

## Art Curriculum

### Intent of the Art Curriculum

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.

### Implementation of the Art Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Nursery					
Aut 1 – Nursery Rhymes	Aut 2 – Brilliant Birds	Spr 1 – Pets	Spr 2 – Splash	Sum 1 - Transport	Sum 2 – Mini beast Madness
Make 3D spiders from junk modelling/pipe cleaners Collaborative collage to make ducks Drawing spiders using circles and lines. Making salt dough faces with natural materials the children have collected.	Making binoculars for bird watching Making finger puppets of Peter n Paul Making Xmas cards using foot finger printing Puffin masks Collaborative shades of blue whale picture Collaborative collage of an owl using ripping and tearing technique Chalk pictures on black card of a forest at night time. Creating shades of autumn leaves.	Drawing a friend Paint animals Creating different dogs, (spotty/hairy/curly) using collaging and different techniques – Animal masks Building kennels for George	Water themed artwork – wax resist and collaging a water droplet Drawing a present for Billy Decorating plastic buckets with whiteboard pens. Designing own buckets. 3D paper plate under the sea craft Tracing sharks Making our own boats Make and write Easter cards Paint a picture of a daffodil.	Use paint to make representation from the story Junk modelling bus/train Making oil pastel seaside images Self portraits Making small world city	Paper plate caterpillars Paint pictures of bugs /animals we saw! Make a symmetrical butterfly print by folding over the paper. Painting the busy spider Make glittery web pictures like the ones in the story

<p>I can statements</p> <p>I can join different materials and explore different textures EAD NUR</p> <p>I can develop my own ideas and decide what materials to use to express them EAD NUR</p> <p>I can create closed shapes and line to represent objects EAD NUR</p>	<p>I can statements</p> <p>I can draw with increasing detail EAD NUR</p> <p>I can use drawing to represent ideas like movement and noise EAD NUR</p> <p>I can explore colour and colour mixing EAD NUR</p> <p>I can use one handed tools and equipment PD NUR</p>	<p>I can statements</p> <p>I can use one handed tools and equipment PD NUR</p> <p>I can show different emotions in my drawing EAD NUR</p> <p>I can make imaginative small worlds with blocks EAD NUR</p> <p>I can create closed shapes and line to represent objects EAD NUR</p>	<p>I can statements</p> <p>I can draw with increasing detail EAD NUR</p> <p>I can show preference for dominate hand PD NUR</p> <p>I can join different materials and explore different textures EAD NUR</p>	<p>I can statements</p> <p>I can make imaginative small worlds with blocks EAD NUR</p> <p>I can draw with increasing detail EAD NUR</p> <p>I can join different materials and explore different textures EAD NUR</p> <p>I can show different emotions in my drawing EAD NUR</p>	<p><b>I can statements</b></p> <p>I can join different materials and explore different textures EAD NUR</p> <p>I can use one handed tools and equipment PD NUR</p> <p>I can explore colour and colour mixing EAD NUR</p>
<p><b>Ongoing as part of the provision:</b> Art and DT area, daily construction activities indoors and out using a variety of construction kits. Regular opportunities to practice cutting and gluing skills and colour mixing.</p>					
<p><b>Reception</b></p>					

<b>Aut 1 – Friendship - Can we be friends?</b>	<b>Aut 2 - Who helps us?</b>	<b>Spr 1 – What's it like far away?</b>	<b>Spr 2 – Can we save the world?</b>	<b>Sum 1 - What did Grandma use to read?</b>	<b>Sum 2 – What's it like down on the Farm?</b>
<ul style="list-style-type: none"> <li>- Self-portraits/portraits of new friends.</li> <li>- Box modelling-making and designing.</li> <li>- Making monsters from playdough.</li> <li>- Collaborative collages</li> <li>- Wax resist pictures.</li> <li>- Printing Autumn trees.</li> <li>- Leaf monsters</li> </ul>	<ul style="list-style-type: none"> <li>-Threading cars.</li> <li>- Rangoli patterns</li> <li>- clay divas</li> <li>-Observation Drawing- people who help us</li> <li>- map drawing</li> <li>-firework pictures- glitter and chalk</li> <li>-Diwali cards</li> </ul>	<ul style="list-style-type: none"> <li>- Collage ice pictures.</li> <li>- Shades of blue colour mixing.</li> <li>- African patterns/Animal prints/collaging</li> <li>- Clay masks</li> <li>- Animal Observation Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Natural landscapes using Claude Monet-oil pastels</li> <li>- Observational drawings.</li> <li>- Rubbings.</li> <li>- Baking - making Easter buns.</li> <li>- -natural material collages</li> </ul>	<ul style="list-style-type: none"> <li>- Landscape printing - Little red riding hood.</li> <li>- Combining different media</li> <li>- Building and designing a house using construction material collaboratively</li> <li>- Creating Indian landscapes</li> <li>- Character Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Animal masks-farm animals</li> <li>- Free painting- farm animals we saw</li> <li>- Animal Pencil Drawing</li> </ul>

I can statements	I can statements	I can statements	I can statements	I can statements	I can statements
<p>I can develop my small motor skills to draw PD REC</p> <p>I can talk about my own work in detail and using new vocabulary CL ELG</p> <p>I can create collaboratively sharing ideas and skills EAD REC</p>	<p>I can build on pervious learning to develop my skills EAD REC</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD ELG</p> <p>I can share my creations, explaining the process they have used. EAD ELG</p>	<p>I can Use a range of small tools, including scissors, paintbrushes PD REC</p> <p>I can Begin to show accuracy and care when drawing. PD ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants UW REC</p>	<p>I can explore and refine a variety of artistic effects to express my ideas EAD REC</p> <p>I can build on pervious learning to develop my skills EAD REC</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants UW REC</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD ELG</p>	<p>I can explore and refine a variety of artistic effects to express my ideas EAD REC</p> <p>I can Begin to show accuracy and care when drawing. PD ELG</p> <p>I can share my creations, explaining the process they have used. EAD ELG</p> <p>I can build on pervious learning to develop my skills EAD REC</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD ELG</p>	<p>I can Use a range of small tools- scissors PD REC</p> <p>I can show accuracy and care when drawing. PD ELG</p> <p>I can explore and refine a variety of artistic effects to express my ideas EAD REC</p>

Code Guide

PD - Physical development

EAD - Expressive arts and design

UW - Understanding of the world

CL - Communication and language

## Year One Curriculum

Topics	Aut 1 – Getting to know me and my world.	Aut 2 – A Toy’s Story	Spr 1 – Our Animal Adventures	Spr 2 – To infinity and Beyond	Sum 1 – Ready, Steady, Grow	Sum 2 – Bright lights, Big city.
	<ul style="list-style-type: none"> <li>- Picasso, creating own pictures of abstract faces.</li> <li>- Comparing abstract and realistic pieces of art work by Picasso.</li> </ul>	<p>Sketch favourite toys.</p>	<ul style="list-style-type: none"> <li>- Continuing animal print sketch.</li> <li>- Austin’s Butterfly animal sketch.</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to artist’s ideas and</li> </ul>	<ul style="list-style-type: none"> <li>- Wassily Kandinsky, Squares with concentric circles.</li> <li>- Weaving to create Picnic blanket.</li> </ul>	<ul style="list-style-type: none"> <li>- Observational drawing of the Queen.</li> </ul> <p>Sketching Landmarks: Tower Bridge.</p>

	<ul style="list-style-type: none"> <li>- Rainbow fish: Using clay to make the rainbow fish and collage for the background.</li> <li>- Collaborative artwork of landmarks in Huddersfield.</li> <li>- Sketch of Castle Hill.</li> <li>- Collage of castle Hill.</li> </ul>		<ul style="list-style-type: none"> <li>- Paper plate animal masks.</li> </ul>	<p>re-creating Van Gogh, Starry Night.</p> <p>Chalk solar system using different techniques e.g. smudging</p>	<ul style="list-style-type: none"> <li>- Giuseppe Arcimboldo, fruit faces.</li> <li>- Sketching flower arrangements/daffodils.</li> </ul>	
<b>Milestones</b>	<p><b>I can milestones</b></p> <p>I can use a combination of materials that are cut, torn and glued.</p> <p>I can mix materials to create texture.</p> <p>I can describe the work of notable artists, artisans and designers.</p> <p>I can use some of the ideas of artists studied to create pieces.</p> <p>I can draw lines of different sizes and thicknesses.</p> <p>I can colour (own work) neatly following the lines.</p>	<p><b>I can milestones</b></p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p> <p>I can show pattern and texture by adding dots and lines.</p>	<p><b>I can milestones</b></p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p> <p>I can show pattern and texture by adding dots and lines.</p> <p>I can use a combination of materials that are cut, torn and glued.</p> <p>I can use a range of materials to create sculptures from.</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing,</p>	<p><b>I can milestones</b></p> <p>I can use thick and thin brushes.</p> <p>I can use a combination of materials that are cut, torn and glued.</p> <p>I can mix materials to create texture.</p>	<p><b>I can milestones</b></p> <p>I can use weaving to create a pattern.</p> <p>I can respond to ideas and starting points and explore different methods and materials.</p> <p>I can use thick and thin brushes.</p> <p>I can show pattern and texture by adding dots and lines.</p> <p>I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones.</p> <p>I can use repeating or overlapping shapes.</p>	<p><b>I can milestones</b></p> <p>I can draw lines of different sizes and thicknesses.</p> <p>I can colour (own work) neatly following the lines.</p> <p>I can show pattern and texture by adding dots and lines.</p>

cutting, folding and curling).

I can use objects to create prints (e.g. fruit, vegetables or sponges).

### Key vocabulary to be taught

drawing, painting, sculpture, art, craft and design, techniques, materials, texture, moulding, carving, rolling, cutting, colour, primary colours, secondary colours, thick and thin paint brushes, effect, weaving, artists, create, printing, shapes, pattern

### Year Two Curriculum

Topics	Aut 1 – Wonders of the World If you had a magic carpet where would you go?	Aut 2 – London's Burning! What was it like in London in 1666?	Spr 1 – African Adventure What is it like to live in Africa?	Spr 2 – Ahoy there! What is it like to be a pirate?	Sum 1 – Glorious gardens! Where and how do plants grow?	Sum 2 – Transport Travelling, trains and the Titanic!
	<ul style="list-style-type: none"> <li>- Draw shapes for and colour magic carpet.</li> <li>- Sunset background for landmark artwork.</li> <li>- Make a magic carpet.</li> <li>- Landmarks for inspiration day – pyramid, statue of liberty, Taj Mahal and the great wall of China. Leaning tower of pisa</li> <li>- Weave to create a paper apple pie with a lattice.</li> <li>- Create ocean artwork making tints</li> </ul>	<ul style="list-style-type: none"> <li>- Watercolour poppy art using different materials for flower – tissue paper and art straw.</li> <li>- Collaborative task- In groups children make small poppies to stick on large paper.</li> <li>- Cut out silhouette of soldier and cut out using black card to create silhouette.</li> <li>- GFOL art work -Use marbling paint for</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the shape of Africa and use to create sunset artwork using chalk.</li> <li>- Look at Kente Cloth patterns and create own design using Kente Cloth as inspiration.</li> <li>- Sketch animals including a range of animal fur patterns. Continue the other half of the animal and pattern.</li> <li>- Make masks</li> </ul>	<ul style="list-style-type: none"> <li>- Mother's Day cards.</li> <li>- Folding tulip cutout</li> <li>- Create background for Easter card.</li> <li>- Sketch Blackbeard and add detail.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at work of local artist Barbara Hepworth and re-create work.</li> <li>- Look at work of natural artist Andy Goldsworthy.</li> <li>- Re-create natural art inspired by Andy Goldsworthy.</li> <li>- Look at the work of Van Gogh to create Sunflower artwork.</li> <li>- Compare and contrast works of famous artists.</li> </ul> <p>Create art work printing natural objects</p>	<p>Plymouth Harbour by Norman Wilkinson – How does it make us feel? Create artwork inspired by Norman Wilkinson.</p>

	for different layers of the ocean.	background and template of houses using black card for silhouette. - Cover white card with orange, red and yellow tissue paper with some sticking up at top for the fire. Use black strips of card to create houses on top. - Observational drawings of GFOL house using sketching pencils and charcoal. Different coloured strips of paper to create a Christmas tree				
<b>Milestones</b>	<b>I can milestones</b> I can draw lines of different sizes and thickness  I can colour (own work) neatly following the lines.  I can show pattern and texture by adding dots and lines.  I can use thick and thin brushes	<b>I can milestones</b> I can mix materials to create texture ML1 I can use a combination of materials that are cut, torn and glued ML1 I can respond to ideas and starting points and explore different methods and materials ML1 I can use thick and thin brushes ML1	<b>I can milestones</b> I can respond to ideas and starting points and explore different methods and materials.  I can draw lines of different sizes and thickness  I can colour (own work) neatly following the lines.  I can show pattern and texture by	<b>I can milestones</b>	<b>I can milestones</b> I can mix materials to create texture I can describe the work of notable artists, artisans and designers.  I can use some of the ideas of artists studied to create pieces.  I can use repeating or overlapping shapes.  I can use objects to create prints (e.g. fruit, vegetables or sponges).	<b>I can milestones</b>

	<p>I can use paint to create different tones</p> <p>I can join materials using glue and/or a stitch.</p> <p>I can use weaving to create a pattern.</p> <p>I can mix primary colours to make secondary and mix white to colours to make tints</p>	<p>I can mix materials to create texture ML1</p> <p>I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones ML1</p> <p>I can create lines of different thickness</p> <p>I can use repeating or overlapping shapes</p>	<p>adding dots and lines.</p> <p>I can include lines and texture. I can use a range of materials to create sculptures from. I can use techniques such as rolling, cutting, moulding and carving.</p>			
--	--	---	--	--	--	--

#### Key vocabulary to be taught

drawing, painting, sculpture, art, craft and design, techniques, materials, texture, moulding, carving, rolling, cutting, colour, primary colours, secondary colours, thick and thin paint brushes, effect, weaving, artists, create, printing, shapes, pattern

#### Local links/Inspiration /Enrichment activities

**Nursery** - Learn a Nursery Rhyme competition, Baking jam tarts, visit from Owl Sanctuary, bird search in the Wild Area, Chinese New Year, Faith Day, visit from Pets@Home, visit from Blue Cross Dog Charity, Pirate Day, Mini bus picnic, Meet A Creature (bugs n beasties), Ugly Bug Ball

**Reception** – Music day, Junk Modelling competition, Numicon workshop/Phonics workshops, Visits from people who help us (police, paramedic), Inspiration Days - Big Bad Bill, Come to school as people who help us, Walk to local post box, Divali – Hinduism Faith Day, EYS Xmas Stay n Play involving parents in our learning, Train Ride day to launch book/possible trip to KLR, EYS Nativity performance, Penguin day- to launch blue penguin, Ice experiments, Tiger day to launch book, visit to Cliffe House, Easter Visit to Church, Growing day with parents, Superhero dress up day-how to save the world, Library visit with parents, PJ day and bring your favorite story, Farm visit.



**Year 1** – local walk, Trip to Eureka, Trip to Castle Hill, Hannukah – Judaism Faith Day, Santa trip, Christmas Family Fun at the St James Church, Making puppets, visit from Meet A Creature, Space Dome, Easter Family Fun at the school, Passover – Jewish Faith day, Trip to the Beaumont Park.

**Year 2** –Collective DT project to build landmarks, Tour of landmarks on bikes, Christmas Family Fun at the school, Fire in the Wild Area, Pirate Ron, Easter Family Fun at the St James Church, Islamic Faith Day, Walk to Tolson Gardens/Ravensknowle Park, visit church for leavers, Visit to KLR.

### **Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)**

#### **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.

### **Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)**

#### ***Pupils should be taught to:***

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and
- debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

### ***Impact* of the Art Curriculum**

Pupils should be able:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- know about great artists, architects and designers in history.