



Art and Design Curriculum Sequence of Knowledge and Skills

		Autumn Term		Spring Term		Summer Term	
EYFS	Topic	Marvellous Me	People Who Help Us - Kandinsky	Ready, Steady, Go!	What Came First? - Eric Carle	Donaldson's Animal Adventures	Superfoods! - Giuseppe Arcimboldo
	Links to Prior Learning	<ul style="list-style-type: none"> Identify colours Experience of using different medias Have experience using their imagination in role-play situations 	<ul style="list-style-type: none"> Know how to join different materials (e.g. construction toys and join using glue) Know that drawings can represent ideas and observations Know that different emotions can be shown in drawing and paintings. Know how to use certain tools safely 	<ul style="list-style-type: none"> Know which tool to use for a purpose Know how to use different tools safely Know how to mix colours and know how to make some colours 	<ul style="list-style-type: none"> Know which colours to mix to make other colours. Know the primary colours. Know that work can be changed. 	<ul style="list-style-type: none"> Know the primary colours and what that means. Know that artists can represent the same thing in different ways (tortoise artwork). 	<ul style="list-style-type: none"> Know how to use different materials, tools and techniques. Know the safety rules regarding different tools. Know that art can be a way of representing ideas and thoughts, feelings.
	Knowledge	<ul style="list-style-type: none"> Know how to join different materials (e.g. construction toys and join using glue) Know that drawings can represent ideas and observations Know that different emotions can be shown in drawing and paintings. Know how to use certain tools safely 	<ul style="list-style-type: none"> Know which tool to use for a purpose Know how to use different tools safely Know how to mix colours and know the colour they want to create 	<ul style="list-style-type: none"> Know which colours to mix to make other colours Know the primary colours Know that work can be changed 	<ul style="list-style-type: none"> Know the primary colours and what that means. Know that you can change the shade by adding white and black. Know that artists can represent the same thing in different ways (tortoise artwork). 	<ul style="list-style-type: none"> Know how to use different materials, tools and techniques. Know that art can be a way of representing ideas and thoughts, feelings. 	<ul style="list-style-type: none"> Know the safety rules regarding different tools. Know that they can talk about their work and make changes if needed. Know how to hold and use equipment correctly e.g. pencil, paintbrush.
	Skills	<ul style="list-style-type: none"> Explore different tools 	<ul style="list-style-type: none"> Compare colours Use scissors, paintbrushes, 	<ul style="list-style-type: none"> Use tools competently and appropriately 	<ul style="list-style-type: none"> Create creations over a few days. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques,



		<ul style="list-style-type: none"> Explore different materials and textures freely Explore colour and colour mixing 	<p>pencils etc. appropriately</p> <ul style="list-style-type: none"> Explore how to mix colours using tools and describe what colour they have made Beginning to use simple tools and techniques competently and appropriately Mark make confidently 	<ul style="list-style-type: none"> Observe their creation and make changes Create creations in a team and independently Cut shapes with scissors Draw with a variety of apparatus 	<ul style="list-style-type: none"> Show confidence with using tools to write and draw. 	<p>ideas and feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors... 	<p>experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used.
	Key Question	Can you explore the different resources safely?	Can you choose the tools and resources you need?	How have you made your creation?	How do we make colours?	Have you included all of the features in your work?	What have you done and what will you do next time?
	Key Vocabulary	Safely, Tools, Draw	Create, Mix, Cut	Join, Change, Primary Colours	Artist, Artwork	Experiment, Materials	Imagination, Choice
Year 1	Topic	We're going on a Bear Hunt (Autumn 1) - David and Mandy Shepherd		Amazing Creatures (Spring 1) - Hamish Mackie		Island Adventures (Summer 1) - Vincent Scarpace	
	Links to Prior Learning	<ul style="list-style-type: none"> Use senses to describe the feel of things and pick the right word to describe the material Enjoys making marks, signs and symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves Uses different tools to mark make (pencils, crayons, felt tips) 		<ul style="list-style-type: none"> Random experimental printing with hands, feet, sponges, found materials Uses one colour of paint or ink on a block Show an awareness of patterns around them Investigates construction toys and works with how to join the pieces Safely use and explore a variety of materials, tools and techniques, 		<ul style="list-style-type: none"> Experiment with mixing colours and know the colour they want to create Recognises and names the primary colours Explores making marks on a variety of papers Uses a variety of tools to spread paint e.g. straws, fingers, cotton buds as well as brushes Holds a paintbrush correctly 	



		<ul style="list-style-type: none"> • Holds a pencil correctly • Use scissors appropriately • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) • Handles and manipulates materials such as threads, cottons, wool, raffia, felt (e.g. cutting, sticking, threading, weaving) 	experimenting with colour, design, texture, form and function (ELG)	<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 (ELG)
	Knowledge	<ul style="list-style-type: none"> • Know that drawing and textiles are artistic skills • Learn that artists create pictures by looking closely at objects/scenes 	<ul style="list-style-type: none"> • Know that sculpture and printmaking are artistic skills • Learn that artists create pictures by printing 	<ul style="list-style-type: none"> • Know that painting and collage are artistic skills • Learn the name of an artist (Vincent Scarpace) • Know all of primary and secondary colours
	Skills	<ul style="list-style-type: none"> • Observational drawing • Uses line to represent objects seen, remembered or imagined • Explores shading, using pencil • Uses a variety of tools (pencils, rubbers, crayons, pastel, felt tips, chalk) for a purpose • Using scissors correctly with control • Cut, sort and shape fabrics and experiment with ways of joining them 	<ul style="list-style-type: none"> • Makes marks in print using found objects and basic tools and uses these to create repeating patterns, random or organised • Uses more than one colour of paint or ink on a block • Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, footprints • Explore the technique of frottage (rubbing) • Becomes aware of form, feel, texture, pattern and weight • Experiments with different materials to design and make products 	<ul style="list-style-type: none"> • Recognises and names the secondary colours • Mixes primary and secondary colours • Explores using black and white to change a colour • Explore tints and tones • Creates pattern using different tools and colours • Experiments and controls marks made with paint brushes
	Key Vocabulary	Drawing Textiles Texture Pattern	Frottage Printing Press Sculpture	Painting Collage Shades Light Dark
Year 2				
	Topic	Around the World in 80 Days (Autumn 1) - Andy Goldsworthy, Steven Wiltshire and John Harrison	Off to Kenya (Spring 1) – Tilly Willis and Martin Bulinya	Journey to the Rainforest (Summer 2) - Henri Rousseau
	Links to Prior Learning	<ul style="list-style-type: none"> • Seascapes in year 1 summer 2 • Observational drawing in year 1 autumn 1 	<ul style="list-style-type: none"> • Mixing primary and secondary colours • Exploring using black and white to change a colour • Exploring tints and tones 	<ul style="list-style-type: none"> • Colour mixing • Culture and buildings can be represented through artwork • Line drawing of buildings
	Knowledge	<ul style="list-style-type: none"> • Define collage • Define sculpture 	<ul style="list-style-type: none"> • Define printing and some ways to print • Define painting 	<ul style="list-style-type: none"> • Define sketching • Name artists (Henri Rousseau)



	<ul style="list-style-type: none"> Name artists (Andy Goldsworthy, Patrick Bremer) 	<ul style="list-style-type: none"> Name hot and cold colours Name primary and secondary colours Explain how to lighten and darken colours Name artists (Martin Bulinya, Tilly Willis, John Harrison) 	
Skills	<ul style="list-style-type: none"> Creates texture using rigid and plastic materials and a variety of tools Uses stimuli to create simple 2D and 3D images using a variety of tools and materials Selects particular techniques to create a chosen product and develop some care and control over materials and their use Experiments with basic tools on rigid and flexible materials Develops skills of overlapping and overlaying Develops awareness of contrasts in texture and colour Select particular techniques to create a chosen product and develop some care and control over materials and their use Ability to make textured collages from a variety of media and by folding, crumpling and tearing materials Has experience of adhesives and decides on the most effective for a given task Explores images and recreates texture using wallpaper, string, polystyrene etc. 	<ul style="list-style-type: none"> Uses colour and marks to express mood Understand the colour wheel Represents things observed, remembered or imagined, using colour/tools Explores painting techniques (layering, mixing media and adding texture) Explores mark-making using different tools for specific purposes e.g. thick and thin brushes, sponge brushes Select particular techniques to create a chosen product and develop some care and control over materials and their use Extends patterns - overlapping, using two contrasting colours etc. Uses a variety of techniques including relief and press and fabric printings Explores printing on a variety of different papers and materials 	<ul style="list-style-type: none"> Draws familiar things from different viewpoints Develops shading, using different media Uses a variety of tools (including chalk, pastels, charcoal, pens, different grades of pencil etc.) to experiment with tones
Key Vocabulary	<ul style="list-style-type: none"> Lines Natural resources Watercolour Opinion Represent Materials 	<ul style="list-style-type: none"> Mix Colour Dot Line Swirl Represent Opinion Culture 	<ul style="list-style-type: none"> Shade Sketch Effect Colour Pressure Step by step