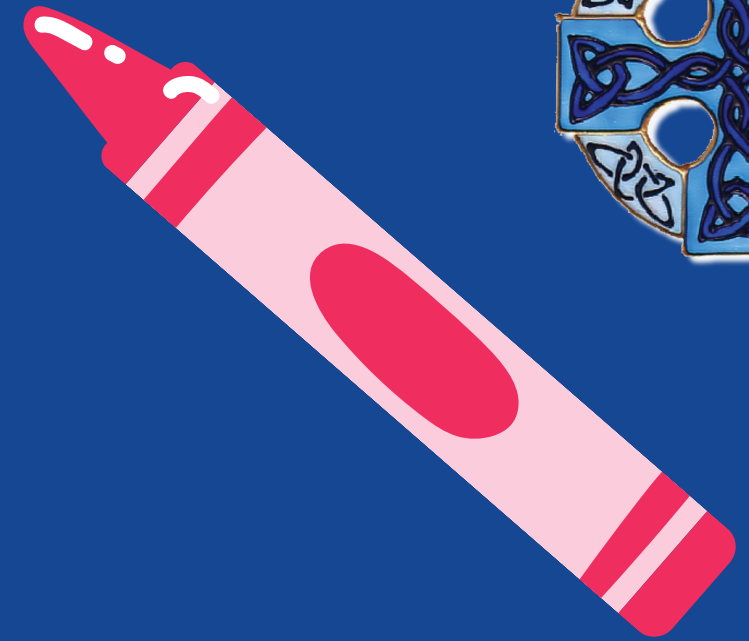
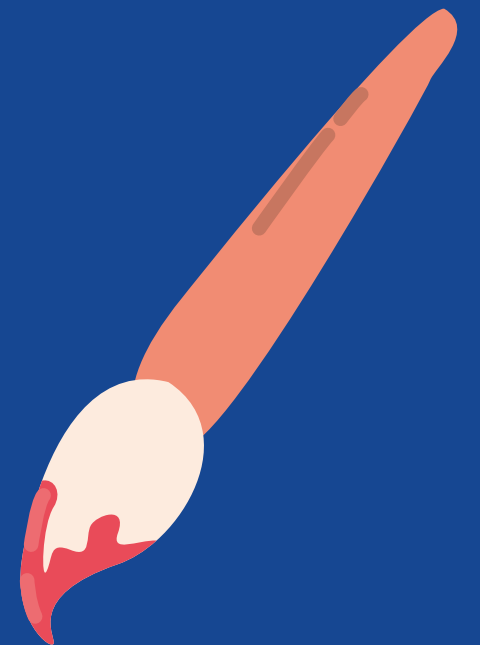


MABE



# ART CURRICULUM

We are the best artists we can **be!**



In order for children to achieve their Early Learning Goals in Expressive Art Design ('Being Imaginative and Expressive' and 'Creating with Media and Materials'), we provide access to a range of opportunities for children throughout their Nursery and Reception years. Planning for both our Continuous Provision and adult-led activities is designed in response to the children, with the aim of enabling children to develop the physical skills, technical skills, vocabulary and imaginative freedom that will prepare them to access the Art and Design Technology curriculum in Key Stage 1 and beyond. Creative materials are available for the children to self-access in the Continuous Provision, with the tools and equipment available being adjusted to support progression in fine motor skills (eg children will use larger brushes and thicker pencils in Nursery and at the start of Reception, moving on to finer brushes and pencils throughout the Reception year).

Throughout the year, the children engage in planned adult-led activities to support their understanding of texture and colour, print and different painting techniques, and to develop their skills at using tools and equipment effectively. Through these activities and their own self-directed projects, we aim to build on their vocabulary and ability to express their ideas and reflect on their work.

Any relevant special events are made the basis of our learning during particular weeks (for example... Remembrance Day, Fireworks, Easter, Christmas, Diwali etc...). This encourages children to represent their own experiences through a range of different media, and promotes the essential links between Expressive Art and Design and the prime area of Personal, Social and Emotional Development.

## Our self-access art area includes:

- Pencils
- Colouring pencils
- Crayons
- Pens
- Paper
- Card
- Stencils
- Collage materials
- glue
- scissors

## Our adult-led art resources include:

- Chalks
- Paints
- Pastels
- Water colours
- Stamps
- Sponges
- Play-doh
- Clay

## Our outdoor art resources include:

- Chalks
- Water painting
- Natural material collages
- Clip boards with pencils
- Sand
- Loose parts for building sculpsures
- Easels and paint

**Drawing**

**Club!**

Our reception children take part in a daily "drawing club" session which combines art with oracy, phonics and writing practice. Children take inspiration from a focus story to express their ideas through pictures and words, responding to questions about what characters in the story might do as part of an adventure. Drawing club allows children to express their ideas using pencils to create an adventure book built from their imagination.

## Planned Curriculum Art Activities might include:

Creating dinosaur footprint and fossils using clay

Self portraits using mirrors and paints.

Building sandcastles.

Using natural materials to make ABAB patterns

Use paint to make a symmetrical butterfly

Using vehicles to make tyre tracks in paint

Making cards to celebrate special occasions

Using different materials to make a collage

Drawing a pirate map to search for treasure

Printing using vegetables and fruits

Cutting and sticking from magazines to make a collage

Chalking patterns in the garden



I can use a range of materials creatively to design and make products

I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

I know about the work of a range of artists, craft makers and designers.

## Skills Progression

### EXPLORING & DEVELOPING IDEAS

- Respond positively to ideas and starting points
- Explore ideas and collect information
- Begin to describe differences and similarities and make links to their own work
- Try different materials and methods
- Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe.

### DRAWING

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.
- Investigate textures by describing, naming, rubbing, copying. Pupils produce an expanding range of patterns and textures.

### PAINTING

- Know the names of the primary colours.
- Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.

### WORK OF OTHER ARTISTS

- Focus Artists include:
- Abi Daker
  - Joseph Mallord
  - William Turner
  - Van Lanig
  - Olga Zavgorodnya
  - Woody Crumbo
  - Jackson Kurt (local artist)

## Drawing: Can I use marks to draw a self-portrait?

Autumn 2

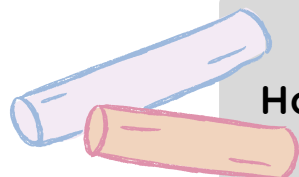


#### Assessment Checkpoints:

- ★ Show control of a pencil to draw a self-portrait
- ★ Explain that colours can mean different things in art
- ★ Give a personal viewpoint on art
- ★ Show progress in how to draw a portrait

## How can blending chalks create the Northern Lights?

Spring 2



#### Assessment Checkpoints:

- ★ Show progress by learning new techniques
- ★ Make marks in a range of media and discuss similarities and differences in the marks
- ★ Describe the techniques I have used in my art

## Can I paint an African sunset using blending and animal silhouettes?

Summer 1



#### Assessment Checkpoint:

- ★ Recall primary and secondary colours
- ★ Mix paints to make different colours
- ★ Explore different mark making techniques with paint
- ★ Know how to create a colour wash with paint
- ★ Describe the techniques used in my art



**Skills Progression**

**EXPLORING & DEVELOPING IDEAS**

- Respond positively to ideas and starting points
- Explore ideas and collect information
- Describe differences and similarities and make links to their own work
- Try different materials and methods to make improvements to art work
- Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

**DRAWING**

- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Demonstrate experience in surface patterns/textures and use them when appropriate.
- Investigate textures and produce an expanding range of patterns.
- Use line and tone in different media to consider shape, shade, pattern and texture.

**PAINTING**

- Know the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.
- Begin to show control with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.

**WORK OF OTHER ARTISTS**

- Focus Artists include:
- Paul Klee
  - Frida Kahlo
  - Orla Kiely
  - John Dyer

I can use a range of materials creatively to design and make products

I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

I know about the work of a range of artists, craft makers and designers.

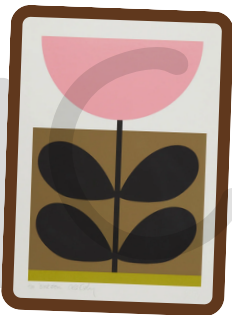


**Can I explore how colour can convey emotion in a self-portrait?**  
Autumn 2

- Explore how we can recognise a Paul Klee portrait
- Explore how we can recognise a Frida Kahlo portrait
- Compare the artists: Paul Klee and Frida Kahlo
- Explore how using a different grade of pencil or different amounts of pressure affect line making
- Explain what the impact of using shading techniques to create areas of light and dark is
- Draw carefully in line from observation, recording shape and positioning all marks and features with some care
- Use careful mark making and colour to draw a self-portrait inspired by Paul Klee or Frida Kahlo

- Assessment Checkpoints:**
- ★ Know the style of artists – Paul Klee and Frida Kahlo
  - ★ Give opinions on different artists and their artwork
  - ★ Experiment with mark making through different grades of pencil
  - ★ Make improvements in self-portrait drawing
  - ★ Explain colour choices

**Can I use stamping, lino printing and collage to create flower inspired prints?**  
Spring 2



- Know what makes an effective pattern
- Mix colours to create tones, tints and different shades
- Choose the type of paint and tools to create a repeating pattern
- Print with block colours to create Orla Kiely style prints
- Explore the effect of printing onto different surfaces – paper, card, material

- Assessment Checkpoints:**
- ★ Create different patterns using shapes and colours
  - ★ Mix colours to create tones, tints and shades
  - ★ Create a block print
  - ★ Know the effect of printing onto different surfaces



**Can I use colour to paint our own coastal Falmouth scene in the style of John Dyer?**  
Summer 1

- Research the life and work of John Dyer
- Explore John Dyer's artwork and give a personal response
- Explore the colour wheel with mixed media identifying warm and cool colours
- Use knowledge of primary and secondary colours to paint in the style of John Dyer
- Create a landscape picture that represents a special place to me

- Assessment Checkpoint:**
- ★ Recall primary and secondary colours
  - ★ Know the difference between warm and cool colours
  - ★ Use bold colour choices to paint in the style of John Dyer
  - ★ Create a landscape piece of art which shows an understanding of warm and cool colours



**Skills Progression**

**EXPLORING & DEVELOPING IDEAS**

- Use sketchbooks to record ideas
- Begin to explore ideas from first-hand observations
- Make observations about starting points, and respond positively to suggestions
- Adapt ideas from comments and feedback
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.

**DRAWING**

- Access a variety of ways to make different marks with a range of media.
- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
- Create textures and patterns with a wide range of drawing implements.

**PAINTING**

- Mix a variety of colours and know which primary colours make secondary colours. use a developed colour vocabulary.
- Begin to experiment with different effects and textures including blocking in colour, washes, thickened points etc.
- Use a range of scales e.g. thin brush on a small picture.
- Begin to understand how colours can link to moods and feelings in art.

**SCULPTURE**

- Experiment with a range of natural and manmade materials to construct 3D models and sculptures.
- Use clay and practise how to join clay to make more complex structures

**WORK OF OTHER ARTISTS**

Focus Artists include:

- Michelle Possum
- Joanna Stevens

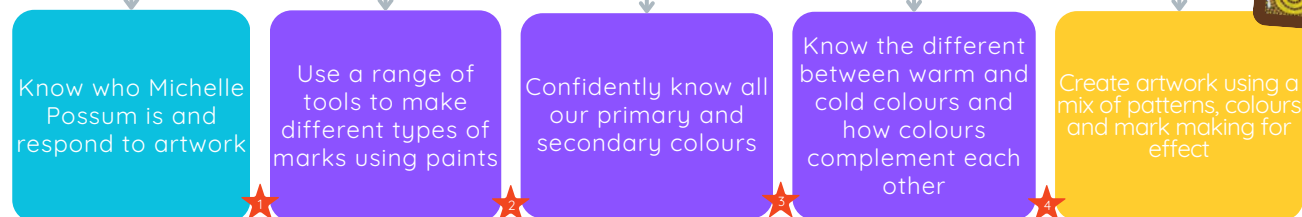
I can create a sketch book to record my observations and use it to review and revisit ideas

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.

I know about great artists, architects and designers in history.

**Aboriginal art - different mark making in mixed media**

Autumn 2

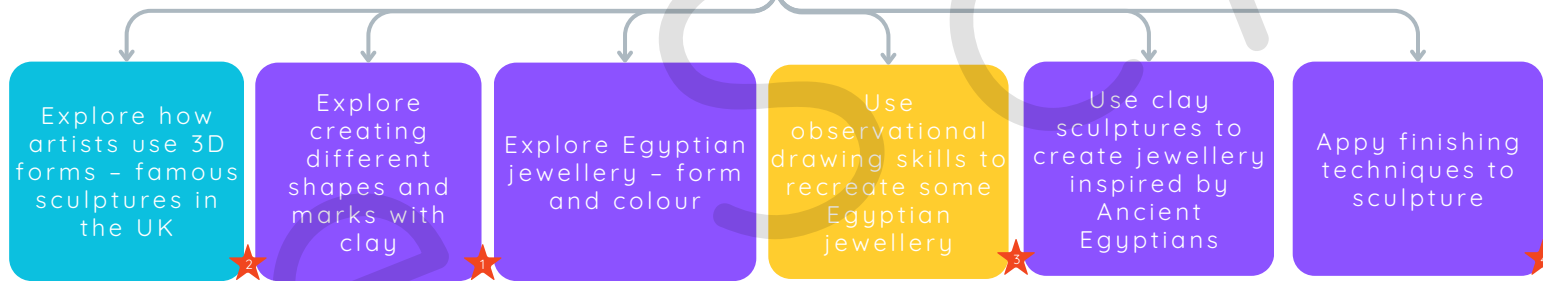


**Assessment Checkpoints:**

- ★ Explain the impact of Michelle Possum's artwork
- ★ Make different in paint
- ★ Confidently know the colour wheel
- ★ Explain warm, cold and complementary colours

**Clay work - creating different shapes for design purpose**

Spring 2



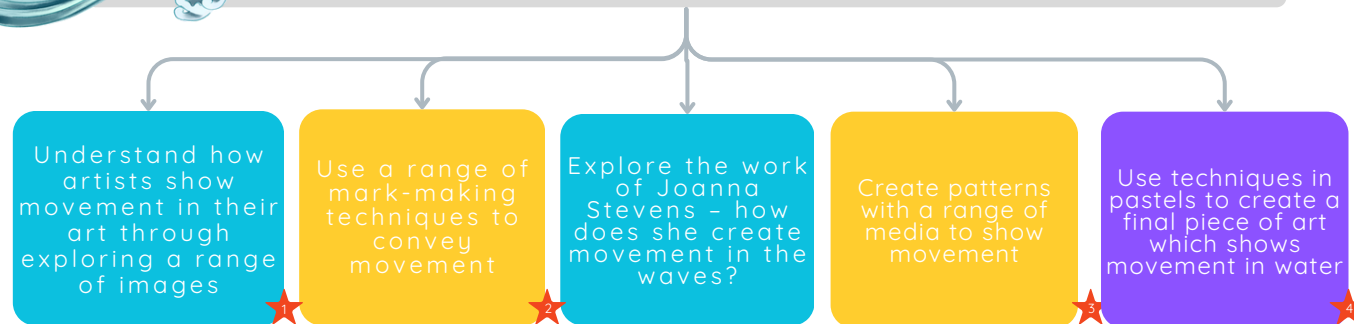
**Assessment Checkpoints:**

- ★ Create different patterns using shapes and colours
- ★ Know some key 3D structures and explain their impact
- ★ Use observational drawing skills with increasing accuracy of shape, tone and shading
- ★ Create clay pieces for purpose



**Waves - how can I portray movement in a drawing?**

Summer 1



**Assessment Checkpoint:**

- ★ Explore the work of different artists
- ★ Know techniques which show movement in a painting or drawing
- ★ Create patterns inspired by art
- ★ Use different media to make meaningful marks to show movement



**EXPLORING & DEVELOPING IDEAS**

- Use sketchbooks to collect and record ideas
- Explore ideas from first-hand observations
- Question and make observations about starting points, responding positively to suggestions
- Adapt and refine ideas
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

**DRAWING**

- Experiment with a variety of ways to make different marks with a range of media.
- Explore relationships between line and tone, pattern and shape, line and texture.

**PAINTING**

- Make and match colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade and hue.
- Experiment with different effects and textures including blocking in colour, washes, thickened paints etc. Use a range of scales e.g. thin brush on a small picture.
- Experiment with implements to achieve variation in tone.
- Use complimentary and contrasting colours for effect.
- Describe how colours can link to moods and feelings in art.

**SCULPTURE**

- Plan, design and make sculptures using an increasing variety of materials and becoming more competent at techniques.
- Join clay to make more complex structures.

**WORK OF ARTISTS**

Focus Artists include:

- Stuart Parker
- Tom Holland
- Van Gogh, Monet, Constable
- Barbara Hepworth

I can create a sketch book to record my observations and use it to review and revisit ideas

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.

I know about great artists, architects and designers in history.

### Autumn 2

## Landscape observational drawing



Learn about using different media in drawing and paintings from the artwork of Stuart Parker

Make marks and lines with a wide range of drawing implements

Create different shading techniques using hatching and cross hatching

Use observational skills to draw a landscape

Use a range of media to create an end piece Italian landscape

**Assessment Checkpoints:**

- ★ Discuss the techniques Stuart Parker uses in his artwork
- ★ Practise sketching techniques using different media, including ink
- ★ Refine observational drawing skills

### Spring 2

## I can explore a range of classic landscape artists



Explore how artists use 3D forms - famous sculptures in the UK

Compare the landscape artwork of Tom Holland to classical artists (Van Gogh, Monet, Constable)

Explore colour, line and form to make simplistic representations of objects

Explore colour, line and form to make simplistic representations of a landscape photograph

Represent our local area as a piece of art in the style of an artist of their choosing from those studied

Explore images of South America and paint one of these in a chosen style

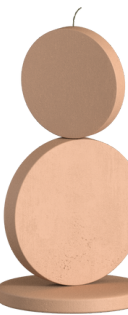
**Assessment Checkpoints:**

- ★ Use simplistic representations of line, colour and form
- ★ Represent landscapes in the style of Tom Holland



### Summer 1

## Sculpture in our environment



Compare the sculpture work of Barbara Hepworth to other sculptural artists

Draw from observation and show that objects have a third dimension

Manipulate clay to create a 3D form

Work with a range of malleable media (such as; papier mache, salt dough, play dough) to create sculptural works inspired by Barbara Hepworth

Create smoothing techniques to create a desired finish before painting

Add finishing techniques to our sculpture

**Assessment Checkpoint:**

- ★ Know the impact of Barbara Hepworth's work
- ★ Compare sculpture artists
- ★ Manipulate a range of media to create 3D forms
- ★ Add finishing techniques



### EXPLORING & DEVELOPING IDEAS

- Review and revisit ideas in their sketchbooks
- Offer feedback using a widening range of vocabulary
- Begin to think critically about their art and design work
- Begin to use digital technology as sources for developing ideas
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

### DRAWING

- Experiment with a wide variety of ways to make different marks with a range of media.
- Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.

### PAINTING

- Demonstrate a secure knowledge about primary and secondary, warm and cold and complementary and contrasting colours.
- Begin to choose and test suitable implements, media and materials and mix colours appropriately.
- Include tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.
- Explain how colours can link to moods and feelings in art

### SCULPTURE

- Plan, design and adapt sculptures talking about their material use, modelled or constructed work.
- Use a variety of techniques to show an understanding of shape, space and form.

### WORK OF ARTISTS

- Focus Artists include:
- Banksy
  - Clair Rossiter
  - Andy Goldsworthy

I can create a sketch book to record my observations and use it to review and revisit ideas

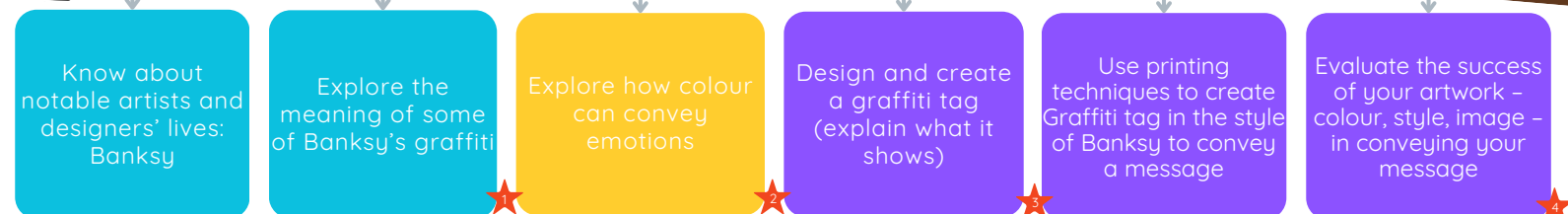
I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.

I know about great artists, architects and designers in history.



Autumn 2

## Painting and Print



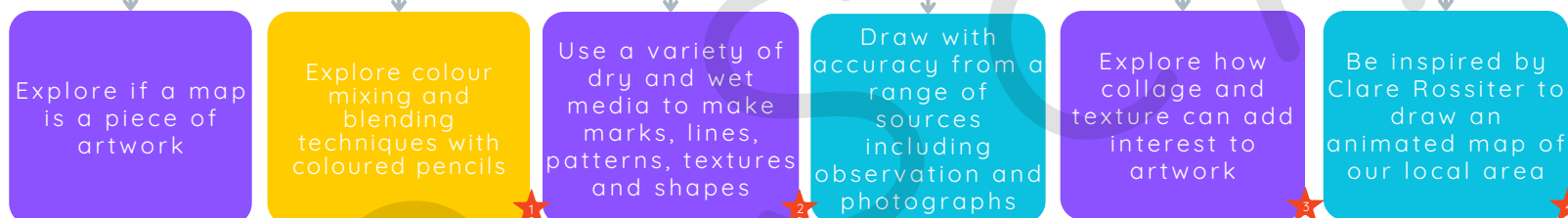
#### Assessment Checkpoints:

- ★ Know that art (including graffiti) has meaning
- ★ Confidently show how colour conveys meaning
- ★ Create a graffiti tag which conveys meaning
- ★ Use printing techniques for purpose



Spring 2

## Drawing and paint - mapwork



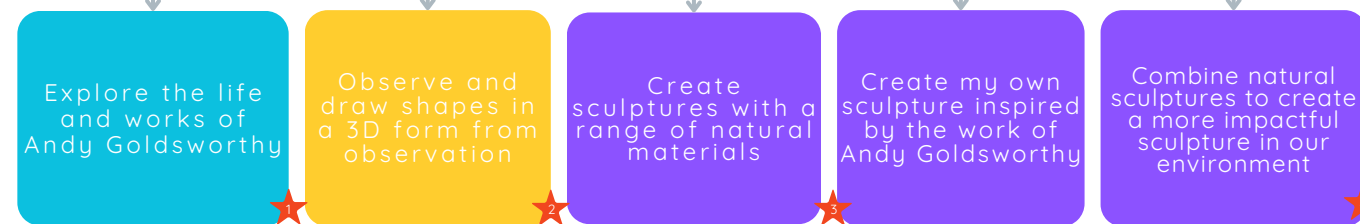
#### Assessment Checkpoints:

- ★ Blend and colour mix with colouring pencils
- ★ Use a variety of dry and wet media
- ★ Experiment with collage to create different finishes
- ★ Refine observational drawing techniques



Summer 1

## Sculpture in nature



#### Assessment Checkpoint:

- ★ Discuss the impact of Andy Goldsworthy as an artist
- ★ Draw 3D forms
- ★ Use natural materials to create sculptures
- ★ Evaluate the impact of sculptures created



### EXPLORING & DEVELOPING IDEAS

- Review, revisit and rework ideas in their sketchbooks
- Offer feedback using technical vocabulary
- Think and speak critically about their art and design work
- Use digital technology as sources for developing ideas
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

### DRAWING

- Become proficient in a wide variety of ways to make different marks with dry and wet media.
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

### PAINTING

- Create shades and tints using black and white.
- Appropriately choose and test suitable implements, media and materials and mix colours appropriately.
- Consider the use of colour for mood and atmosphere to make informed choices.

### SCULPTURE

- Design, create and evaluate sculpture and constructions with increasing independence
- Choose which technique to use to show understanding of shape, space and form.

### WORK OF ARTISTS

- Focus Artists include:
- William Morris
  - Georgia O'Keefe
  - August Savage
  - Jean-Michel Basquiat

I can create a sketch book to record my observations and use it to review and revisit ideas

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.

I know about great artists, architects and designers in history.

