



Art

Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible. – MaryAnn F Kohl.

Vision

At Fairfield we believe that Art stimulates creativity, imagination and inventiveness. Art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination. At Fairfield Primary School children see Art as experimentation, exploration and pushing ideas in an imaginative way. In every lesson, children have the opportunity to use and develop their art skills and also through cross curricular links with other topics. It is our belief that developing and discovering a love of the Arts will enrich our children and offer them an encompassing school experience. We endeavour to nurture and build on creativity. The result is children who, not only have a secure educational foundation, but also have the ability to think outside the box and channel their creativity, enabling them to succeed in our rapidly changing world. Children at Fairfield understand and apply the principles of creativity and independence. We believe that the arts should be central to a well-rounded education. We provide a range of integrated experiences, carefully planned to fit in with topics, which give a dynamic focus for the pupils' learning. We integrate art into the teaching of other subjects and find that this not only enhances pupils' enjoyment but leads to better outcomes for all. The annual National Gallery Take One Picture project provides additional opportunities for children to develop further skills and to study less well-known artists and works of art. It is our aim that children understand that high quality involvement in the arts helps to foster a positive attitude among students by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition.



Art - Curriculum Map


EYFS

Expressive arts and design: Creating with materials

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGES 1-2	<ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration 	<ul style="list-style-type: none"> Attend to how babies and children are using their whole body in sensing, exploring and experimenting with space, texture, sounds, rhythms, materials, and tools. Welcome the ways in which babies and children arrange, combine, transform, group, and sequence materials that both natural and manmade. 	<ul style="list-style-type: none"> Create a rich and well-ordered environment that enables babies and children to use all their senses. Choose and select with intention the materials and tools available to children. Create the time and space that will ensure that children can engage in depth with a diverse range of materials.
 RANGE 3	<ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Mirrors and improvises actions they have observed, e.g. clapping or waving Sings/vocalises whilst listening to music or playing with instruments/sound makers Notices and becomes interested in the transformative effect of their action on materials and resources. 	<ul style="list-style-type: none"> Listen to and enjoy with children a variety of sounds, and music from diverse cultures. Sensitively introduce children to language to describe sounds and rhythm, e.g. <i>loud</i> and <i>soft</i>, <i>fast</i> and <i>slow</i>. Understand that young children's creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right. Become familiar with the properties and characteristics of materials and tools. Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. 	<ul style="list-style-type: none"> Offer a variety of objects that will make different sounds, such as wood, pans and plastic bottles filled with different things. Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition. Create space and time for movement and dance both indoors and outdoors.
 RANGE 4	<ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet</i>, <i>fast/slow</i> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time. Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials. Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages. 	<ul style="list-style-type: none"> Plan a varied and appropriate series of five performances for all young children, e.g. musicians, dancers, storytellers. Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages, e.g. architecture, ceramics, theatre. Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition. Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.



Expressive arts and design: Creating with materials

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 5</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<ul style="list-style-type: none"> • Support children's talk by sharing terms used by artists, potters, musicians, dancers, e.g. as children show interest in exploring colour mixing, support them in using terms such as <i>tint</i>, <i>shade</i>, <i>hue</i>. • When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need. • Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. • Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. • Encourage children to notice changes in movement and sound, e.g. <i>louder</i>, <i>quieter</i>, <i>smaller</i>, <i>bigger</i>. Talk about what is happening, helping them to think about cause and effect. • Introduce new skills and techniques based on your observations and knowledge of children's interests and skills. 	<ul style="list-style-type: none"> • Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate. • Create a place where work in progress can be kept safely. • Share with children other artists' work that connects with their ideas, interests and experiences. • Introduce children to a wide range of music, movement, painting and sculpture. • Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum. • Offer children opportunities to use their skills and explore concepts and ideas through their representations.



A Unique Child: what a child might be doing



**RANGE
6**

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

Positive Relationships: what adults might do





- Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.
- Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.
- Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.

Enabling Environments: what adults might provide


- Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.
- Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.
- Supply open-ended props and materials that can easily be transformed in play.



Expressive arts and design: Being imaginative and expressive

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGES 1 - 2	<ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) 	<ul style="list-style-type: none"> • Notice the ways in which babies react to other babies and adults and the world that surrounds them. • Tune into and sensitively respond to babies' and children's expressive and communicative actions. 	<ul style="list-style-type: none"> • Create a rich environment that enables babies and children to use all their senses. • Provide babies and children with a range of experiences to feed their imaginative potential, e.g. stories, images, music, natural and urban experiences, social encounters (mealtimes, shopping, visitors).
 RANGE 3	<ul style="list-style-type: none"> • Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals 	<ul style="list-style-type: none"> • Show genuine interest and be willing to play along with a young child who is beginning to pretend. • Model or join in pretend play, such as pretending to drink from an empty toy cup. 	<ul style="list-style-type: none"> • Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, rope etc.
 RANGE 4	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> • Observe and sometimes take part in children's make-believe play in order to gain an understanding of their interests. • Observe and reflect on the children's own explorations and creations. 	<ul style="list-style-type: none"> • Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks. • Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages.
	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas 	<ul style="list-style-type: none"> • Ensure children have opportunities to experience the world outside the setting, e.g. through walks, visits, visitors, links with children's homes. • Support children's development of imaginary worlds by encouraging 	<ul style="list-style-type: none"> • Tell stories based on children's experiences and the people and places they know well as well as stories that stimulate the imagination. • Create spaces for children to respond to stories



	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
RANGE 5	<ul style="list-style-type: none"> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones. 	<ul style="list-style-type: none"> Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.
 RANGE 6	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<ul style="list-style-type: none"> Support children to gain confidence in their own way of representing and sharing ideas. Be aware of the link between children's imaginative play and how they develop a narrative structure. Recognise and promote children's agency in expressing their unique and subjective viewpoint through the arts. Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas. Introduce descriptive language to support children within the context of their own imaginative experiences. Celebrate children's imaginative ideas and creations by sharing them, e.g. impromptu performances, learning journeys with families, display documentation, digital portfolios. 	<ul style="list-style-type: none"> Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination. Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds. Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time.



EYFS Skills	<p>Statutory ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Statutory ELG: Creating with Materials</p> <p>Children at the expected level of development will:</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. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;">Drawing (Self Portraits in sketchbooks- whole school) Mondrian, Matisse, Kandinsky (Houses and Homes) Link - ICT</p>		<p style="text-align: center;">Painting TAKE ONE PICTURE Van Gough (Primary and Secondary Colours)</p>		<p style="text-align: center;">Sculpture James Brunt (Natural Art)</p>	



Objectives-

- In pencil, draw lines of different length and thickness.
 - In painting, mix colours to make secondary colours.
 - In painting, use thick and thin brushes to produce lines and shapes.
 - In sculpture, use techniques such as rolling, cutting, moulding and carving.
 - Shape, form, construct and model from observation and imagination using natural materials (e.g. sticks, stones, pebbles, petals, leaves).
 - Begin to develop artistic vocabulary e.g. primary, secondary colour, line, light, dark.
 - Talk about the work of an artist, craft maker or designer.
 - Discuss their own and others' work.
- Introduce and use sketchbooks.

<p>End Points</p>	<ul style="list-style-type: none"> • Use pencil and pencil crayon. • Develop observational drawing techniques. • To know and identify the primary and secondary colour names. 	<ul style="list-style-type: none"> • To use primary colours to mix secondary colours in poster paint. • Use painting to develop ideas and imagination. • To develop techniques in pattern and shape. 	<ul style="list-style-type: none"> • To use sculpture to develop and share experiences using natural materials e.g. leaves and stones. • To develop a range of techniques in using pattern, texture, line, shape, form and space. • To know about the work of James Brunt and make links to their own work.
<p>Year 2</p>	<p style="text-align: center;">Drawing (Self Portraits in sketchbooks- whole school) Mackenzie Thorpe</p>	<p style="text-align: center;">Painting TAKE ONE PICTURE Romero Britto</p>	<p style="text-align: center;">Collage Clifford Possum Tjapaltjarri: Australia link</p>

Objectives

- Use range of pencils to draw lines of different lengths/
- In painting, use a variety of thick and thin brushes
- Use and apply art and design techniques



<p>thickness and show pattern using dots and lines.</p> <p>to produce lines and shapes, textures and patterns.</p> <p>in using colour, patterns, texture, line, shape,</p> <p>form and space with the range of materials.</p> <ul style="list-style-type: none"> • In painting, mix colours to make secondary colours and add white to make tints/black to make tones. <ul style="list-style-type: none"> • Use correct artistic vocabulary e.g. tone, tint, pattern, texture. • Know about the work of a range of artists, craft makers and designers. • Describe differences and similarities and make links to own work. <p>Use and develop sketchbooks.</p>			
End Points	<ul style="list-style-type: none"> • Use pencil and pencil crayon in different grades of graphite • Develop observational drawing techniques through sketching • To select appropriate colours in the style of Mackenzie Thorpe. 	<ul style="list-style-type: none"> • Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones using water colour paint. • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. 	<ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create collages. • Use language appropriate to skill and technique. • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Discuss own work and others work, expressing thoughts and feelings.
Skills KS1	-		



Year 3	Drawing (Self Portraits in sketchbooks- whole school) Katsushika Hokusai	Painting TAKE ONE PICTURE Jean Dubuffet	Sculpture/Collage The Sphinx (oldest known monumental sculpture) – Egyptian link
<p>Objectives</p> <ul style="list-style-type: none"> • Use and apply art and design techniques and improve their control and use of materials. • In painting, use white to make tints and black to make tones and create a colour wheel. • In sculpture, include texture that conveys feelings, expression or movement and refine use of tools. • In collage, consider the effect of chosen materials and technique. • In collage, use mosaic and montage <ul style="list-style-type: none"> • Use artistic vocabulary to discuss and evaluate work e.g. observe, perspective, technique, palette. • Evaluate work of some artists and analyse creative works. • Know about great artists, architects and designers and how their art/design reflected and shaped our history. <p>Create sketchbooks to record and revisit observations.</p>			
End Points	<ul style="list-style-type: none"> • Develop intricate patterns/ marks using pencil and water colour pencil. • Begin to show an awareness of objects having a third dimension and perspective. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and 	<ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence using water colour paints. • Confidently create different effects and textures with paint according to what they need for the task. • Demonstrate increasing control the types of marks made and experiment with different 	<ul style="list-style-type: none"> • Construct a simple base for extending and modelling other shapes from clay.



	understanding of artists and techniques.	effects and textures including blocking in colour, washes, thickened paint creating textural effects.	
Year 4	Drawing (Self Portraits in sketchbooks- whole school) Quentin Blake and Charlie Mackesy	Painting TAKE ONE PICTURE JMW Turner- seascapes	Sculpture Anthony Gormley
Objectives <ul style="list-style-type: none"> In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection. In painting, use watercolours to produce washes for backgrounds. Apply art and design techniques with creativity, experimentation and increasing awareness. Draw on work of other artists for inspiration and begin to emulate their style. <ul style="list-style-type: none"> Use range of artistic vocabulary to discuss and evaluate work e.g. reflection, contemporary, convey. Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation. <p>Create sketchbooks to record and revisit observations.</p>			
End Points	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil, chalk and charcoal to achieve variations in tone and make marks on a range of media. Develop intricate patterns using 	<ul style="list-style-type: none"> Start to develop a painting from a drawing using acrylic paints. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing 	<ul style="list-style-type: none"> Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be



	<p>different grades of pencil and other implements to create lines and marks.</p> <ul style="list-style-type: none"> • Have opportunities to develop further drawings featuring the third dimension and perspective. • Experiment with different grades of pencil and other implements to achieve variations in tone. 	<p>confidence.</p> <ul style="list-style-type: none"> • Start to look at working in the style of a selected artist (not copying). Children to choose own animal or habitat. 	<p>developed further.</p>
Year 5	<p>Drawing (Self Portraits in sketchbooks- whole school) <i>Jacqueline Hurley</i> (WWII link)</p>	<p>Painting TAKE ONE PICTURE <i>Henri Rousseau</i> (Rainforest link)</p>	<p>Sculpture <i>Andy Goldsworthy</i></p>
<p>Objectives</p> <ul style="list-style-type: none"> • In drawing, use a range of pencils qualities to begin to develop a personal style, drawing on work of other artists for inspiration. • In painting, use watercolours to suggest mood. • In sculpture, combine visual and tactile. • Improve mastery of art/design techniques with a wide range of materials. <p>• Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks e.g. tactile, influence, captivate, emulate.</p> <p>• Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.</p> <p>• Communicate ideas and comment on artworks using artistic language.</p> <p>Capture artistic process in sketch book.</p>			
End Points	<ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. • Use different techniques for 	<ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.



	<p>different purposes i.e. shading, hatching within their own work using felt tips, oil crayons and pastels.</p> <ul style="list-style-type: none"> • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications / changes and see how they can be developed further. <p>Identify artists who have worked in a similar way to their own work.</p>	<p>confidence building on previous knowledge choosing poster or acrylic.</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to develop their own style using tonal contrast and mixed media. • Explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Adapt work as and when necessary and explain why.
Year 6	(Self Portraits in sketchbooks- whole school) Painting William Morris	TAKE ONE PICTURE Drawing LS Lowry	Graffiti Andy Warhol/Banksy
Objectives	<ul style="list-style-type: none"> • In painting, combine colours, tones and 	<ul style="list-style-type: none"> • In drawing, use a wide range of pencils to begin to 	<ul style="list-style-type: none"> • In graffiti, combine visual impact and creativity.



tints to enhance mood.

develop a personal style, drawing on work of other artists for inspiration.

- Use wide range of artistic vocabulary to evaluate own work and communicate ideas/comment on artworks e.g. atmosphere, symbolise, mastery, evocative.
- Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.
- Communicate ideas and comment on artworks using artistic language.

Capture artistic process in sketch book.

<p>End Points</p>	<ul style="list-style-type: none"> • Work in a sustained and independent way. • To develop their own style of painting. This style may be through the development of colour, tone and shade using water colours. • Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. • Discuss and review own and others work, expressing thoughts and feelings explaining their views. 	<ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. • Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture choosing their own media. • Have opportunity to explore modern and traditional artists using ICT and other resources. 	<ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media of their choice. • Develop ideas from a range of sources (e.g. news media). • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
<p>Skills KS2</p>	<p>-</p>		





Art and Design Subject Content (National Curriculum)

Key stage 1

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

Key stage 2

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.

Pupils should be taught:

- 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



Key Stage 1 Art Curriculum - Objective Coverage	Year 1			Year 2		
	Self Portraits & Mondrian, Matisse & Kandinsky	Take One Picture & Van Gough	Sculpture – James Brunt	Self Portrait & Mackenzie Thorpe	Take One Picture & Romero Britto	Collage- Clifford Possum Tjapaltjarri
to use a range of materials creatively to design and make products						
to use drawing to develop and share their ideas, experiences and imagination						
to use painting to develop and share their ideas, experiences and imagination						
to use 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						
to explore 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						

Lower Key Stage 2 Art Curriculum - Objective Coverage	Year 3			Year 4		
	Self Portraits & Katsushika Hokusai	Take One Picture & Jean Dubuffet	Sculpture/Collage – Egyptian Link	Self Portraits & Quentin Blake & Charlie Mackesy	Take One Picture & JMW Turner	Sculpture – Anthony Gormley



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 with a range of materials						
to improve their mastery of art and design techniques, including painting with a range of materials						
to improve their mastery of art and design techniques, including sculpture with a range of materials						
about great artists in history						
about great architects in history						
about great designers in history						

Upper Key Stage 2 Art Curriculum - Objective Coverage	Year 5			Year 6		
	Self Portraits & Jacqueline Hurley	Take One Picture & Henri Rousseau	Sculpture – Andy Goldsworthy	Self Portraits & Painting – William Morris	Take One Picture & Drawing LS Lowry	Graffiti-Banksy
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 with a range of materials						
to improve their mastery of art and design techniques, including painting with a range of materials						



to improve their mastery of art and design techniques, including sculpture with a range of materials						
about great artists in history						
about great architects in history						
about great designers in history						