

Cedars Primary School and Nursery Breadth of Study in Art and Design

		Nursery 30-50 months	Reception Early Learning Goals	Key Stage 1 Year 1 & 2	Lower Key Stage 2 Year 3 & 4	Upper Key Stage 2 Year 5 & 6
National Curriculum Subject Content	Development Matters	<ul style="list-style-type: none"> ❖ Uses a range of materials, methods and techniques to create art work. 	<ul style="list-style-type: none"> ❖ Handle equipment and tools effectively, including pencils for writing. ❖ Safely use and explore a variety of material, tools and techniques experimenting with colour, design, texture, form and function. ❖ Use what has been learnt about materials and media in original ways thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art. 	<ul style="list-style-type: none"> ❖ To use a range of materials creatively to design and make products ❖ To use drawing, painting, sculpture, printing and collage 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 start using sketchbooks to record ideas and explore techniques. 	<ul style="list-style-type: none"> ❖ To use sketch books to explore and record their observations and use them to review and revisit ideas. ❖ To improve their mastery of art and design techniques including drawing, painting, sculpture, printing and collage. 	

Cedars Primary School and Nursery Breadth of Study in Art and Design

Skills and techniques	Developing ideas	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Working from observation, imagination and images.</i> ❖ <i>Capture experiences and responses with a range of media such as drawing, painting and malleable materials.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Working from observation, imagination and images.</i> ❖ <i>Experiment with different materials to develop their own ideas.</i> ❖ <i>Manipulates materials to achieve a planned effect.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Work from observation and known objects.</i> ❖ <i>Use imagination to form simple images from given starting points or a description.</i> ❖ <i>Begin to collect ideas in sketch books.</i> ❖ <i>Work with different materials.</i> ❖ <i>Starting to use artistic/visual vocabulary to discuss work.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop sketch books.</i> ❖ <i>Use a variety of ways to record ideas including digital imagery using art software.</i> ❖ <i>Develop use of artistic/visual vocabulary to discuss work.</i> ❖ <i>Begin to suggest improvements to own work.</i> ❖ <i>Experiment with a wider range of materials.</i> ❖ <i>Present work in a variety of ways.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Improve quality of sketch book with mixed media work and annotations.</i> ❖ <i>Select own images and starting points for work.</i> ❖ <i>Begin to think what materials best suit the task.</i> ❖ <i>Further develop use of artistic/visual vocabulary when talking about own work and that of others.</i> ❖ <i>Begin to explore possibilities using and combining different styles and techniques.</i>

Cedars Primary School and Nursery Breadth of Study in Art and Design

Skills and techniques	Drawing and mark making	<ul style="list-style-type: none"> ❖ <i>Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.</i> ❖ <i>Use a variety of media to make marks.</i> ❖ <i>Uses one handed tools and equipment.</i> ❖ <i>Holds pencil between thumb and two fingers no longer using whole hand grasp.</i> ❖ <i>Holds pencil near the point between first two fingers and thumb and uses it with good control.</i> ❖ <i>Variety of surfaces and textures to make marks on.</i> ❖ <i>Variety of consistencies and textures of paint.</i> ❖ <i>Opportunities for mark making indoors and outdoors.</i> ❖ <i>Draws lines and circles using gross motor movements.</i> ❖ <i>Whole body mark making such as write dance.</i> 	<ul style="list-style-type: none"> ❖ <i>Developing more detail in representational drawings e.g. features of a person.</i> ❖ <i>Uses simple tools to effect changes to materials.</i> ❖ <i>Gives meaning to the marks they make as they draw, write and paint.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Begin to control lines to create simple drawings from observations.</i> ❖ <i>Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel.</i> ❖ <i>Hold a large paint brush correctly.</i> ❖ <i>Make marks using paint with a variety of tools.</i> ❖ <i>Consider consistency when applying paint.</i> ❖ <i>Colour within the line.</i> ❖ <i>Draw on smaller and larger scales.</i> ❖ <i>Begin to add detail to line drawings.</i> ❖ <i>Begin to use tone to add form to drawings.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Use sketch books to record drawings from observation.</i> ❖ <i>Experiment with different tones using graded pencils and develop hatching skills to give tonal quality.</i> ❖ <i>Include increased detail within work.</i> ❖ <i>Draw on a range of scales.</i> ❖ <i>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</i> ❖ <i>Use a variety of brushes and experiment with ways of marking with them.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Use first hand observations using different viewpoints, developing more abstract representations.</i> ❖ <i>Introduce perspective, fore/back and middle ground Investigate proportions.</i> ❖ <i>Use a range of mediums on a range of backgrounds.</i> ❖ <i>Develop tone with the use of cross hatching.</i>

Cedars Primary School and Nursery Breadth of Study in Art and Design

Working with Colour (including Painting)	<ul style="list-style-type: none"> ❖ Working towards representational imagery. 				
	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Explores colour and how colours can be changed. ❖ Explores a variety of media. ❖ Water tray with food colouring. ❖ Adding ready mix paint. ❖ Adding white and black. ❖ Mixing colours with a variety of tools eg hands, sticks, spoons, marbles. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Chooses particular colours to use for a purpose. ❖ Beginning to experience primary and secondary colours. ❖ Using palettes to mix colours. ❖ Explores what happens when they mix colours. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Recognise and name primary and secondary colours. ❖ Mix primary colours to make secondary colours. ❖ Share colour charts to compare variations of the same colour. ❖ Create and experiment with shades of colour and name some of these. ❖ Recognise warm and cold colours. ❖ Create washes to form backgrounds. ❖ Explore the relationship between mood and colour. ❖ Explore applying paint with different tools, and in a variety of thickness. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Mix and match colours (create palettes to match images). ❖ Lighten and darken tints and tones using black and white. ❖ Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). ❖ Experiment with watercolour, exploring intensity of colour to develop shades. ❖ Explore complementary and opposing colours in creating pattern. ❖ Mixing different textures within the paint; sand/glue/water. ❖ Explore different brushes for different effects. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Build on previous work with colour by exploring intensity. ❖ Introduce acrylic paint. ❖ Explore using limited colour palettes. ❖ Mark make with paint (dashes, blocks of colour, strokes, points). ❖ Develop fine brush strokes.

Cedars Primary School and Nursery Breadth of Study in Art and Design

Skills and techniques	Printing	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Random experimental printing with hands, feet, stamps and any other found material.</i> ❖ <i>With adult support can use colours of paint or ink to create patterns, random or organised.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Can use colours of paint or ink to create repeating or overlapping patterns, random or organised.</i> ❖ <i>Use of fruit, vegetables and found materials for printing to create textures.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>To use objects (e.g. shapes) to create patterns and lines.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>To explore mono printing to create different lines, patterns and shapes.</i> ❖ <i>Using roller and inks, take prints from other objects (leaves, fabric, corrugated card) to show texture.</i> ❖ <i>Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</i> ❖ <i>Use a single colour when printing.</i> ❖ <i>Use a roller to apply ink to a surface e.g. a table.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Create polystyrene printing blocks to use with roller and ink.</i> ❖ <i>Blend two colours when printing.</i> ❖ <i>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point.</i>

Cedars Primary School and Nursery Breadth of Study in Art and Design

Skills and techniques	Sculpture and 3D	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Uses various sculpture materials.</i> ❖ <i>Beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces.</i> ❖ <i>Joins construction pieces together to build and balance.</i> ❖ <i>Realises tools will be used for a purpose.</i> ❖ <i>Pulls apart simple shapes and malleable materials.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Handles tools, objects, construction and malleable materials safely with increasing control.</i> ❖ <i>Constructs with a purpose in mind using a variety of resources.</i> ❖ <i>Uses simple tools and techniques competently and appropriately.</i> ❖ <i>Practice some appropriate safety measures without direct supervision.</i> ❖ <i>Pulls apart and reconstructs simple shapes.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures.</i> ❖ <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures.</i> ❖ <i>Look at sculptures and try to recreate them using everyday objects/range of materials.</i> ❖ <i>Begin to form own 3D pieces.</i> ❖ <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</i> ❖ <i>Look at sculptures by known artists and natural objects as starting points for own work.</i> ❖ <i>Pulling apart and reconstructing.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop confidence working with clay adding greater detail and texture.</i> ❖ <i>Add colour once clay is dried.</i> ❖ <i>Investigate ways of joining clay - scratch and slip.</i> ❖ <i>Create work on a larger scale as a group.</i> ❖ <i>Using stimulus to create 2D and 3D images using a variety of tools and materials.</i> ❖ <i>Using greater texture to achieve final product.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Design and create sculpture, both small and large scale</i> ❖ <i>Create 3D sculptural portraits using cardboard.</i> ❖ <i>Use objects around us to form sculptures.</i>

Cedars Primary School and Nursery Breadth of Study in Art and Design

Skills and techniques	Collage	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Handles different materials.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Understands that media can be combined to create new effects.</i> ❖ <i>Selects tools and techniques needed to shape, assemble and join materials they are using.</i> ❖ <i>Selects and sorts materials into given criteria/qualities eg warm, cold, shiny, smooth.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop collages, based on a simple drawing, using papers and materials.</i> ❖ <i>Collect natural materials to create a temporary collage.</i> ❖ <i>To develop techniques of cutting, tearing and layering.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Create a collage using a variety of materials.</i> ❖ <i>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views.</i> ❖ <i>To use the skills of contrasting colours and layering textures.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Embellishing collages with textiles.</i> ❖ <i>To develop the technique of photomontage.</i> ❖ <i>Collage is used as part of mixed media work.</i> ❖ <i>Apply dry brush work on top of a collage.</i>
	Digital art/photography	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Becomes aware of photography as an art form.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Collects photographs for a theme.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Becoming aware as photography and technology as an art form.</i> ❖ <i>Use software to change an image.</i> ❖ <i>Record video using i-Pad.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Use an i-Pad to take photographs and a portrait image.</i> ❖ <i>Use animation to show the effect of movement.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Super-impose images within another image; digital collage.</i> ❖ <i>Discover how tones and backgrounds can affect feelings and mood of image.</i>

Cedars Primary School and Nursery Breadth of Study in Art and Design

National curriculum subject content				<ul style="list-style-type: none">✚ Pupil should be taught 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	<ul style="list-style-type: none">✚ Pupils should be taught about great artists, architects and designers in history
--	--	--	--	---	--

Cedars Primary School and Nursery Breadth of Study in Art and Design

Knowledge about artists	<p>Examples Being exposed to the work of different artists:</p> <ul style="list-style-type: none"> ❖ (Drawing) CJ Hendry (Australian - contemporary). ❖ (Painting) Piet Mondrian (French - modern), Katsushika Hokusai (Japanese - modern) and Van Gogh (Dutch -modern). ❖ (Sculpture) Vladimir Butcanov (Ukrainian - contemporary) and looking at traditional Indian pots. ❖ (Printing) Wassily Kandinsky (Russian - modern) and looking at textile designers. ❖ (collage) Gina Torkas (American - contemporary). 	<p>Examples Starting to name and create work in the style of:</p> <ul style="list-style-type: none"> ❖ (Drawing) Van Gogh (Dutch -modern) and traditional botanical art ❖ (Painting) Wassily Kandinsky (Russian - modern) and Damian Hurst (British- contemporary) ❖ (Sculpture) Giuseppe Arcrimboldo (Italian – traditional) and looking at traditional Indian diva lamps. ❖ (Printing) Andy Goldsworthy (British - contemporary) and Giuseppe Arcrimboldo (Italian – traditional). ❖ (Collage) Andy Goldsworthy (British - contemporary) and Giuseppe Arcrimboldo (Italian – traditional). 	<p>Examples Starting to describe the work of artists and use this to create their own pieces:</p> <ul style="list-style-type: none"> ❖ (Drawing) Van Gogh (Dutch -modern), M.C. Esher (Dutch – modern) and Gustav Klimt (Austrian – modern). ❖ (Painting) Wassily Kandinsky (Russian - modern), Van Gogh (Dutch - modern) and Amira Gale (New Zealand – contemporary). ❖ (Sculpture) Peter Randal (British – contemporary) and Beatriz Chachamovits (Brazilian – contemporary). ❖ (Printing) Paul Klee (German-Swiss -modern). ❖ (Collage) Benon Lutaaya (Ugandan – contemporary) and Henri Matisse (French – modern). 	<p>Examples Describe the work of artists and use this to replicate ideas in their own work:</p> <ul style="list-style-type: none"> ❖ (Drawing) Benon Lutaaya (India – contemporary), Van Gogh (Dutch -modern), Frida Kahlo (Mexican – modern), Tim Jeffs (American – contemporary) and looking at traditional Roman mosaic. ❖ (Painting) Emma Burleigh (British – contemporary), Frida Kahlo (Mexican – modern) and Fiona Rae (British – contemporary). ❖ (Sculpture) Stasys Eidrigevicius (Polish – contemporary and Bernard Palissy (French – traditional). ❖ (Printing) looking at traditional Roman pottery. ❖ (Collage) Jane Haworth (British-American – contemporary). 	<p>Examples Use the work of artists to replicate ideas or inspire own work e.g.</p> <ul style="list-style-type: none"> ❖ (Drawing) Angie Lewin (British – contemporary), M.C. Esher (Dutch – modern), Tang Yau Hoong (Malaysia – contemporary), Frida Kahlo (Mexican – modern) and Van Gogh (Dutch - modern). ❖ (Painting) Frida Kahlo (Mexican – modern) and looking at traditional Mexican folk art. ❖ (Sculpture) Alfredo and Isabel Aquilizan (Filipino – contemporary) and Henry Hudson (British - contemporary). ❖ (Printing) William Morris (British – modern).
--------------------------------	--	--	--	--	--

Cedars Primary School and Nursery Breadth of Study in Art and Design

						<ul style="list-style-type: none"> ❖ (Collage) Hannah Hoch (German – modern), Elizabeth St Hilaire (American – contemporary) and looking at Ancient Egyptian wall paintings.
Evaluation and analysis		<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Sometimes gives meaning to the marks they make. ❖ Developing an understanding of simple concepts. ❖ Listening to suggestions and adapting ideas. ❖ To identify and use favourite colour. ❖ Adults role model saying what they like about pieces of work. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Gives meaning to the marks they make. ❖ Selects appropriate resources and adapts where necessary. ❖ Listen and respond to ideas expressed by others. ❖ Uses talk to organise, sequence and clarify thinking and ideas. ❖ To identify things they like in their surroundings. ❖ Say what they like about their own and children’s work. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ To select colour for a purpose. ❖ To identify what has been successful in their work. ❖ To say what they like about their own and another child’s work in a positive way. ❖ To respond to others’ work and explain how they feel. ❖ To begin to apply artistic language to talk about a variety of artwork. ❖ To begin annotating work using key vocabulary. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Compare methods and approaches between their own and others work. ❖ Annotate work, sketches and drawing, prior to creating a final piece of work. ❖ Identify what they may change of adapt in their own work next time. ❖ To evaluate the work of artists identifying what they like or dislike. ❖ To use the evaluation of artist’s work to impact and replicate in their own work. ❖ To start comparing different works of art using the language of art. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ To explain why they have chosen a specific media style or technique and the impact this has on their final outcome. ❖ To critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome/final piece of work. ❖ To compare and contrast the work of artists using the language of art.