Art and Design Curriculum Threads							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Form		• A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. MB A2 • Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.		• Artists draw, paint or sculpt human forms in active poses. G&M A3 • Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	• Art can be developed that depicts the human form to create a narrative. War A2 • Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	• A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. SM A1 • Explore and create expression in portraiture.	

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Creation, Generation of ideas and Evaluation	**Teeny Weenies** Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore ideas and feelings through making marks and sometimes gives meaning to marks that they make. **Nursery** Explore different materials freely, in order to develop their ideas about how to use them and what to make. Find different ways to do things when playing and exploring and use all their senses in hands on exploration of materials. Use drawing to represent ideas like movement or loud noises. **Reception** Explore use and refine a variety of artistic effects to express their ideas and feelings. Select appropriate tools and media to draw with. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	• Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). PCW A4 • Design and make art to express ideas. • Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. MB AI • Communicate their ideas simply before creating artwork. • Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. PCW A2 • Say what they like about their own or others' work using simple artistic vocabulary.	• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. MMM throughout W&C A2 • Select the best materials and techniques to develop an idea. • A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. W&C AI • Make simple sketches to explore and develop ideas.	• Visual elements include colour, line, shape, form, pattern and tone. MM AI UP A3/A4/A5 • Use and combine a range of visual elements in artwork. • Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. TT AI • Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. • Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. UP A4	• Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. MMS A2 War A5 USA AI T&R A2 • Develop techniques through experimentation to create different types of art. • Artists use sketching to develop an idea over time. PL AI • Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	• Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. BC AI Ph throughout • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. • Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. AI AI • Review and revisit ideas and sketches to improve and develop ideas.	• In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. BH A2 • Create innovative art that has personal, historic or conceptual meaning. • A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. TW AI • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.

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Malleable materials, Paper and fabric	**Teeny Weenies** Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Find different ways to do things when playing and exploring and use their senses in hands on exploration of materials. **Nursery** Join different materials and explore different textures.	• Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. ==Sup A1== • Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. • Collage is an art technique where different materials are layered and stuck down to create artwork. ==SS A3== ==PCW A3== • Use textural materials, including paper and fabric, to create a simple collage.	• Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. ==MMM A4== • Skill Press objects into a malleable material to make textures, patterns and imprints. •	• Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. ==G&M A1== • Create a 3-D form using malleable or rigid materials, or a combination of materials. • Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. ==TT A2== • Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	• Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. ==War A1== • Use clay to create a detailed or experimental 3-D form. • Stitches include running stitch, cross stitch and blanket stitch. ==MMS A3== • Use a range of stitches to add detail and texture to fabric or mixed-media collages.		• Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. ==BH A1== • A 3-D form is a sculpture made by carving, modelling, casting or constructing. ==BH A1== ==HM A1/A2== • Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.

Art and Design Curriculum Threads

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Paint; printing; Pencil, ink, charcoal and pen	**Teeny Weenies** Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. **Nursery** Explore colour and colour mixing. Explore colour and application of paint using a range of different tools. Make simple prints using fingers, hands, feet and found objects. 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. Show different emotions in their drawing and painting.	• The primary colours are red, yellow and blue. EW A2 • Identify and use paints in the primary colours. • Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. PCW A1 • Use soft and hard pencils to create different types of line and shape.	• The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. MMM A5 • Identify and mix secondary colours. • A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. LA A2 • Use the properties of various materials, such as clay or polystyrene, to develop a block print. • Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. LA A1 • Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	• Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. F1 A1 • Identify, mix and use contrasting coloured paints. • A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Pr A2 • Make a two-colour print. •	• A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. P1 A2 • Make a two-colour print. • Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. T&R A1 • Combine a variety of printmaking techniques and materials to create a print on a theme. •	• A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A1 A2 • Mix and use tints and shades of colours using a range of different materials, including paint. • Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. A1 A2 • Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. • Some artists use text or printed images to add interest or meaning to a photograph. St A1 • Add text or printed materials to a photographic background.	• Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. DD A2 • Use the work of a significant printmaker to influence artwork. • Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). DD A3 • Use line, tone or shape to draw observational detail or perspective.

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Natural art and Landscapes	•	• Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. EW AI • Make transient art and pattern work using a range or combination of man-made and natural materials. • Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). BLBC AI • Draw or paint a place from memory, imagination or observation.	• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Bea AI • Draw, paint and sculpt natural forms from observation, imagination and memory. • A landscape is a piece of artwork that shows a scenic view. Bea A3 • Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	• Nature and natural forms can be used as a starting point for creating artwork. Pr AI • Use nature and natural forms as a starting point for artwork. • An urban landscape is a piece of artwork that shows a view of a town or city. UP AI • Draw, collage, paint or photograph an urban landscape.	• Art can display interesting or unusual perspectives and viewpoints. MMS AI • Choose an interesting or unusual perspective or viewpoint for a landscape.	• Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. AI AI • Use a range of materials to create imaginative and fantasy landscapes	• Environmental art addresses social and political issues relating to natural and urban environments. DD A4 • Create art inspired by or giving an environmental message

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Paint; printing; Pencil, ink, charcoal and pen	•	• Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. <mark>PCW A1</mark> • Use soft and hard pencils to create different types of line and shape.	• Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. <mark>LA A1</mark> • Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.		• Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing. <mark>PI A2</mark>	• Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. <mark>St A2</mark>	• Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). <mark>DD A3</mark> • Use line, tone or shape to draw observational detail or perspective.