








Art Curriculum			
EARLY YEARS CURRICULUM			
<p><b>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. (<i>Ofsted EY Inspection Handbook 2019</i>)</b></p> <p><b>Cultural capital is threaded throughout the art curriculum – all classes will look at art and artists from different countries, cultural and ethnic backgrounds and both male and female. They will study art from history and be taught how art has influenced people in the past and continues to do so today.</b></p>			
Expectations for Nursery	Expectations for Reception	ELG	Key Vocab
<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Help children to develop their drawing and model making. Encourage them to develop their own creative ideas.</li> <li>• Show interest in the meanings children give to their drawings and models.</li> <li>• Talk together about these meanings.</li> <li>• Encourage children to draw from their imagination and observation.</li> <li>• Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li> <li>• Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: "How does blue become green?"</li> <li>• Introduce children to the work of artists from across times and cultures.</li> <li>• Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects</li> <li>• to express their ideas and feelings.</li> <li>• Return to and build on their previous learning,</li> <li>• refining ideas and developing their ability to</li> <li>• represent them.</li> <li>• Create collaboratively, sharing ideas, resources</li> <li>• and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques,</li> <li>• experimenting with colour, design, texture, form, and function;</li> <li>• - Share their creations, explaining the process they have used;</li> </ul>	<div> <p>Draw Colour Feelings Detail Mix Artist Model making Materials Crayons Felts paint</p> <p><b>Links to KS1</b></p> <p><b>Colour mixing Lines of different thicknesses. Different artists.</b></p> </div>
<p><b>Activities include:</b></p> <p><b>Painting rainbows</b></p> <p><b>Colour matching collage firework pictures</b></p> <p><b>Handprint menorah</b></p> <p><b>Junk modelling of homes</b></p> <p><b>Scissor skills</b></p>	<p><b>Activities include:</b></p> <p><b>Painting Kadinsky circles</b></p> <p><b>Collages of animals, vehicles, astronauts</b></p> <p><b>Painting self-portraits, dinosaurs, insects etc</b></p> <p><b>Scissor skills – shape pictures</b></p> <p><b>Pastel scenery</b></p>		


<b>Animal printing – camouflage and repeating patterns</b> <b>Christmas t-shirts – printing</b> <b>Colour mixing, naming colours and matching colours</b> <b>Drawing and recognising happy/sad faces.</b>	<b>Printing with shapes, objects, vehicles.</b> <b>Drawing</b> <b>Modelling and sculpting</b>
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Milestone 1 - Year 1			
Cultural capital is threaded throughout the art curriculum – all classes will look at art and artists from different countries, cultural and ethnic backgrounds and both male and female. They will study art from history and be taught how art has influenced people in the past and continues to do so today.			
Area	Key Vocabulary	Sticky Facts	Essential Knowledge
<b>Weather Watchers</b>  <b>Develop Ideas</b> <b>Techniques:</b> <b>Painting</b> <b>Collage</b> 	Primary colours Secondary colours Mix Artist Colour wheel Rainbow collage	<ul style="list-style-type: none"> <li>Thin brushes are used to add detail to a painting and thick brushes are used to paint larger areas.</li> <li>Primary colours are red, yellow and blue.</li> <li>Mixing two primary colours together gives a secondary colour.</li> <li>Mixing red and yellow makes orange</li> <li>Blue and red mix together to make purple</li> <li>Blue and yellow mix together to make green.</li> <li>Orange, purple and green are secondary colours.</li> <li>'The rainbow' was an oil painting created by Edvard Munch.</li> <li>The 'Rainbow Painting' was created by Norman Adams in 1966.</li> <li>Collage is the method of making pictures by sticking pieces of coloured paper and cloth onto paper.</li> </ul>	<a href="#">Creating weather art using the ideas of Edvard Munch and Norman Adams</a> <ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary</li> <li>Create colour wheels.</li> <li>Colour (own work) neatly following the lines.</li> <li>Use a combination of materials that are cut, torn and glued.</li> </ul>
<b>Who's Your Hero?</b>  <b>Develop Ideas</b> <b>Techniques:</b> <b>Painting</b> <b>Textiles</b>	Tones Impasto Mood create	<ul style="list-style-type: none"> <li>Tones are how light or dark something is.</li> <li>The tones artists use can create very different moods and visual effects.</li> <li>If you presser harder with a pencil you get darker tones and the lighter you press the lighter the tone.</li> <li>Impasto is an Italian word for "paste" or "mixture", impasto is used to describe a painting technique</li> </ul>	<a href="#">Looking at how tones can change the mood of a picture and the different ways this can be achieved. Creating capes – see DT</a> <ul style="list-style-type: none"> <li>How to colour neatly following the lines</li> <li>Show different tones by using coloured pencils;</li> <li>Look at different techniques used by artists to make paintings darker or lighter and reflect on the mood created.</li> </ul>

		<p>where paint (usually oil) is laid on so thickly that the texture of brush strokes or palette knife are clearly visible.</p>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>
<p><b>Amazing Spaces and Places</b></p> <p><b>Develop Ideas</b></p> <p><b>Techniques:</b></p> <p><b>Painting</b></p> <p><b>Collage</b></p> <p><b>Printing</b></p> <p><b>Digital media</b></p> 	<p>Landscape</p> <p>Skyline</p> <p>Silhouette</p> <p>Shape</p> <p>Texture</p> <p>print</p>	<ul style="list-style-type: none"> <li>• Landscape pictures show everything you can see when you look across an area of land, including hills, mountains, rivers, buildings, trees, and plants.</li> <li>• A skyline picture is usually of a city, with the buildings outlined against the sky.</li> <li>• A silhouette is the dark outline of a shape against a lighter background.</li> <li>• Shapes can be used to make a print pattern.</li> </ul> 	<p><b>Observing and copy the features of different Ben Nevis paintings.</b></p> <p><b>Create city skylines using collage, printing and digital media.</b></p> <ul style="list-style-type: none"> <li>• Show different tones by using coloured pencils;</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Use digital tools to create different textures, lines, tones, colours and shapes.</li> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers)</li> </ul>
<p><b>How to post a Penguin's Egg.</b></p> <p><b>Techniques:</b></p> <p><b>Textiles</b></p> 	<p>Dye</p> <p>weave</p>	<ul style="list-style-type: none"> <li>• A dye is something that can be used to make clothes different colours.</li> <li>• Natural dyes can be found from plants or minerals.</li> <li>• When dying clothes I should use gloves to protect my hands.</li> <li>• To weave material I need to take one piece of material and go over and under the other piece.</li> <li>• Weaving can be used to strengthen a material.</li> </ul>	<p><b>Dip dyeing material and weaving.</b></p> <ul style="list-style-type: none"> <li>• Use dip dye techniques.</li> <li>• Use weaving to create a pattern</li> </ul>

Milestone 1 - Year 2			
Area	Key Vocabulary	Sticky Facts	Essential Knowledge
<p><b>Great and Ghastly Events</b></p> <p><b>Techniques:</b> Sculpture Collage Painting Drawing textiles</p> <p><b>Take inspiration from the greats</b></p> <p><b>Develop Ideas</b></p> 	<p>Tints Shades Light Dark Clay Manipulate Carving Mud roc Wattle Framework trench</p>	<ul style="list-style-type: none"> <li>• If I add white to a colour it will make the colour lighter, this is called a tint.</li> <li>• If I add black it will make the colour darker, this is called a shade.</li> <li>• By adding white and black we make different tones of the colour (this is how light or dark something is).</li> <li>• That I need to use a thick brush where I need to achieve more coverage, such as a background and a thin brush where I need to add detail.</li> <li>• That I can create smooth and bumpy textures with a range of paper, card, fabric and plastic, this is called a collage.</li> <li>• That I need to manipulate clay to create a model using carving tools.</li> <li>• Van Gogh was Dutch, he cut off his ear and painted many pictures including the Starry Night and the Sunflowers.</li> <li>• A trench was a long ditch dug into the ground from which soldiers fought. They were very muddy and uncomfortable.</li> <li>• We draw a plan of our model first so that we can decide how it will fit together and what features it needs with key parts labelled.</li> <li>• Mud Roc is a material like clay which we can mould or sculpt into the shape we need.</li> <li>• Wattle is a framework made by weaving thin sticks together.</li> </ul>	<p>Creating pictures with different tints and shades, using different artistic techniques – varying the size of the brush for detail. Creating collages and using mud roc to recreate WW1 trenches. We will be making wattle frameworks using weaving techniques to make Tudor houses for our Great Fire of London.</p> <ul style="list-style-type: none"> <li>• To make tints and shades of colours.</li> <li>• Identify when to use different thicknesses of brushes.</li> <li>• To create a collage.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> <li>• To sculpt using mud Roc.</li> <li>• Use a combination of shapes when sculpting.</li> <li>• Include lines and texture when sculpting.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use weaving to create a wattle framework.</li> </ul>

<p><b>Australian Adventure</b></p> <p><b>Take inspiration from the greats</b></p> <p><b>Develop Ideas</b></p> <p><b>Techniques:</b></p> <p><b>Painting</b></p> <p><b>Drawing</b></p>	<p>Pointillism Ochre Pigment</p> 	<ul style="list-style-type: none"> <li>• Georges Seurat and Paul Signac were the artists who developed the technique of Pointillism in 1886.</li> <li>• Pointillism is making patterns using dots to create an image and the smaller you make the dots, the clearer the painting will be.</li> <li>• Aboriginal people wore masks that had patterns made up of dots and lines.</li> <li>• Aborigines used ochre, an earthy pigment found in clay and sand as body decoration and to protect them from the sun. They also used it to paint pictures.</li> </ul>	<p><b>We will create an Aboriginal mask and an animal outline using Pointillism.</b></p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Use thick and thin brushes.</li> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>
<p><b>From Field to Fork</b></p> <p><b>Take inspiration from the greats</b></p> <p><b>Develop Ideas</b></p> <p><b>Techniques:</b></p> <p><b>Painting</b></p> <p><b>Drawing</b></p> 	<p>Impressionism Pressure Softness Hardness Shading techniques repeated overlap transfer</p>	<ul style="list-style-type: none"> <li>• Paul Cezanne was a French late-impressionist artist.</li> <li>• The more pressure I apply to my pencil, the darker the line I will draw and the less pressure I apply, the lighter the line I will create.</li> <li>• That shading is when I use my pencil softly to add shadow to a picture and create variation of tone.</li> <li>• That I can add texture to my drawings by adding dots and lines.</li> <li>• Pencils can be hard or soft. The softer they are the darker the lines we can make with them.</li> <li>• Prints can be repeated and overlapped.</li> <li>• I need to use pressure to press the object into the paint, the more pressure I use the more paint will be on the object - then press it securely onto the paper.</li> <li>• I can make print by placing an item underneath a sheet of paper and use wax crayons to make the indentations of what's underneath show.</li> <li>• Nancy Azara is an American sculptor who was born in 1939 in New York.</li> </ul>	<p><b>To create a still life drawing of fruit in the style of Paul Cezanne.</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Show pattern and texture by adding dots and lines to replicate the details seen on the fruits.</li> <li>• Use some of the ideas of Paul Cezanne to create still life drawings.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>

		<ul style="list-style-type: none"> <li>Nancy's work involves sculpture, collage and printing and her work has been displayed in the Metropolitan Museum of Art in New York.</li> </ul>	
<p><b>Marvellous Mechanisms</b></p> <p><b>Take inspiration from the greats</b></p> <p><b>Develop Ideas</b></p> <p><b>Techniques:</b></p> <p><b>Painting</b></p> <p><b>Drawing</b></p>	<p>Mechanisms</p> <p>Thickness</p> <p>Outline</p> <p>Ink</p> 	<ul style="list-style-type: none"> <li>That Jonathon Pradillon is a modern artist who created the art work 'Mechanisms' in 2017. He has been passionate about art since his early childhood and enjoys mixing and playing with colours and shapes.</li> <li>That I can create different thicknesses of circle outlines by changing the size of my pen nib or by creating layers of ink.</li> <li>That I can create a circle using a compass or a 2D shape.</li> <li>That I can overlap shapes to have an artistic effect.</li> </ul>	<p>To look at and recreate pictures in the style of Jonathan Pradillon.</p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Describe the work of notable artists, artisans and designers. Draw lines of different sizes and thickness.</li> </ul>

Art National Curriculum Skills			
Develop Ideas	Techniques: Painting	Techniques: Drawing	Take inspiration from the greats
<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>
Techniques: Collage	Techniques: Textiles	Techniques: Printing	Techniques: Sculpture
<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use weaving to create a pattern</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers)</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>
Techniques: Digital Media			
<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul>			

Y1 Y2 Both Y1 and Y2