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| Aspect of Art | Paint  | Drawing  | Collage  | Print  | Digital Media  | Sculptures  |
|---------------|--|--|--|--|--|---|
|               | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| Nursery       | From an early age, young children love exploring media, materials and mark-making. The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.  |  |  |  |  |   |
|               | Self Portraits     | Water colours   | Printmaking   | Henri Matisse – “The Snail”   | Junk Modelling    | Jackson Pollock    |
| Reception     | The Reception curriculum serves as a vital stepping stone for the comprehensive art and design program that continues through Years 1 to 6. By nurturing a love for creativity and providing a structured framework for artistic development, we aim to empower our students to become confident and expressive individuals, equipped with the skills to thrive in their artistic pursuits throughout their academic journey and beyond. |  |  |  |  |   |
|               | Self Portraits    | Natural Treasures   | Still life    | Observations    | Printmaking   | Our Community – Junk Modelling   |
| Year 1        |  | In the Jungle<br>Henri Rousseau<br>   | Love for landscapes<br>John Constable<br>   |  |  | Portraits<br>Thomas Gainsborough<br>    |
| Year 2        | The beauty of flowers<br>Georgia O’Keefe<br>    | Weather<br>JMW Turner<br>    |  |  | All work no Play<br>LS Lowry<br>               |   |
| Milestone 1   | <ul style="list-style-type: none"> <li>- Use thick and thin brushes.</li> <li>- Mix primary colours to make secondary colours.</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 thicknesses.</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>- 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 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 wide range of tools to create different textures, lines, tones, colours and shapes.</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> |
| Year 3        |  |  | Royalty<br>Hans Holbein the Younger<br>  | Abstract art<br>Wassily Kandinsky<br>    | A journey into space<br>Robert McCall<br>  |   |

|                           |   |   |  |   |   |  |
|---------------------------|---|---|--|---|---|--|
| <p><b>Year 4</b></p>      |   | <p>The renaissance<br/><b>Leonardo da Vinci</b></p>    |  | <p>Myths and legends<br/><b>Peter Paul Rubens</b></p>    | <p>Animals<br/><b>Rosa Bonheur</b></p>                                 |  |
| <p><b>Milestone 2</b></p> | <ul style="list-style-type: none"> <li>- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>- Mix colours effectively.</li> <li>- Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>- Experiment with creating mood with colour</li> </ul>   | <ul style="list-style-type: none"> <li>- Use different hardnesses of pencils to show line, tone and texture.</li> <li>- Annotate sketches to explain and elaborate ideas.</li> <li>- Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>- Use shading to show light and shadow.</li> <li>- Use hatching and cross hatching to show tone and texture.</li> </ul>                       | <ul style="list-style-type: none"> <li>- Select and arrange materials for a striking effect.</li> <li>- Ensure work is precise.</li> <li>- Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>  | <ul style="list-style-type: none"> <li>- Use layers of two or more colours.</li> <li>- Replicate patterns observed in natural or built environments.</li> <li>- Make printing blocks (e.g. from coiled string glued to a block).</li> <li>- Make precise repeating patterns.</li> </ul> | <ul style="list-style-type: none"> <li>- Create images, video and sound recordings and explain why they were created.</li> </ul>                          | <ul style="list-style-type: none"> <li>- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>- Include texture that conveys feelings, expression or movement.</li> <li>- Use clay and other mouldable materials.</li> <li>- Add materials to provide interesting detail.</li> </ul>                     |
| <p><b>Year 5</b></p>      | <p>Cultural tradition in art<br/><b>Richard Kimbo</b></p>    |   | <p>Futurism<br/><b>Umberto Boccioni</b></p>   |   |   | <p>Art and Fashion<br/><b>Piet Mondrian</b></p>   |
| <p><b>Year 6</b></p>      | <p>The art of anatomy<br/><b>Albrecht Dürer</b></p>    |   |  | <p>Art and religion<br/><b>El Greco</b></p>    |   | <p>Amazed by architecture<br/><b>Zaha Hadid</b></p>   |
| <p><b>Milestone 3</b></p> | <ul style="list-style-type: none"> <li>- Sketch (lightly) before painting to combine line and colour.</li> <li>- Create a colour palette based upon colours observed in the natural or built world.</li> <li>- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>- Combine colours, tones and tints to enhance the mood of a piece.</li> <li>- Use brush techniques and the qualities of paint to create texture.</li> <li>- Develop a personal style of painting, drawing, based on ideas from other artists.</li> </ul> | <ul style="list-style-type: none"> <li>- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>- Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>- Use lines to represent movement.</li> </ul> | <ul style="list-style-type: none"> <li>- Mix textures (rough and smooth, plain and patterned).</li> <li>- Combine visual and tactile qualities.</li> <li>- Use ceramic mosaic materials and techniques.</li> </ul> | <ul style="list-style-type: none"> <li>- Build up layers of colours.</li> <li>- Create an accurate pattern, showing fine detail.</li> <li>- Use a range of visual elements to reflect the purpose of the work.</li> </ul>   | <ul style="list-style-type: none"> <li>- Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul> | <ul style="list-style-type: none"> <li>- Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>- Use tools to carve and add shapes, texture and pattern.</li> <li>- Combine visual and tactile qualities.</li> <li>- Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> |

