

Art & Design Curriculum

Langford, Wilberforce, Fulham, Sullivan and Queen's Manor
Primary Schools



<p>Early Years</p> <p>Early Learning Goals (ELG)</p>	<p>Creating with Materials</p> <p>Children at the expected development will:</p> <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 • share their creations, exploring the process they have used • make use of props and materials when role playing characters in narrative sand stories <p>Being imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narrative and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poem and stories with others, and-when appropriate- try to move with music <p>ELG Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors and paint brushes • Begin to show accuracy and care when drawing 				
	<table> <tr> <th data-bbox="239 729 1431 786">Nursery</th><th data-bbox="1431 729 2484 786">Reception</th></tr> <tr> <td data-bbox="239 786 1431 1380"> <p>Through continuous provision children will learn to:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • 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 detail • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawing and painting, like happiness, sadness, fear etc. • Explore colour and colour mixing • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand </td><td data-bbox="1431 786 2484 1380"> <p>Through continuous provision children will learn to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build upon their previous learning, refine ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Develop their small fine motor skills so that they can use a range of tools competently, confidently and safely. Suggested tools: pencils for drawing and writing, paintbrushes and scissors </td></tr> </table>	Nursery	Reception	<p>Through continuous provision children will learn to:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • 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 detail • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawing and painting, like happiness, sadness, fear etc. • Explore colour and colour mixing • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand 	<p>Through continuous provision children will learn to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build upon their previous learning, refine ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Develop their small fine motor skills so that they can use a range of tools competently, confidently and safely. Suggested tools: pencils for drawing and writing, paintbrushes and scissors
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Langford, FPS and QM: Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n	<p>I Am An Artist</p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p>Paul Klee Piet Mondrian</p>	<p>Printmaking</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p>Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art?</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p>Pablo Picasso</p>	<p>Pattern and Pumpkins</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Illustration</p> <p>Developing a visual response to a text, looking at comic strips, children’s book illustrations and graphic novels.</p> <p>Marjane Satrapi Mel Tregonning</p>	<p>Recycled Materials</p> <p>Using plastic waste to create an installation about the natural world.</p> <p>Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey</p>
S p r i n g	<p>Paper Sculpture</p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p>Charles McGee</p>	<p>Colour and Tone</p> <p>Looking at tints, tones and shades in The King Who Banned the Dark and Picasso’s paintings from his Blue Period.</p> <p>Emily Haworth-Booth Pablo Picasso</p>	<p>Sculpture</p> <p>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p>Anthony Browne Quentin Blake</p>	<p>Watercolours</p> <p>Exploring use of watercolours to create an observational art study inspired by the work of artists studied.</p> <p>Abel Rodriguez Henri Rousseau</p>	<p>Mixed-Media</p> <p>Looking at Shackleton’s Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>William Grill Mona Hatoum</p>	<p>Challenges</p> <p>Looking the work of artists who have faced challenges in their life and creating a response to this.</p> <p>Pablo Picasso Yinka Shonibare Stephen Wiltshire Frida Khalo Henri Matisse</p>
S u m m e r	<p>The Natural World</p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p>Frances Hatch Leonardo Da Vinci</p>	<p>Watercolours</p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Katsushika Hokusai David Hockney Claude Monet</p>	<p>Mixed media art</p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p>Paulo Uccello Edward Burne-Jones Tony Crag</p>	<p>Drawing</p> <p>Looking at objects from the British Museum using This or That by Pippa Goodhart. Drawing a still life based on personal possessions.</p> <p>Pippa Goodhart Joseph Cornell</p>	<p>Sculpture</p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p>Mark Hearld Jackie Morris</p>	<p>Global Connections</p> <p>Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity.</p> <p>Yinka Shonibare Lubaina Himid Sonia Boyce</p>

Wilberforce: Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n	<p>I Am An Artist [Aut1]</p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p>Paul Klee Piet Mondrian</p>	<p>Our School [Aut1]</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p>Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art? [Aut2]</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p>Pablo Picasso</p>	<p>Pattern and Pumpkins [Aut2]</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p>Yayoi Kusama</p>	<p>Illustration [Aut2]</p> <p>Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.</p> <p>Marjane Satrapi Mel Tregonning</p>	<p>Recycled Materials [Aut2]</p> <p>Using plastic waste to create an installation about the natural world.</p> <p>Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey</p>
S p r i n g	<p>Paper Sculpture [Spr1]</p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p>Charles McGee</p>	<p>Colour and Tone [Spr1]</p> <p>Looking at tints, tones and shades in The King Who Banned the Dark and Picasso's paintings from his Blue Period.</p> <p>Emily Haworth-Booth</p> <p>Pablo Picasso</p>	<p>Clay [Spr2]</p> <p>Using clay to produce a sarcophagus. Joining clay using cross hatching techniques and slip.</p> <p>Sophie Ryder Ancient Egypt Art</p>	<p>Watercolours [Spr2]</p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p>Abel Rodriguez Henri Rousseau</p>	<p>Mixed-Media [Spr2]</p> <p>Looking at Shackleton's Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p>William Grill Mona Hatoum</p>	<p>Displacement [Spr2]</p> <p>Looking the work of artists who have been refugees.</p> <p>Judith Kerr Frank Auerbach Kurt Schwitters</p>
S u m m e r	<p>The Natural World [Sum 1]</p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p>Frances Hatch Leonardo Da Vinci</p>	<p>Water [Sum 1]</p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Katsushika Hokusai David Hockney Claude Monet</p>	<p>Mythology [Sum2]</p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p>Paulo Uccello Edward Burne-Jones The Singh Twins</p>	<p>Drawing [Sum2]</p> <p>Looking at objects from the British Museum using This or That by Pippa Goodhart. Drawing a still life based on personal possessions.</p> <p>Pippa Goodhart Joseph Cornell</p>	<p>Sculpture [Sum2]</p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p>Mark Hearld Jackie Morris</p>	<p>Global Connections [Sum2]</p> <p>Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity.</p> <p>Yinka Shonibare Lubaina Himid Sonia Boyce</p>

Beyond KS2:

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

[KS3 National Curriculum Programme of Study](#)