





# Northfields Infants & Nursery School - Art Curriculum Overview

Art						
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>ELG: Physical Development: Fine Motor Skills</i>            Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.            Use a range of small tools, including scissors, paintbrushes and cutlery.            Begin to show accuracy and care when drawing.</p> <p><i>ELG: Expressive Arts and Design, Creating with Materials</i>            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.            Share their creations, explaining the process they have used.</p> <p><i>ELG: Understanding the World, Past and Present</i>            Talk about the lives of the people around them and their roles in society.            Know some similarities and differences between things in the past and now.</p> <p><i>ELG: Communication and Language, Speaking</i>            Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.            Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>						
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Ongoing skills:            Explores colour and how colours can be changed. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media and paint.</p>	<p>Mark Making</p> <p>Know that pencils, colouring pencils, crayons, felt pens, chalk and paint make marks.</p> <p>Know how to draw lines to enclose a space and know that lines can represent objects.</p> <p>Know how to hold a pencil between thumb and two fingers.</p> <p>Know how to trace vertical lines. (Art Start).</p> <p>Artist: Kandinsky</p>  <p><i>ELG: Physical</i></p>	<p>Colour</p> <p>Know that there are different colours and to experiment with them.</p> <p>Know that colours can be mixed and these can produce new colours.</p> <p>Artist: Joan Mitchell</p> <p><i>ELG: Expressive Arts and Design, Creating with Materials</i>            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Drawing from Observation</p> <p>Self portraits</p> <p>Themes? Fruit, birds? Teddy bears? Dinosaurs?</p> <p><i>ELG: Physical Development: Fine Motor Skills</i>            Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.            Use a range of small tools, including scissors,</p>	<p>Collage</p> <p>Know how to describe the texture of things.</p> <p>Know how to create different textures.</p> <p>Know how to manipulate materials to achieve a planned effect.</p> <p>Artist: Matisse?</p>	<p>Drawing from Observation</p> <p><i>ELG: Physical Development: Fine Motor Skills</i>            Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Printing</p> <p>Know how to use simple tools to effect changes to material.</p> <p>Know that you can experiment with colour and colours can be changed.</p> <p>Know how to use different tools.</p> <p>ARTIST – Eric Karl</p>   <p>THE VERY HUNGRY CATERPILLAR</p> <p><i>ELG: Expressive Arts and Design, Creating with Materials:</i>            Safely use and explore a variety of materials, tools and techniques,</p>

	<p><i>Development; Fine Motor skills</i> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p> <p><i>ELG: Understanding the World, Past and Present</i> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now.</p> <p><a href="#">Link to core text: Elmer the Patchwork Elephant, David McKee</a></p> <p><a href="#">Mix it up, Herve Tallet</a></p>	<p><i>ELG: Understanding the World, Past and Present</i> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now.</p>	<p><i>paintbrushes and cutlery.</i> Begin to show accuracy and care when drawing.</p>	 <p><i>ELG: Communication and Language, Speaking</i> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><i>ELG: Expressive Arts and Design, Creating with Materials</i> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>ELG: Understanding the World, Past and Present</i> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now.</p> <p><a href="#">Link to key text: Snail trail, Jo Saxton</a></p>	<p><i>experimenting with colour, design, texture, form and function.</i></p> <p>Share their creations, explaining the process they have used.</p> <p><i>ELG: Understanding the World, Past and Present</i> Talk about the lives of the people around them and their roles in society.</p>	
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

*ELG: Physical Development: Fine Motor Skills*  
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  
Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

ELG: Expressive Arts and Design, Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

ELG: Understanding the World, Past and Present

Talk about the lives of the people around them and their roles in society.





Know some similarities and differences between things in the past and now.

ELG: Communication and Language, Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,

<p>Reception</p> <p>Ongoing Skills: Explores what happens when they mix colours. Manipulates materials to achieve a planned effect. Uses simple tools and techniques. Chooses particular colours to use for a purpose. Handles tools, objects and malleable materials safely and with increasing control. Use sketchbooks</p>	<p>Mark Making</p> <p>Know that pencils, colouring pencils, crayons, pastels, felt pens, ballpoints and chalk can make marks.</p> <p>Know that marks can be made anticlockwise and retrace vertical lines.</p> <p>Know to use the correct pencil grip.</p> <p>Know how to create simple representations of events, people and objects.</p> <p>Draw from observations</p> <p>ARTIST – Van Gogh</p>	<p>Printing</p> <p>Know that different media can be combined to create new effects.</p> <p>Know how to use different materials, tools and techniques.</p> <p>ARTIST – Paul Klee</p>  <p>ELG: Expressive Arts and Design, Creating with Materials Safely use and explore a variety of materials, tools and techniques,</p>	<p>Drawing from Observation</p> <p>Self portraits</p> <p>Themes? Fruit, birds? Teddy bears? Dinosaurs?</p> <p>ELG: Physical Development: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Colour</p> <p>Explore what happens when colours are mixed.</p> <p>Choose particular colours to use for a purpose.</p> <p>ARTIST – Alma Thomas</p>   <p>Mondrian</p> <p>ELG: Expressive Arts and Design, Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Drawing from Observation</p> <p>ELG: Physical Development: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Collage</p> <p>Know that different media can be combined to create new effects.</p> <p>Know that there are different textures.</p> <p>Know how to manipulate materials.</p> <p>Know how to safely use simple tools and techniques.</p> <p>Know how to use and explore a variety of materials experimenting, with colour design, texture, form and function.</p> <p>Know that materials can be combined and changed and make decisions.</p> <p>ARTIST – David Hockney</p> 
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*ELG: Understanding the World, Past and Present  
Talk about the lives of the people around them and their roles in society.  
Know some similarities and differences between things in the past and now.*

*experimenting with colour, design, texture, form and function.  
Share their creations, explaining the process they have used.*

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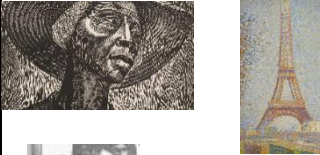



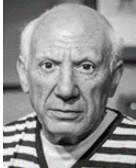



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Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
Share their creations, explaining the process they have used.*


Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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National Curriculum Art and Design: Key Stage 1:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture 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 learn 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.

<p>Year 1 Ongoing skills</p> <p>Use artwork to record ideas, observations and experiences Experiment with different materials Explain what they like about the work of others. Know the names of tools and techniques Cut, glue and trim material Study a range of artists To evaluate own work Use sketchbooks</p>	<p>Mark Making Use a variety of tools e.g. pencils, rubbers, crayons, pastels, felt tips, ballpoints to represent objects in lines. Explore marks made.</p> <p>Look at mark making in artists work.</p> <p>Know how to use pencils to create lines of different thicknesses in drawings.</p> <p>Draw from observations Know that the pressure you put on a pencil determines the intensity of colour that is produced.</p> <p>ARTISTS: Van Gogh</p>  <p>Elizabeth Catlett</p>   	<p>Painting and Colour theory Know the names of the primary and secondary colours.</p> <p>Mix colours.</p> <p>Introduce the difference between thick and thin brushes and when best to use them.</p> <p>ARTISTS: Peju Alatise</p>  <p>Picasso</p> 	<p>Drawing from Observation</p> <p>Self portraits</p> <p>Themes? Fruit, birds? Teddy bears? Dinosaurs?</p> <p><i>National Curriculum Art and Design: Key Stage 1:</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p>	<p>Printing</p> <p>Make marks in print using found objects and basic tools and use these to create repeating pattern.</p> <p>Create rubbings from images</p> <p>Consider which mediums rub the best?</p> <p>ARTISTS: Indian block printing artists</p>  <p><i>National Curriculum Art and Design: Key Stage 1:</i> <i>To use a range of materials creatively to design and make products.</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p>	<p>Drawing from Observation</p> <p>National Curriculum Art and Design: Key Stage 1:</p> <p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Develop understanding of shape, form, texture and the sensory qualities of materials in sculpture.</li> <li>• Know how to join two materials together – use of clay.</li> </ul> <p>ARTISTS: Henry Moore <i>Henry Moore foundation is free for schools!</i></p>  <p>Barbara Hepworth</p>  <p>National Curriculum Art and Design: Key Stage 1: To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>
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	<p>George Seurat</p> <p>National Curriculum Art and Design: Key Stage 1:  <i>To use drawing to develop and share their ideas, experiences and imagination.</i>  <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i>  <i>To learn 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.</i></p>	 <p>National Curriculum Art and Design:  <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i>  <i>To learn 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.</i></p>		<p><i>To learn 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.</i></p>		<p>practices and disciplines, and making links to their own work.</p>
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Art and Design: Key Stage 1:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To learn 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.</li> </ul>						
Year 2	DRAWING /PENCIL & PASTEL	PRINTING	Drawing from Observation	COLLAGE	Drawing from Observation	SEWING

Ongoing skills

Know that different artistic works are made by craftspeople from different cultures and times  
Study a range of artists  
Give reasons for preferences when looking at art/craft or design work  
Use sketchbooks  
Annotate work saying what they liked and what could have gone better.

- Experiment with tones using pencils - know that applying different pressure to the pencil will create different tones.
- Know how to use a viewfinder to focus on a specific part of a picture/object before drawing it.
- Draw from observations
- Experiment with pastels - draw with the end of the pastel, using the edge of the pastel, cross hatching and blend pastels

ARTISTS:  
Degas



Helana Hugo



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.

- Experiment with relief printing (printing from raised images e.g. sticking pasta or string to a block to create a pattern.)
- Revisit colour theory from Year 1- know primary and secondary colours and know how to mix when creating colours to prints

ARTISTS:  
Sue Brown (collograph artist)



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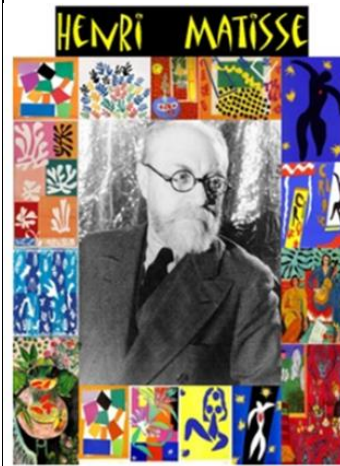
Self portraits

Themes? Fruit, birds? Teddy bears? Dinosaurs?

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To use a range of materials creatively to design and make products  
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- To make textured collages from a variety of media and by folding, crumpling and tearing materials

ARTISTS:  
Matisse



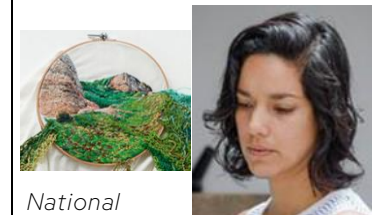
*National Curriculum Art and Design: Key Stage 1:*  
To use a range of materials creatively to design and make products.  
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  
  
To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices

- Develop techniques to join fabrics and apply decorations such as a running or over stitch

ARTISTS:  
Joana Vasconcelos



Ana Barboza



*National Curriculum Art and Design: Key Stage 1:*  
  
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	<p>To learn 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.</p>	<p><i>colour, pattern, texture, line, shape, form and space.</i></p> <p><i>To learn 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.</i></p>		<p><i>and disciplines, and making links to their own work.</i></p>		<p><i>practices and disciplines, and making links to their own work.</i></p>
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