



# Curriculum Coverage for Art

## Sunnyhill Primary School



This is the Art knowledge that the children should cover over their time with us, building on their skills each year. It has been split into four strands:

**Drawing**

**Painting**

**3D/Sculpture**

**Printing**

### **EYFS Development Matters-**

There are no set topics for Art in EYFS. Science is incorporated into the "Expressive Arts and Design strand of Development Matters. Art provision may arise out of children's interests eg. space or finding mini-beasts in the Outside Classroom. Links may be made with the text, home learning, visits or experiences. Children have access to Indoor and Outdoor classroom Creative areas where they are encouraged to self - select materials to make creations of their own choosing.

22-36 months

- Experiments with blocks, colours and marks.

30-50 months

- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Captures experiences and responses with a range of media, such as paint and other materials or words.

40-60 months

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.

ELG

- **Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art**

## National Curriculum: Key Stage 1

### By the end of Key Stage 1 pupils should:

- Be able to use a range of materials creatively to design and make products.
- Be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Have developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Be able to talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.

	Drawing	3D/Sculpture	Printing	Painting
Year 1	<p>To show patterns and textures in my drawings by adding dots and lines.</p> <p>To show different tones using coloured pencils.</p>	<p>To create texture using rigid and plastic materials and a variety of tools.</p>	<p>To explore and recreate patterns and textures with an extended range of materials - e.g. sponges, leaves and fruit.</p> <p>To explore images through mono-printing on a variety of papers.</p>	<p>To experiment with and enjoy colour.</p> <p>To explore making marks on a variety of papers.</p> <p>To create pattern using different tools and colours.</p>
Year 2	<p>To explore tone using different grades of pencil, pastel, chalk and charcoal.</p> <p>To use line and tone to represent things seen, remembered or observed.</p>	<p>To experiment with basic tools on rigid and plastic materials.</p> <p>To compare and recreate form and shape to natural and made environments.</p> <p>To show an awareness of texture, form and shape by recreating an image in 3D form.</p>	<p>To extend repeating patterns - overlapping, using two contrasting colours etc.</p> <p>To make connections between own work and patterns in the local environment (e.g. curtains, wallpaper).</p>	<p>To introduce different types of brushes for specific purposes.</p> <p>To create pattern using different tools and colours.</p>

## National Curriculum: Key Stage 2

### By the end of Key stage 2 pupils should:

- Have been taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Have created sketch books to record their observations, using them to review and revisit ideas.
- Have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay.)
- Have been taught about great artists, architects and designers in history.

	Drawing	3D/Sculpture	Printing	Painting
Year 3	<p>To explore shading, using different media.</p> <p>To use a number of sketches to base my work on and draw familiar things from different viewpoints.</p> <p>To annotate my sketches in my art sketchbook to explain my ideas.</p> <p>To sketch lightly (so I do not need to use a rubber).</p>	<p>To use stimuli to create simple 2D and 3D images using a variety of tools and materials.</p> <p>To recreate 2D images as a 3D piece (e.g. the houses of the three little pigs).</p>	<p>To explore images and recreate texture using wallpaper, string, polystyrene etc.</p> <p>To explore colour mixing through printing, using two colours and a variety of materials.</p>	<p>To use colour and marks to express mood.</p> <p>To represent things observed, remembered or imagined, using colour/tools.</p>
Year 4	<p>To use shading to add interesting effects to my drawings, using different grades of pencil.</p> <p>To explain the ideas behind my images in my art sketchbook.</p>	<p>To look at 3D work from a variety of genres and cultures and develops own response through experimentation.</p> <p>To recreate images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting with a focus on textures.</p>	<p>To design prints for fabrics, book covers and wallpaper.</p>	<p>To explore the effect on paint of adding water, glue, sand, sawdust.</p> <p>To introduce primary and secondary colours with the addition of black and white and other hues.</p>

	<b>Drawing</b>	<b>3D/Sculpture</b>	<b>Printing</b>	<b>Painting</b>
<b>Year 5</b>	<p>To experiment with a range of materials to produce line, tone and shade.</p> <p>To select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>To explain the ideas behind my images in my art sketchbook.</p>	<p>To begin to look at colour and pattern in 3D structures, transferring the knowledge to their own work.</p> <p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p>	<p>To recreate images through relief printing using card.</p> <p>To build up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</p>	<p>To ensure paintings convey a purpose.</p> <p>To include texture in paintings, gained through paint mix or brush technique</p>
<b>Year 6</b>	<p>To experiment with a range of materials to produce line, tone and shade.</p> <p>To select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>To use shading to add interesting effects to my drawings, using different grades of pencil.</p> <p>To explain the ideas behind my images in my art sketchbook.</p>	<p>To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p>	<p>To carry out screen printing.</p> <p>To experiment with approaches used by other artists.</p>	<p>To ensure painting techniques are well developed.</p> <p>To develop an individual style.</p>