

Art Curriculum Overview

Nursery	Reception	Year 1	Year 2
Autumn	Autumn	Autumn	Autumn
<p>Expressive Arts and Design: In Nursery, children will:</p> <ul style="list-style-type: none"> • Add some marks to their drawings which they give meaning to (literacy) • take part in simple pretend play using an object to represent something else even though they are not similar • explore different materials freely to develop their ideas about how to use them and what to make • show different emotions in their drawings - happiness, sadness, fear etc. • explore colour and colour mixing 	<p>Expressive Arts and Design: In Reception, children will:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • create collaboratively, sharing ideas, resources and skills • develop storylines in their pretend play 	<p>In Year1, children will be transitioning from reception. They will be exploring seasons and animal habitats by: <u>creating moving pictures and animals against a seasonal background.</u> They will be using: Pop-up books and mechanisms to make pictures move- sliders, levers, pop-ups, spinners, flaps</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Use pictures and words to describe what they want to do. • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. 	<p>In Year 2, children will be looking at the artist David Hockney.</p> <p>They will be exploring different media and techniques which he used in his work.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • create self-portraits in the style of David Hockney • Use pictures and words to describe what they want to do. • exploring watercolours, and landscapes • use a range of simple tools to cut, join and combine materials and components safely.

Art Curriculum Overview

<ul style="list-style-type: none"> • create closed shapes with continuous lines and begin to use these shapes to represent objects 		<ul style="list-style-type: none"> • use a range of simple tools to cut, join and combine materials and components safely. • create simple designs for a product • ask simple questions about existing products and those that they have made. 	<ul style="list-style-type: none"> • Explore the artist's life and work during the trip to the museum.
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Spring	Spring	Spring	Spring
<p>Expressive Arts and Design: In Nursery, children will:</p> <ul style="list-style-type: none"> • begin to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc. • respond to what they have heard expressing their thoughts and feelings • join different materials and explore different textures 	<p>Expressive Arts and Design: In Reception, children will:</p> <ul style="list-style-type: none"> • return to and build on their previous learning, refining ideas and developing their ability to represent them • continue to develop storylines in their pretend play 	<p>In Year1, children will be learning how to draw a self-portrait.</p> <p>They will be; investigating different materials considering their properties and exploring the importance of recycling materials to make new things.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • facial proportion using the cross technique for positioning of features. 	<p>In Year 2,</p> <p>Children will learn <u>elements of art</u>:</p> <ul style="list-style-type: none"> • line, colour, shapes, patterns. • to value hues, tints and shade. • positive and negative space. • select from and use a range of tools and equipment to perform

Art Curriculum Overview

	<ul style="list-style-type: none"> • Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. 	<ul style="list-style-type: none"> • Draw their partner's portrait using their new knowledge of proportion, sketching, lines and features. • Paint a self-portrait using their knowledge of facial proportion • Sculpting a self-portrait clay mask using their new knowledge of proportion. • create simple designs for a product • ask simple questions about existing products and those that they have made. 	<p>practical tasks e.g. cutting, shaping, joining and finishing.</p> <ul style="list-style-type: none"> • create simple designs for a product • ask simple questions about existing products.
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Art Curriculum Overview

Summer	Summer	Summer	Summer
<p>Expressive Arts and Design: In Nursery, children will:</p> <ul style="list-style-type: none"> draw with increasing complexity and detail such as representing a face with a circle and including details use drawing to represent ideas like movement or loud noises develop their own ideas and then decide which materials to use to express them 	<p>Expressive Arts and Design: In Reception, children will:</p> <ul style="list-style-type: none"> continue to return to and build on their previous learning, refining ideas and developing their ability to represent them continue to develop storylines in their pretend play Physical Development: Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. 	<p>In year 1, children will be discussing the basic principles of nutrition and healthy eating.</p> <p>To understand the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.</p> <p>They will be; exploring dietary requirements, preparing fruit by washing, peeling, chopping, grating, juicing using hand and blenders.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> use the equipment safely, discussing health and safety. food hygiene talk about what they eat at home and discuss what healthy foods are 	<p>In Year 2, children will learn about Kawaii art.</p> <p>To research the history of Kawaii faces showing different emotions.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Use pictures and words to describe features of Kawaii art. History of Japanese Kawaii art. make links to previous learning, using techniques related to the culture. use rounded shapes and soft lines to create their own Kawaii art using emotions. <p>Ask simple questions about existing products and those that they have made.</p>

Art Curriculum Overview

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| | | <ul style="list-style-type: none"> • say where some foods come from and give examples of foods that are grown | |
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EYFS

Development Matters EYFS Statutory Educational Programme: *The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

Early learning Goals:

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.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.

Art Curriculum Overview

	<ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
KS1	<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none">• 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 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.