



Statutory framework for EYFS

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| Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> - 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. |
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National Curriculum

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 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, 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. | | Pupils should be taught 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. <ul style="list-style-type: none"> • 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] • About great artists, architects and designers in history. | | | |

Develop Ideas

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
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| <ul style="list-style-type: none"> • Respond to Ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | | | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. | |

Master Techniques and Taking Inspiration from the Greats (Progression from Chris Quigley – The Essentials Curriculum)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Collage: Context: Collage linked to only one you.</p> <p><i>Use a combination of materials that are cut, torn or glued. Sort and arrange materials. Mix materials to create texture</i></p> <p>Inspiration from the Greats: Vincent Van Gogh Franco, Fontana</p> <p>Drawing Context: Animal drawings in different styles.</p> <p><i>Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</i></p> <p>Inspiration from the Greats: Daniel Mackie, Rob Biddulph</p> <p>Painting Context: Great Fire of London Paintings.</p> <p><i>Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</i></p> <p>Inspiration from the Greats: Henry Matisse, Picasso</p> | <p>Sculpture Context: Use clay to sculpt a creature that would live in a pond habitat.</p> <p><i>Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.</i></p> <p>Inspiration from the Greats: Michael Wilford, Alison Milner, Barbara Hepworth</p> <p>Digital Media Context: To create a space scene using laptops.</p> <p><i>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</i></p> <p>Inspiration from the Greats: LS Lowry, James Stirling</p> <p>Printing Context: To look at examples of African art and create a repeating pattern with objects.</p> <p><i>Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</i></p> <p>Inspiration from the Greats: LS Lowry, James Stirling</p> <p>Textiles</p> | <p>Collage Context: Make volcano collage</p> <p><i>Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</i></p> <p>Inspiration from the Greats: Henri Matisse Piet Mondrian</p> <p>Sculpture Context: Paper sculpture</p> <p><i>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</i></p> <p>Inspiration from the Greats: LS Lowry, Michael Wilford, Alison Milner</p> <p>Digital Context: Make a bookmark from digital images</p> <p><i>Create images, video and sound recordings and explain why they were created.</i></p> <p>Inspiration from the Greats: Michael Wilford, James Stirling</p> <p>Textiles Context: Cross stitched initial pillow.</p> | <p>Drawing Context: To create maps (cartography) of all the places we visit on our world journey.</p> <p><i>Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</i></p> <p>Inspiration from the Greats: John Gibson</p> <p>Painting Context: Paint Viking settlement.</p> <p><i>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</i></p> <p>Inspiration from the Greats: Gustav Klimt, Jan Vermeer, Edvard Munch</p> <p>Printing Context: Create repeated patterns on our mini world.</p> <p><i>Use layers of two or more colours. Replicate patterns observed in natural or built</i></p> | <p>Painting Context: Painting rainforest scenes/animals beginning with accurate sketches as a starting point.</p> <p><i>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</i></p> <p>Inspiration from the Greats: Henri Rousseau, David Shepherd, Hans Holbein</p> <p>Sculpture Context: Create a lizard using wire and clay moulds.</p> <p><i>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form</i></p> <p>Inspiration from the Greats: Edmonia Lewis, Terence Coventry Michael Wilford Nick Cave</p> | <p>Collage Context: Creating a collage to celebrate cultures from around the world</p> <p><i>Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</i></p> <p>Inspiration from the Greats: David Hockney, Andy Goldsworthy</p> <p>Drawing Context: Create life-like drawings of the heart.</p> <p><i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</i></p> <p>Inspiration from the Greats: LS Lowry, Simon Birch, Claude Monet</p> <p>Digital Context: Creating our own videos to re-tell Charles Darwin's life and discoveries</p> <p><i>Enhance digital media by editing (including sound, video,</i></p> |

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| | <p>Context: To weave using lace and other fabrics</p> <p>Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques</p> <p>Inspiration from the Greats: LS Lowry, James Stirling</p> | <p>Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p> <p>Inspiration from the Greats: Kayla Mattes, Faith Ringgold</p> | <p>environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.</p> <p>Inspiration from the Greats: Franz Marc, Paul Klee</p> | <p>Textiles</p> <p>Context: Creating applique using blanket stitching.</p> <p>Show precision in techniques. Choose from a range of stitching techniques Combine previously learned techniques to create pieces.</p> <p>Inspiration from the Greats: Michael Brennand-Wood, William Morris</p> <p>Printing</p> <p>Context: Create a layered, 3D textured print of Canadian geese using a range of paints.</p> <p>Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.</p> <p>Inspiration from the Greats: Banksy, Laurie Hastings</p> | <p>animation, still images and installations)</p> <p>Inspiration from the Greats: James Stirling, David Bailey</p> |
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