



ART Whole School Curriculum – Ellel St. John’s C of E Primary School

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Below you can see how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

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

- Physical Development
- Expressive Arts and Design

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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 – happiness, sadness, fear etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • 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>Creating with Materials</p> <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. • Make use of props and materials when role playing characters in narratives and stories.
Physical Development	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Fine Motor</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Understanding the World			<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

EYFS Curriculum Goals

To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.

EYFS Areas of Study

Expressive arts and design: Creating with Materials

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Skills progression:** Opportunities for fine motor control are planned into morning activities and resourcing for Child Initiated; these are developed as the children make progress. The Creative Area is equipped with various materials and tools to support the children in their experimentations, and updated in lieu of planned teaching and learning opportunities. Techniques are developed by the Class Teacher alongside the Teaching Assistants, who support the children's development of learnt techniques during their Child Initiated sessions.

ELG: Share their creations, explaining the process they have used.

- Skills progression:** Through a combination of carefully planned for and spontaneous provocation in Child Initiated, pupils learn to use their imagination in response to role play situations, storytelling and different materials/opportunities in art. Teacher Directed (planning and review sessions, in particular) provides scaffolding for thinking through ideas, uses and purposes of different media and materials. Children learn to express and represent their ideas more independently as the terms go on, practising key skills in design, technology and art.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials e.g. Colour mixing, Self-portraits, Creating Junk model houses, online colouring, Superhero masks	Creating with materials e.g. Autumn Arcimboldi, Firework paintings/collage, Rangoli & mehndi patterns, 3D Divas, Poppy printing, Christmas cards and decorations, moving pictures	Creating with materials e.g. Bird houses/feeders, Chinese Lanterns, Chinese puppet making, Valentines Cards, Rousseau's Tiger, Animal prints	Creating with materials e.g. Creating representations of objects Painting daffodils, Van Gogh's Sunflowers, creating paper flowers, button flowers, felt flowers, pastel drawings, Mother's Day cards, Easter crafts, patterns on Easter eggs	Creating with materials e.g. Pirate maps, make treasure boxes, making and decorating treasure stones, create boats and transport	Creating with materials e.g. Paint washes, sand pictures, Rainbow Fish collages, colour mixing for beach huts, Father's Day crafts, salt dough fossils

KS1

KS1 National Curriculum

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

YEAR 1

Evaluating skills:

Can I describe what I think about my own and other's work?

Year 1 also access a Creative Area within their continuous / enhanced provision.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. D2 draw lines and shapes from observations using different			Painting P1 use a variety of tools and techniques i.e. brush sizes and types. P2 mix and match colours to artefacts and objects. P3 work on different scales.	3-D 3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D2 explore sculpture with a range of malleable media. 3D3 work safely with materials and tools.	Collage C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.

surfaces. D3 invent lines and shapes in drawing. D4 investigate tone by drawing light/dark lines, patterns and shapes. D5 investigate pattern and texture by describing, naming, rubbing and copying.			P4 experiment with tools and techniques e.g. layering, mixing. P5 name and mix primary colours, shades and tones. P6 create textured paint by adding material, i.e. sand or plaster	3D4 experiment with constructing and joining recycled, natural and manmade materials	C3 arrange and glue materials to different backgrounds. C4 fold, crumple, tear and overlap papers.
Home Sweet Home Visual Artist – Friedensreich Hundertwasser	Frozen Planet		Terrific Transport Painting - Peter Thorpe	Plants & Animals Surrealism Painting – Joan Miro Sculptor – Michelle Reader	Happy Holidays Holidays – Local Artist – Chas Jacobs

YEAR 2

Evaluating skills:

Can I say how other artists have used texture, colour, pattern and shape in their work?
Can I comment on differences in others' work?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. D2 draw lines and shapes from observations using different surfaces. D3 invent lines and shapes in drawing. D4 investigate tone by drawing light/dark lines, patterns and shapes. D5 investigate pattern and texture by describing, naming, rubbing and copying. Printing PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. PR2 take simple prints i.e. mono-printing. PR3 design and build repeating patterns and recognise pattern in the environment. PR4 create simple printing blocks for press print. PR5 experiment with overprinting motifs and colour.		Digital Media DM1 explore ideas using digital sources i.e. internet, ipads. DM2 record visual information digitally. DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture.		Textiles T1 choose fabrics/threads based on colour, texture and shape. T2 cut and shape fabric using scissors/snips. T3 apply shapes with glue or stitching. T4 apply decoration using beads, buttons, feathers etc. T5 apply colour with printing, dipping, fabric crayons. T6 create fabrics by weaving materials, i.e. grass through twigs.	
Our Local Area – Drawing/Sketching the local environment (school, Lancaster Castle, the canal) - Leigh Lambert	The Great Fire of London	The Royal Family – Famous photographer Portraits of Queen Elizabeth Digital Media Artist Study - Andy Warhol	Earie Constantine	Kenya - Textiles - Ndembe Art and traditional African patterns - Katanu Kay	A Celebration of Me

Print Making – Creating Dinosaur stampers / prints					
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KS2

KS2
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.
- 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.

YEAR 3

Evaluating skills:
 Can I explore ideas and collect visual and other information for work in my sketchbook?
 Can I comment on similarities and differences between my own and others' work?
 Can I adapt and improve my own work?
 Can I appreciate work in drawings, paint, sculpture (clay techniques), collage (montage and mosaic) and textile from other cultures, times and for purpose?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements.	3-D 3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay.		Painting P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades.	Textiles T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining	Artist Study
Galgate – History Local Study Portraits - Use Albrecht Durer for drawing techniques, line, tone and shade	Stone Age to Iron Age - 3D making stone age pots (pinch pots)	Extreme Earth	North America & UK comparison – Alma Woodsley Thomas painting	Romans and Iron Age Celts Romans Textiles hanging banner	European Region Italy - Leonardo da Vinci

YEAR 4

Evaluating skills:
 Can I explore ideas and collect visual and other information for my work in my sketchbook?
 Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?
 Can I adapt and refine my work to reflect my own view of its purpose and meaning?
 Can I produce artwork based on other cultures, periods of history and artists?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Drawing D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements	Digital Media DM1 explore ideas using digital sources i.e. internet, ipads. DM2 record, collect and store visual information digitally. DM3 present recorded visual images using software e.g. Photostory, Powerpoint. DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.	Collage C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.		Printing PR1 create printing blocks using relief or impressed method. PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlays	Drawing D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements
Awesome Egyptians –Angela Edwards - drawing pyramids using charcoal to develop depth and perspective	Marvellous Maps Mixed Media painting – nativity scene / Class calendars – digital media and painting techniques of light and shade Drawing – shading light and dark Shang Dynasty - Clay Oracle Bones	Rivers & Mountains – Monet water inspired painting and collage	Anglo Saxons & Scots – make and Anglo Saxon shield	A European Study – Spain Juan Gris – Cubist Artist	Black History Plants & Animals – Georgia O’Keefe large scale plant / flower drawing and painting

YEAR 5

Evaluating skills:

- Can I explore ideas and collect visual and other information for my work in my sketchbook?
- Can I analyse and comment on ideas, methods and approaches used in my own and others’ work, relating these to its context?
- Can I adapt and refine my work to reflect my own view of its purpose and meaning?
- Can I produce artwork based on other cultures, artists and periods of history?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing D1 work on sustained, independent, detailed drawings. D2 develop close observational skills. D3 use a sketchbook to collect and develop ideas. D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. D5 use different techniques for different purposes i.e. shading, hatching, blending. D6 develop drawing using tonal contrast and mixed media. D7 begin to use simple perspective in their work i.e. by using single focal point on horizon. D8 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.	3-D 3D1 shape, form, model and construct from observation and imagination. 3D2 use recycled, natural and manmade materials to create sculptures. 3D3 plan a sculpture through drawing and other preparatory work.	Collage C1 add collage to a printed or painted background. C2 use a range of media to create collages. C3 use different techniques, colours and textures when designing and making pieces of work. C4 use collage as a means of extending work from initial ideas.	3-D 3D5 produce patterns and textures in malleable materials. 3D4 develop skills in using clay including slabs, coils, slips etc.		Painting P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry. P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours.

Ancient Greece Alberto Giacometti – Italian Sculptor/painter/printmaker/draftsman Figure drawing, illustrations for Greek Vases	Forests – Models / Figures - Modelling wire	Amazon – Henri Rousseau (French painter)	Vikings 3D produced patterns and textures in malleable materials	Tudors	Caribbean Study – Cecilia Alvarez
YEAR 6					

Evaluating skills:

- Can I explore ideas and collect visual and other information for my work in my sketchbook?
- Can I recognise when different materials can be combined and use this to good effect?
- Can I understand how my work has a striking effect because of: its colour choices, [or any of the other possibilities below]:
Pattern, lines, tones, shapes, [or any combination of these]?
- Can I recognise that my art work is sometimes based on historical or cultural observations?
- Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?
- Can I adapt and refine my work to reflect my own view of its purpose and meaning?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Drawing D1 work on sustained, independent, detailed drawings. D2 develop close observational skills. D3 use a sketchbook to collect and develop ideas. D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. D5 use different techniques for different purposes i.e. shading, hatching, blending. D6 develop drawing using tonal contrast and mixed media. D7 begin to use simple perspective in their work i.e. by using single focal point on horizon. D8 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p> <p>Digital Media DM1 explore ideas using digital sources i.e. internet, ipads DM2 record, collect and store visual information digitally. DM3 present recorded visual images using software e.g. Photostory, Powerpoint. DM4 use a graphics package to import or create/manipulate images. DM5 create digital layered images from original ideas in sketchbooks</p>	<p>Printing PR1 create printing blocks using sketchbook ideas. PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method. PR5 experiment with overprinting motifs and colour.</p>	<p>Digital Media DM1 explore ideas using digital sources i.e. internet, ipads DM2 record, collect and store visual information digitally. DM3 present recorded visual images using software e.g. Photostory, Powerpoint. DM4 use a graphics package to import or create/manipulate images. DM5 create digital layered images from original ideas in sketchbooks</p>	<p>Printing PR1 create printing blocks using sketchbook ideas. PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method. PR5 experiment with overprinting motifs and colour.</p>	<p>Textiles T1 use fabrics to create 3D structures. T2 experiment with a range of media to overlap and layer creating textures, effects and colours.</p>	

War and Peace – Sketching – pen and ink drawing, black and white images – Mothers, war - Kathe Kollwitz Digital Media - Propaganda Posters	Inventors and Inventions – Asian Art printing	I must go down to the sea again – photography / painting linked to water and nature	Lawless Lancaster – Printing influenced by Kate Jacobs	A Ship called Hope – Benin Theodore Asshola	To build or not to build? -
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