



Art & Design Curriculum Map

EYFS

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

By the end of nursery, we expect children to be able to:

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Join different materials and explore different textures
- Develop their own ideas and then decide which materials to use to express them
- 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

By the end of reception, we expect children to be able to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop overall body-strength, balance, coordination and agility
- 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
- 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.
- Make use of props and materials when role playing characters in narratives and stories

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Drawing</u></p> <p>Use a variety of tools including pencils, rubbing, charcoal, ballpoints, chalk, and other dry mediums.</p> <p>Inspiration: Wassily Kandinsky</p>	<p><u>Digital Art</u></p> <p><u>An introduction to digital art</u></p> <p>Introduce children to a range of digital art packages and the tools within them. They apply the tools and their skills to a range of artistic styles and genres from painting to photography.</p> <p>https://teachictnt.org.uk/an-introduction-to-digital-art-2/</p> <p>Inspiration: Wassily Kandinsky</p>	<p><u>Print/Textiles</u></p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort cut and shape fabrics and experiment with ways of joining them.</p> <p>Inspiration: Orla Kiely</p>	<p><u>Sculpture</u></p> <p>Make structures by joining simple objects together.</p> <p>Inspiration: Richard Long</p>	<p><u>Collage</u></p> <p>Glue cut and trim materials to create images from a variety of media e.g., Photocopies, fabric, crepe paper and magazines.</p> <p>Inspiration: Patrick Heron</p>	<p><u>Painting</u></p> <p>Explore mark making using a variety of tools.</p> <p>Inspiration: Seascapes</p>
	<p><u>By the end of Year 1 we expect our children to be able to:</u></p> <ul style="list-style-type: none"> • Hold a pencil comfortably using a tripod grip • Show accuracy when drawing and copying • Explore colour and how colours can be changed. • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Explore what happens when they mix colours. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapt work where necessary. • Select tools and techniques needed to shape, assemble, and join materials they are using. • Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Create simple representations of events, people, and objects. • Choose colours to use for a purpose. 					

Year
2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Painting</u></p> <p>Represent things observed, remembered or imagines using colour/tools.</p> <p>Inspiration: Georgia O’Keeffe</p>	<p><u>Drawing</u></p> <p>Experiment with tones using pencils, chalk or charcoal.</p> <p>Inspiration: Children’s illustrators</p>	<p><u>Digital Art</u></p> <p><u>An introduction to animation</u></p> <p>Get really creative as you introduce both 2D and stop frame animation. Students will love creating their own animated clips and stories with a variety of tools.</p> <p>An Introduction to Animation – teachictnt.org.uk</p> <p>Inspiration: The Lego Movie</p>	<p><u>Print/Textiles</u></p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p> <p>Inspiration: Making puppets linked to Talk for Writing narrative</p>	<p><u>Sculpture</u></p> <p>Make structures by joining simple objects together.</p> <p>Experiment with basic tools on rigid and flexible materials.</p> <p>Inspiration: North East Sculptures</p>	<p><u>Collage</u></p> <p>Make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p>Inspiration: Bridget Riley</p>

By the end of Year 2 we expect children to be able to:

- Try out different activities and make sensible choices about what to do next.
- Select particular techniques to create a chosen product and develop some care and control over materials and their use.
- Give reasons for their preferences when looking at art/craft design work.
- Know that different artistic works are made by craftspeople from different cultures and times.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Collage</u></p> <p>Create a collage using overlapping and layering.</p> <p>Inspiration: Kurt Schwitters</p>	<p><u>Painting</u></p> <p>Understand and identify key aspects such as complimentary colours, tones warm and cold colours.</p> <p>Inspiration: Henri Rousseau</p>	<p><u>Drawing</u></p> <p>Explore shading using different media.</p> <p>Inspiration: Katsushika Hokusai</p>	<p><u>Digital Art</u></p> <p><u>Digital imagery: Patterns in nature</u></p> <p>Look at the beauty of repeating patterns in nature and different methods of recreating these with digital art tools and photo editing</p> <p><u>Digital Imagery: Patterns in Nature – teachictnt.org.uk</u></p> <p>Inspiration: Andy Goldsworthy</p>	<p><u>Print/Textiles</u></p> <p>Add detail to work using different types of stitch including cross stitch.</p> <p>Inspiration: Items to sell at the fayre</p>	<p><u>Sculpture</u></p> <p>Compare and recreate form of natural and man-made objects.</p> <p>Inspiration: Andy Goldsworthy</p>
	<p><u>By the end of Year 3 we expect our children to be able to:</u></p> <ul style="list-style-type: none"> • Experiment with different materials to create a range of effects and use these techniques in a completed piece of work. • Use a sketchbook for recording observation, for experimenting with techniques or planning out ideas. • Explain what they dislike about their work. • Know about some great artists, architects and designers in history and describe their work. 					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Sculpture</u></p> <p>Plan a sculpture through drawing and other prep work.</p> <p>Inspiration: Anthony Gormley</p>	<p><u>Collage</u></p> <p>Create a collage using overlapping and layering.</p> <p>Inspiration: Henri Matisse</p>	<p><u>Painting</u></p> <p>Create different effects by using a variety of tools and techniques such as washes, scratches and splashes.</p> <p>Use a variety of techniques eg. marbelling, silkscreen and colour wash.</p> <p>Inspiration: Henri Matisse</p>	<p><u>Drawing</u></p> <p>Draw familiar objects with correct proportions.</p> <p>Inspiration: The Vikings</p>	<p><u>Digital Art</u></p> <p><u>3D Design</u></p> <p>Introduce 3D modelling and design, looking at both architectural design of building and sculpture of models. Learn the basics of Sketchup and then put your design skills to the test with a number of projects.</p> <p>3D Design – teachictnt.org.uk</p> <p>Inspiration: Anthony Gormley</p>	<p><u>Print/Textiles</u></p> <p>Print on fabrics using tie-dye or batick.</p> <p>Create printing blocks using relief or impressed techniques. (Y3)</p> <p>Inspiration: Yayoi Kusama</p>
	<p><u>By the end of Year 4 we expect our children to be able to:</u></p> <ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Use technical skills to adapt and improve their artwork. • Articulate how he/she may improve their artwork using technical terms and reasons as a matter of routine. • Describe some of the key ideas, techniques and working practices of artists, architects, and designers who he/she has studied. 					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Print/Textiles</u></p> <p>Experiment with layers and overlays to create new colours/textures.</p> <p>Inspiration: Dale Devereux Barker</p>	<p><u>Painting</u></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Inspiration: Vincent Van Gogh</p>	<p><u>Collage</u></p> <p>Add collage to a painted or drawn background using a range of media, different techniques, colours and textures.</p> <p>Inspiration: Giuseppe Arcimboldo</p>	<p><u>Sculpture</u></p> <p>Develop skills in using clay. Including slabs coils and slips.</p> <p>Inspiration: The Greeks</p>	<p><u>Drawing</u></p> <p>Use line, tone and shading to represent things seen, remembered or imagined in 3D.</p> <p>Inspiration: Jim Edwards</p>	<p><u>Digital Art</u></p> <p><u>Building Collaborative websites</u></p> <p>Use Google apps for collaborative research as well as planning and creation of a group website, considering the design and consistency of the site.</p> <p>Building Collaborative Websites – teachictnt.org.uk</p> <p>Inspiration Websites</p>
	<p><u>By the end of Year 5 we expect our children to be able to:</u></p> <ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for the materials and techniques used. • Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. • Evaluate their work against the intended outcome. • Research and discuss various artists, architects, designers and discuss their processes and explain how they were used in the finished product. • Return to work over longer periods of time and use a wider range of materials. 					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Digital Art</u></p> <p><u>Manipulating images</u></p> <p>Investigate a range of different artistic styles and how they can be recreated using digital art tools. Digital sculpture is also looked at and combined with photo editing.</p> <p>Manipulating Images – teachictnt.org.uk</p>	<p><u>Collage</u></p> <p>Create a collage using overlapping and layering.</p> <p>Inspiration: Beatrice Milhazes</p>	<p><u>Drawing</u></p> <p>Use simple perspective in their art work using a single focal point and horizon.</p> <p>Begin to develop an awareness of scale, proportion and composition in their work.</p> <p>Inspiration: David Hockney</p>	<p><u>Print/Textiles</u></p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Inspiration: The Egyptians</p>	<p><u>Painting</u></p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen. Brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Inspiration: Claude Monet</p>	<p><u>Sculpture</u></p> <p>Produce intricate patterns and textures in malleable media.</p> <p>Inspiration: Clarice Cliff</p>
	<p><u>By the end of Year 6 we expect our children to be able to:</u></p> <ul style="list-style-type: none"> • Select ideas based on first-hand observations, experience or imagination and develop these through open ended research. • Refine their use of learnt techniques. • Adapt their own final work by following feedback or discussion based on their preparatory ideas. • Describe the work and ideas of various artists, architects, designers, using appropriate vocabulary and referring to historical and cultural contexts. • Explain and justify preferences towards different styles/artists 					