

Mapping of curriculum subjects to National Curriculum

Art

Blossom tree Nursery

Exploring and developing	Using materials	Evaluating	Control and expertise
Enjoy exploring in paint area	Mix paint and materials at random	Talk about what they have done	Show some control or Refinement.

Nursery

Exploring and developing	Using materials	Evaluating	Control and expertise
Enjoy exploring in paint area Respond to ideas Explore different drawing and painting tools	Show a growing control and Refinement with materials,	Talk about what they have done and start to say how they feel.	Show growing control and refinement of utensils including scissors, pencils, paint brushes and cutlery

Reception

Exploring and developing	Using materials	Evaluating	Control and expertise
Respond to ideas Explore different drawing and painting tools Explore simple pattern Design and make images / artefacts	Use primary and secondary colours Use and investigate a variety of visual and tactile materials.	Talk about drawings and paintings and say what they feel	Show growing control and refinement of utensils including scissors, paint brushes and cutlery. To hold and effectively use the tripod grip a pencil and begin to show a growing accuracy when drawing.

Early Learning Goals

Fine motor Skills

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Y1

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> • Respond to ideas • Explore different drawing and painting tools • Explore simple pattern Design 	<ul style="list-style-type: none"> • Use primary and secondary colours • Use and investigate a variety of visual and tactile materials 	<ul style="list-style-type: none"> • Talk about drawings and paintings and say what they feel 	<ul style="list-style-type: none"> • Use a range of pens, pencils, pastels and charcoal • Make a variety of lines, using different sizes and thicknesses

and make images / artefacts			<ul style="list-style-type: none"> Mix secondary colours to make a wide range of new colours Use shading to create different effects
Knowledge			
<ul style="list-style-type: none"> To know about the work of William Morris (1834 – 1896) To know the primary colours 			

Y2

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> Communicate ideas and meanings very simply Investigate pattern and shape in the environment Explore ideas and collect information in a sketch book Reproduce from memory, observation or imagination Identify different ways to express ideas 	<ul style="list-style-type: none"> Use a range of materials / processes to show ideas / meanings Select the best materials for the job Create collage with range of materials and textures 	<ul style="list-style-type: none"> Talk about their work and explain it Describe what they think or feel about their own and others' work Think of ways to adapt and improve own work Begin to use ways to improve work Explore ideas and change what they have done to give a better result 	<ul style="list-style-type: none"> Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects
Knowledge			
To know about the work of Claude Monet (1834 – 1896) and L. S. Laurie (1887 – 1976) To know the primary and secondary colours			

Key Stage 1 End Point

Pupils should be taught to:

- 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.

Y3

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> • Make their own choices • Begin to work more abstractly • Collect visual and other information • Use a digital camera to collect ideas • Experiment in many different ways • Use a sketchbook to make notes about artists, skills and techniques • Annotate a sketch book • Experiment with mood using colour • Create artwork following an idea or towards a specific purpose 	<ul style="list-style-type: none"> • Mix and use tertiary colours • Design, draw, paint or make images for different purposes using knowledge and understanding • Use watercolour to produce a wash • Use an ICT paint program with edit • Use a digital camera to produce art work • Use mosaic, montage and other effects • Use a range of materials and techniques in 3D work 	<ul style="list-style-type: none"> • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose 	<ul style="list-style-type: none"> • Use art to illustrate in other subjects • Practise to improve skills Create texture by adding dots and lines • Make different tones of colour using black and white • Use pencils of different grades and at different angles to create different effects • Use brushes in different ways • Use repeat pattern in design Indicate movement using lines
<p>Knowledge</p>			
<ul style="list-style-type: none"> • To know about Roman art and architecture • To know about great architects from history • To complete an artist study of Vincent Van Gogh 			

Y4

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> Plan work carefully before beginning Use other cultures and times as a stimulus Experiment with the styles of different artists 	<ul style="list-style-type: none"> Use a combination of visual and tactile ideas Combine different materials in different ways. Make specific choices between different processes and materials. To work the medium of clay and clay sculpting tools to produce different effects. 	<ul style="list-style-type: none"> Compare others' work with their own Appraise the ideas, methods and approaches used in others' work, using a critical approach Use the appraisal of others for improvement 	<ul style="list-style-type: none"> Show tone, texture, using hatching/cross hatching and use the effects of geometric shapes and colour in artwork. To create mood digital photography Show shadow or reflection by shading Select appropriate drawing materials
Knowledge <ul style="list-style-type: none"> To know about the work of Mackenzie Thorpe (1956 – present), Lucy Pittaway (1974 – present) and Augusta Savage (1892 – 1962) 			

Y5

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> Make and support their own decisions and choices Use inspiration from art and design from the past and other cultures. Experiment with combinations of materials and techniques Keep and use detailed notes in sketch book 	<ul style="list-style-type: none"> Understand the importance of preparing materials before working Produce work that sometimes can be both visual and tactile. To know the tools used for colour blocking and wax printing. 	<ul style="list-style-type: none"> Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas Consider the end point when adapting and improving their work 	<ul style="list-style-type: none"> Develop and improve their own style Use drawings to show movement Combine a range of colours, tints, tones and shades Get across feeling and emotion through their work

Knowledge
<ul style="list-style-type: none"> • Study art from different periods: Egyptian and Mayan Art • To know about great artists from history: Monet and the impressionist period •

Y6

Exploring and developing	Using materials	Evaluating	Control and expertise
<ul style="list-style-type: none"> • Use a full range of design, experimentation, exploration alongside the work of others to develop their own work 	<ul style="list-style-type: none"> • Make specific decisions about using different visual and tactile effects towards an end point 	<ul style="list-style-type: none"> • Analyse and comment on their own and others' ideas, methods and approaches • Make on-going revisions • Refine their work, often with several adaptations, to move towards an end point 	<ul style="list-style-type: none"> • Choose to use a limited range of colour to produce a chosen effect • Begin to use perspective in both abstract and real life art • Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others
Knowledge			
<ul style="list-style-type: none"> • To know about the work of William Morris and Anish Kapoor • To know about art and design shows from the past 			

Key Stage 2 End Point

<p><i>Pupils should be taught to:</i></p> <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

