



	Nursery	EYFS	Y1	Y2	Y3	Y4
National Curriculum Objectives	Statutory framework for The Early Years Foundation Stage		Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 	
Drawing	<p>To select and hold mark making equipment to make marks To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand) To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control</p> <p>To create closed lines in their drawing and then use those shapes to represent objects. To draw pictures with</p>	<p>Create pictures using different mediums.</p> <p>Draw straight and curved lines using different implements. (e.g., pencil, chalks).</p> <p>Identify a range of 2D shapes in pictures e.g., square, triangle, rectangle.</p> <p>Notice key features of what they are drawing e.g., for self-portrait they notice</p>	<p>Draw light and dark lines (by varying the pencil pressure).</p> <p>Identify light and dark within drawings.</p> <p>Vary tone in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p>	<p>Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).</p>	<p>Create highlights and shadows in drawings.</p> <p>Choose which pencil grade to use according to what they are drawing.</p> <p>Draw sketches before building on a drawing with more detail.</p> <p>-Use a sketchbook for close observations.</p> <p>-Use sketches to make a quick representation of something or to work out ideas.</p>	<p>Draw basic shapes using techniques for shading and highlighting cube, cuboid, cylinder.</p> <p>Add a range of different tones to a drawing.</p> <p>Use a sketch book to test different techniques (to be used in a final piece).</p>



	<p>more detail (spirals) Adding features to a face To say what they have drawn. To use drawing to represent movement and/or noises. To represent different parts of a persons face (neck, hair, eyes, nose, lips)</p>	<p>eyes, mouth, ears and hair. Grip a pencil between two fingers and thumb (tripod grip). Draw curved and straight lines, lines which intercept etc. Make clockwise and anti-clockwise movements with a writing implement. -To make thick and thin lines (e.g. with different media).</p>			<p>Use sketchbooks to gather information for finished piece of work</p> <p>Draw objects in proportion to each other within the same picture e.g., the size of a man next to a house.</p>	
Key Famous designers / inventors:		<p>Molly Hasland Kandinsky Picasso</p>	<p>Georgia O'Keefe</p>	<p>Barbara Hepworth Quentin Blake</p>	<p>Barbara Hepworth Quentin Blake</p>	<p>Paul Cezanne Picasso</p>
Key vocabulary		<p>chalk, pencil</p>	<p>HB pencil, lead, 2D light and dark, thick, thin, repetition, pattern, Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p>HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern, repetition, hatch, cross hatch, blend, smudge Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, 3D, depth, hard soft grade (pencil)</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,</p>



	Nursery	Reception	Y1	Y2	Y3	Y4
National Curriculum Objectives	Statutory framework for The Early Years foundation stage 2021		Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 	
Painting	<p>To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder (vertical and horizontal)</p> <p>To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements</p> <p>To name and match</p>	<p>Use fingers and paintbrushes to mark make/paint with.</p> <p>Know how:</p> <p>To hold large brush correctly.</p> <p>How much paint to put on a brush.</p> <p>To wash brush in between colours not to mix them.</p> <p>-To make choices about the materials</p>	<p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Paint a line which is thick or thin (Choose the right paintbrush).</p>	<p>To choose the right thickness of the paintbrush to achieve desired outcome.</p> <p>Know how to make secondary colours</p> <p>Know that the shade of paint can be changed by adding black (darker) or white (lighter)</p>	<p>Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.</p> <p>Mix tertiary colours.</p> <p>Mix different shades of the same colour to create effects</p> <p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers,</p>	<p>Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.</p> <p>Identify and create foreground and background in pictures.</p> <p>Use a colour wash then layering to create depth in their painting</p>



	<p>colours To select colours for a purpose To explore colour mixing and say what they have observed.</p>	<p>and colours they use. To describe their picture and say what they like about it. Mix colours to make new ones. -Know how to make some secondary colours e.g. green. -To use understanding of colour to create a painting, describe its features and explain choices made.</p>	<p>Use paint in different forms- e.g. ready mixed and water colour block</p>	<p>Change secondary colours by different proportions of primary</p>	<p>straws, natural and manmade objects). With guidance mix primary colours to create secondary colours. Paint a line which is thick or thin (Choose the right paintbrush). Use paint in different forms- e.g. ready mixed and water colour block</p>	
Key Famous designers / inventors:		<p>Kandinsky Paul Klee Yayoi Kusama</p>	<p>Sonia Delaunay Vincent Van Gogh Henri Rousseau</p>	<p>Henri Rousseau Seurat Monet David Hockney</p>		
Key vocabulary		<p>mix, paintbrush, poster paint, palette, green purple, orange, red, yellow, blue, primary,</p>	<p>thick, thin, thickness, lighten, darken, shades, secondary</p>	<p>thickness, lighten, darken, shades, textures, primary, secondary, palette, balance of water, stippling and dry brush, effects, fine, medium, thick brushes</p>	<p>thickness, lighten, darken, shades, textures, primary, secondary, palette, stippling and dry brush, effects, pattern, tertiary colours, block painting</p>	<p>foreground, background, precision, detail</p>
	Nursery	Reception	Y1	Y2	Y3	Y4
National Curriculum	<p>Statutory framework for The Early Years Foundation Stage 2021</p>		<p>Pupils should be taught:</p>		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with 	



<p>Objectives</p>			<ul style="list-style-type: none"> 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, shape, 	<p>creativity, experimentation and an increasing awareness of</p> <ul style="list-style-type: none"> 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] 	
<p>Printing & Pattern and Mixed media</p>	<p>To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder.</p> <p>To use paintbrushes/rollers and are able to make large marks moving from the elbow (vertical and horizontal)</p> <p>To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist.</p>	<p>Apply paint to objects and transfer to paper- corks sponges, ben barrels, string or take rubbings to transfer texture.</p> <p>-Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press.</p> <p>-To use understanding of print to create a print work, describe its features and explain choices made.</p>	<p>Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper</p> <p>- Identify patterns within pieces of art and produce patterns by repeating lines e.g., study of Bridget Riley</p>	<p>Replicate a print to create a repeated pattern.</p> <p>Produce patterns by repeating shapes and colour.</p>	<p>Experimenting with different techniques and materials to add texture to a picture.</p> <p>Using layers create a foreground or background</p> <p>Selecting materials or tools with a purpose in mind (e.g. ink drawing to a painting to add fine detail or adding sand to paint or tissue to add texture).</p>



St James' First School
Art Curriculum Progression

		-To use understanding of pattern to create a piece of art, describe its features and explain choices made.				
Key Famous designers / inventors:		Edward Tingatinga Aboriginal Art	Natalie Manima Henri Matisse	Adinkra (Ghana)	Adinkra (Ghana)	Vanessa Gardiner, Kitty Jones
Key vocabulary		Print, paint, press,	Print, paint, press, design, block, repeated pattern	Print, paint, press, design, block, repeated pattern	Print, press, design, block, repeating pattern, roller, tessellation, texture, detail	
	Nursery	Reception	Y1	Y2	Y3	Y4
National Curriculum Objectives	Statutory framework for The Early Years Foundation Stage 2021		Pupils should be taught: <ul style="list-style-type: none"> 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, shape, 		Pupils should be taught: <ul style="list-style-type: none"> 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] 	
3d (Clay/Modroc)	Moulding dough into different shapes (pinching, rolling, stretching, and squeezing). Linked to physical development benchmarks		<i>Clay can be moulded to create different shapes.</i> Use pinch and slab technique.		--Mould clay to a desired shape using: pinching, rolling and stretching twisting, scratching and coiling. -Create a clay sculpture following a design -Roll clay to an appropriate thickness	



St James' First School
Art Curriculum Progression

	<p>-Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate). <i>Art is not always flat</i></p>		<p>Specific tools can be used to add marks as decoration or to create texture.</p> <p>Use simple tools and techniques to shape, assemble and join materials.</p> <p>Know score and slip is a method for joining.</p>		<p>-Use a range of tools to mark make on the surface of the clay -Create different 3D shapes e.g. using retainers -Mould and join pieces of clay together effectively -Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture</p>	
3d (sculpture)	<p>To use glue to join things To use masking and cello tape to join things To select resources/materials according to size/shape to create an end goal, joining materials as required. To handle different textures, food, materials and say what they feel/taste like To explain what I have made</p>	<p>Joining materials e.g. using cello tape, masking tape.</p> <p>-To use understanding of texture to create visual art, describe its features and explain choices made. -Combine materials to create new textures (e.g. paint and sand/lentils). -To use understanding of form to create a 3D piece of art, describe its features and explain choices made.</p>	<p>Use simple tools and techniques to shape and assemble materials.</p> <p>Create a model or 3D picture that represents an idea or replicates an object or picture.</p> <p>Show an awareness of the shape and colour of the sculpture when replicating likeness.</p>		<p>Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</p> <p>To be able to identify and replicate some 3D shapes within a sculpture.</p> <p>Showing awareness of the finishing of the products by adding decorative detail or additional materials.</p>	
Key Famous designers / inventors:			<p>Guy Taplin Peter Rush Rachel Dormar</p>	<p>Stone Age Art</p>	<p>Stone Age Art</p>	<p>Friedensreich Hundertwasser Rich Miller</p>



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Art Curriculum Progression

Key vocabulary		build, join, idea	clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin,	glue, staple, cellotape, masking tape, paperclip, split	decorate, shaping, sculpt, set, shape, mould, pinch, slab	decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability
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