New key vocabulary: Form – a 3D shape created in a sculpture.</p>	<p>New key vocabulary: Mould – a hollow cavity produced to pour material into. Slab – a piece of clay rolled flat. Slip – a mix of clay and water used to help join separate pieces of clay together.</p>
	Retrieval of prior knowledge	<p>Experiences / Reading presumed:</p> <p>Playing with playdough, blocks and bricks and making models with peers and adults.</p>	<p>Models can be big or small. (F1)</p> <p>We can make models of different shapes and sizes. (F1)</p>	<p>A sculpture is a model that has been made. (F2)</p> <p>Join different materials and explore different textures. (F2)</p>		<p>Know that structures can be planned and designed before being made. (LKS2)</p> <p>Know that they can join different shapes together to create a 3D form. (KS1)</p>
Sculpture	New Knowledge (including procedural knowledge)	<p>Models can be big or small.</p> <p>We can make models of different shapes and sizes.</p>	<p>Cutters can be used to cut out shapes.</p> <p>A sculpture is a model that has been made.</p>	<p>Know that line and shape can be added.</p> <p>Know that they can create shapes from different materials.</p> <p>Know that they can join different shapes together to create a 3D form.</p>	<p>Know how to mix papier mache paste.</p> <p>Know how to use papier mache to build up a structure.</p> <p>Know how to join different parts of a sculpture together independently and adequately so that it stays together.</p> <p>Know that structures can be planned and designed before being made.</p> <p>Know that models can be adapted in order to better fit their purpose.</p> <p>Know that a variety of materials can be used to create a model.</p> <p>Know that shape, space, and form play a big part of creating a realistic sculpture.</p>	<p>Know that a sculpture can be planned through drawing, including details such as texture, joining Etc.</p> <p>Use clay tools to create a detail and texture in a variety of different ways.</p> <p>Know that slabs can be created from clay.</p> <p>Know how to use slip to join clay pieces successfully.</p> <p>Know how to work independently to create sculpture.</p>

		Nursery	Reception / F2	KS1	LKS2	UKS2
Printing	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with -fingers/brushes/ tools.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently.</p> <p>ELG Use a range of small tools.</p> <p>ELG: Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>make marks in print with a variety of hard and soft objects E.g. cork, pen barrels, sponge</p> <p>make rubbings;</p> <p>create mono-prints using a variety of materials, objects, and techniques;</p> <p>build a repeating pattern and recognise pattern within the environment;</p>	<p>create mono-print using a variety of materials, objects, and techniques inc. layering;</p> <p>create a design for printing;</p> <p>experiment with tone and texture while creating designs for printing;</p> <p>explore pattern and shape while creating designs for printing;</p> <p>talk about the process used to create a simple print;</p>	<p>confidently print on a variety of materials;</p> <p>build layers/colours and textures while creating designs for mono-printing;</p> <p>create and refine a design for printing;</p> <p>create complex patterns while creating designs for printing considering finer detail;</p>
	Key Vocabulary			<p>New key vocabulary: Rubbing – An action of rubbing something.</p>	<p>Printing – An indentation or mark made on a surface or substance.</p>	
Printing Skills	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Know that printing involves making marks on paper with different objects covered in paint. (F2)</p>	<p>Know that printing involves making marks on paper with different objects covered in paint. (KS1)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (KS1)</p> <p>Know that patterns can be repeated. (KS1)</p> <p>Know that patterns can be simple or complex. (KS1)</p>	<p>Know that printing involves making marks on paper with different objects covered in paint. (KS1)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (KS1)</p> <p>Know that patterns can be repeated. (KS1)</p> <p>Know that patterns can be simple or complex. (KS1)</p>
Printing Skills	New Knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Know that printing involves making marks on paper with different objects covered in paint.</p>	<p>Know that different objects make different marks.</p> <p>Know that printing can be done on a variety of surfaces.</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath.</p> <p>Know that patterns can be repeated.</p> <p>Know that patterns can be simple or complex.</p>	<p>Be able to talk about the printing process and explain how to create a simple print.</p> <p>Know that pattern can use variations in shape.</p> <p>Know that pattern can be used on large or small scales.</p> <p>Know that print designs can be planned and refined in order to create a successful outcome.</p>	<p>Know that the same print design can be used but colours can be changed to create a layered effect.</p> <p>Using all prior knowledge, be able to confidently create prints on a variety of different materials.</p> <p>Know that patterns can be designed prior to printing.</p> <p>Know that patterns can be used to show finer detailing.</p>

		Nursery	Reception / F2	KS1	LKS2	UKS2
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		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Knowledge of Artists, craft makers and Designers	Skills	<p><u>ELG: Understanding the World 3- and 4-year-olds</u></p> <p>Show interest in different occupations.</p>		<p>know the names of some famous, notable artists;</p> <p>express simply what they like about an artist's work;</p>	<p>know the names of some famous, notable artists and designers;</p> <p>express an opinion on the work of some artists;</p> <p>use inspiration from artists to create their own work and compare using simple language;</p>	<p>know the names of some famous, notable artists and designers and be able to describe one of their pieces of art;</p> <p>express an opinion on the work of artists and refer to techniques they use;</p>	<p>know the names of some famous, notable artists and designers, be able to describe one of their pieces of art and the techniques they use;</p> <p>express an opinion on the work of artists and refer to techniques they use and what effect the techniques have;</p> <p>use inspiration from famous artists to replicate a piece of the artists work and reflect upon their work;</p>	<p>know the names of some famous, notable artists and give facts about their lives;</p> <p>use inspiration from famous artists work to inform their own artwork;</p>	<p>know the names of some famous, notable artists and give facts about their lives and name some of their more famous pieces of work;</p> <p>give detailed observations about notable artists', artisans' and designers' work and the techniques they use;</p>
	Key Vocabulary				<p>New Key Vocabulary: Designer – a person who plans the 'look' of something.</p>	<p>New Key Vocabulary: Technique – the way someone chooses to complete a task.</p>			
Knowledge of Artists, craft makers and Designers	Retrieval of prior knowledge (including knowledge)	<p><u>Experiences / Reading presumed:</u></p> <p>Experience of looking at and talking about a range of famous and locally famous artists, artwork, craft makers and designers.</p>	<p>An artist is the person who does artwork (F1)</p>	<p>Artists all create different looking pieces. (F2)</p> <p>Some art pieces we like and some we do not, and this is ok. (F2)</p>	<p>Be able to name the focus artists they look at. (Year 1)</p> <p>Be able to express what they like about the artwork using STEM sentence support: I like... because... (Year 1)</p>	<p>Be able to name focus artists and designers. (Year 2)</p> <p>Be able to express opinions about artwork, including likes and dislikes. (Year 2)</p>	<p>Be able to name focus artists and designers. (Year 2)</p> <p>Be able to describe one of the focus artist's famous pieces of work. (Year 3)</p> <p>Be able to express opinions about the artist's work and describe the techniques they use. (Year 3)</p>	<p>Be able to name focus artists and designers. (Year 2)</p> <p>Be able to describe one of the focus artist's famous pieces of work. (Year 3)</p> <p>Be able to describe some of the artists techniques. (Year 4)</p>	<p>Be able to name focus artists and designers. (Year 2)</p> <p>Be able to describe one of the focus artist's famous pieces of work. (Year 3)</p> <p>Be able to describe some of the artists techniques. (Year 4)</p> <p>Be able to recall simple facts about the focus artists lives. (Year 5)</p>

		Art and Design Curriculum Coverage							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
	<p>New Knowledge (including procedural knowledge)</p>	<p>An artist is the person who does artwork.</p>	<p>Artist Suggestions for Vehicles: Yayoi Kusama Who is Yayoi Kusama? – Who Are They? Tate Kids</p> <p>Artists all create different looking pieces.</p> <p>Some art pieces we like and some we do not, and this is ok.</p>	<p>Artist Suggestions for Vehicles: Me, Myself, and I – Leonardo Da Vinci (Self-portrait/Head of a woman), Picasso (self-portrait) Location, location, location – Claude Monet (Houses of Parliament), Andre Derain (Charring Cross) Bee Happy/Glorious Gardening – Claude Monet (The Artists Garden at Giverny), Barbra Hepworth (Sculpture)</p> <p>Be able to name the focus artists they look at.</p> <p>Be able to express what they like about the artwork using STEM sentence support: I like... because...</p>	<p>Artist Suggestions for Vehicles: Gruesome Germs – Sarah Roberts (painter), London's Burning – Zaha Hadid (architect), Angela Wright (Tower Bridge drawing), The Deep – Sarah Turner (plastic artist), Sophie Ryder (sculptor), What's Growing? – Georgia O'Keefe (painter), Vincent Van Gough (Sunflowers),</p> <p>Be able to name focus artists and designers.</p> <p>Be able to express opinions about artwork, including likes and dislikes.</p> <p>Be able to create artwork after looking at an artist's work.</p> <p>Be able to compare their work to the artist's using STEM sentence support: I have used... like the artist.</p>	<p>Artist Suggestions for Vehicles: Battle of the mines – Pitmen Painters, Leon Kossoff (use of charcoal), Valeria Ganz Can I take your order? – Kathleen Ryan (Bad fruit sculpture), Dennis Wojtkiewicz (large scale paintings), Paul Cezanne (still life) Hunter Gatherers – Nek Chand, Alberto Giacometti (sculptors)</p> <p>Be able to describe one of the focus artist's famous pieces of work.</p> <p>Be able to express opinions about the artist's work and describe the techniques they use.</p> <p>Compare the techniques the artist uses to those that they choose.</p>	<p>Artist Suggestions for Vehicles: Marvellous Museum – Pietro Cavallini (mosaic artist), Laurel True (Mosaic artist) 'Bored' Games – Brian Mock (Sculptor), Mexican Mayhem – Frida Kahlo (Mexican artist – self-portrait),</p> <p>Be able to describe some of the artists techniques.</p> <p>Be able to replicate an artist's work after looking at it.</p> <p>Be able to discuss the artist's techniques and what effect they have.</p> <p>Be able to reflect on work they have replicated and discuss their art skills.</p>	<p>Artist Suggestions for Vehicles: WW2 – Paul Nash (Over the top, Spring in the trenches), Eric Ravilious Gift of Giving – Stephen Alcorn (printing) – print design for a charity card. I'm a survivor – Hokusai (tidal wave and volcano painter)</p> <p>Be able to recall simple facts about the focus artists lives.</p> <p>After looking at artists work, use their knowledge to inform their own artwork.</p>	<p>Artist Suggestions for Vehicles: Ancient Egypt Virtual Museum – Roberto Lugo (potter), Betty Woodman (potter), Michael Cardew (potter) Our Changing World: A HP/SRP Magazine – Caroline Bell (Textiles), Banksy Scream Machines – Peter Blake (pop art), Romero Britto (pop art)</p> <p>Be able to name some of the more famous pieces of an artist's work.</p> <p>Be able to give detailed explanations of what they observe within famous artist's work.</p>