

Curriculum Scope	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Focus	<p>Drawing Focus-</p> <p>2 Year old Objectives- I can explore making marks intentionally I can express ideas and feelings through making marks and sometimes giving meaning to marks</p> <p>Nursery Objectives- I can make marks intentionally I can start to draw lines and circles using gross motor movements E.g. using scales, streamers, ribbons, paint brushes, chalks I can use drawing to represent ideas like movement or noise I can create closed shapes with continuous lines, and begin to use these shapes to represent objects I can draw with increasing detail/ complexity I can show different emotions in my drawings</p> <p>Reception Objectives- I can draw self-portraits with detail I can work on using tools such as pencils, paintbrush, scissors, cutlery I can begin to draw landscapes/ cityscapes I can draw with increasing control and add more detail to my work</p>	<p>Drawing Focus-</p> <p>Artist – Frida Kahlo Artwork – Self portrait with monkey and parrot Final piece- Draw a self portrait and then adding pets/pets we would like</p> <p>Objectives- I can use the correct colours for my skin, eyes, hair and mouth. I can experiment with a range of drawing materials. E.g. pastels/chalks/pencils I can create drawings from imagination thinking about the size of pictures in relation to paper. I can use line to add detail to my drawing E.g. Thick or thin I can add features to my drawing e.g. hair or fur using short dashes. I can talk about the work I have created. I can use the work of a famous artist as a starting point for my own work.</p> <p>Vocabulary</p> <p>Self portrait Line Thick Thin Chalk Pencils Pastels Dashes</p>	<p>Drawing Focus-</p> <p>Artist – Lucinda Rogers Artwork – Range of artwork Final piece- Link to local history Captain cook</p> <p>Objectives- I can use charcoal, chalk and pastels as focus materials. I can create different lines through a range of materials E.g. chalk, charcoal, pencils. I can use language such as wavy, zig zag, curved, straight, long, short, thick and thin to describe line. I can draw what I see. I can choose materials and explain my choice. I can talk about what I like in mine and others work.</p> <p>Vocabulary</p> <p>Charcoal Chalk Pastels Pencils Line Wavy Zig-zag Curved Straight Long Short Thick Thin</p>	<p>Drawing Focus-</p> <p>Artist – Maurice Sendak Artwork – Where the wild things are illustrations Final piece- Create their own character using Sendak techniques</p> <p>Objectives- I can explore lines, shape, pattern and colour to make objects look realistic .E.g. cross hatching. I can draw an object through observation .E.g. leaf/tree I can show some facial expressions in drawing E.g. adding facial expressions to story characters. I can experiment with tones (pencil pressure) and textures (cross hatching) I can discuss my own work and the work of others in detail, explaining what I like and dislike about it.</p> <p>Vocabulary</p> <p>Line Shape Pattern Observation Cross hatching Facial expression Tones Texture</p>	<p>Drawing Focus-</p> <p>Artist – Quentin Blake Artwork – Story characters Final piece- To draw a character piece of art</p> <p>Objectives- I can include expressions in my drawing. E.g. Using facial expression as a focal point. I can draw the same image from different viewpoints E.g. head shots of side / front / back. I can add texture E.g. adding hair using marks and lines (ink pens and crayons) I can include line, shape (pencil), shading (using ink) and colour (crayon) to represent people. I can talk about a famous artist, know where they were born and the type of painting they produced.</p> <p>Vocabulary</p> <p>Expression Viewpoint Texture Marks Lines Ink Pens Crayons Pencils Shading</p>	<p>Drawing Focus-</p> <p>Artist – Andrea Joseph Artwork – Still life art Final piece- Drawing an everyday object</p> <p>Objectives- I can keep notes in a sketch book to show how my work might develop. I can use a sketch book to compare and discuss ideas with others. I can identify and draw simple objects. I can talk about shadows that objects create (practically) and add these to my drawings to create a 3D effect. I can talk about reflections (using mirrors) that objects create and add these to my drawings. I can choose a pencil gradient for a particular purpose.</p> <p>Vocabulary</p> <p>- Sketch Simple Object 3D effect Still life Pencil gradient Shadow Reflection Tone Shade Line</p>	<p>Drawing Focus-</p> <p>Artist – Edvard Munch Artwork – The Scream Final piece- Self portrait showing expression with coloured background</p> <p>Objectives- I can use my sketch book to make notes and annotate my ideas. I know which colours are contrasting and which are complementary (Complex colour wheel exploration). I can sketch to communicate emotions with increasing accuracy and imagination. I can sketch and then produce my own work based on their designs.</p> <p>Vocabulary</p> <p>Self portrait Sketch Contrasting Complementary Emotion Imagination</p>

<p>Painting Focus</p>	<p>Painting Focus-</p> <p>2 Year old Objective I can explore paint, using fingers and other parts of the body, as well as tools I can start to show an interest in tools and using them for a purpose E.g. paint brushes I can start to show an interest in using tools for a purpose</p> <p>Nursery Objectives- I can start to explore colour and colour mixing I can explore different materials freely, in order to develop ideas about how to use them</p> <p>Reception Objectives- I can mix some primary colours to make secondary colours and discuss the process I can begin to paint with a range of materials (Cotton buds, brushes) I can begin to add details to paintings using more precise tools E.g. thin paintbrushes I can explore painting with different paints E.g. block paints, water colours. I can use tools/ techniques confidently</p>	<p>Painting Focus-</p> <p>Artist – Van Gogh Artwork – The starry night Final piece- Van Gogh inspired great fire of London</p> <p>Objectives- I can experiment with a range of brushes E.g. bristle thickness I can mix primary colours and talk about the colours I have created using visual addition. I can talk about the work I have created E.g. voice/video recording I can use the work of a famous artist as a starting point for my own work (discussion about work).</p> <p>Vocabulary</p> <p>Primary Colour Bristle Thick Thin</p>	<p>Painting Focus-</p> <p>Artist – Henry Rousseau Artwork – Tiger peeking out from the grass Final piece- Own animal in grass (Link to Literacy Great Kapok tree)</p> <p>Objectives- I can choose the correct brush size for a task (brush size and control) I can use red, blue and yellow (primary colours) to create green, purple and orange (secondary colours). I can create a simple colour wheel. I can use black and white paint to tint a colour and create different shades. I can offer ideas to improve my own work.</p> <p>Vocabulary</p> <p>Brush Primary Colour Secondary Colour Colour wheel Tint Shade</p>	<p>Painting Focus-</p> <p>Artist – Georgia O’Keefe Artwork – Flower focus Final piece- Creating our own colourful and vibrant flower painting (Links to literacy Save the animals/ plants)</p> <p>Objectives- I can use a range of brushes to create different effects (flat brush/angles brush/round brush). I can mix all 3 primary colours to create tertiary colours. I know that all colours can be mixed using the three primary colours. I can use the same painting techniques as my chosen artist. I can say five facts about the life of a famous artist.</p> <p>Vocabulary</p> <p>Flat brush Angled brush Round brush Primary colour Tertiary colour</p>	<p>Painting Focus-</p> <p>Artist – Claude Monet Artwork – Cliff at Verengeville Final piece- Monet inspired cliff scene / seaside</p> <p>Objectives- I can use a wash as a background for my work E.g. light background. I know and can explain which tools I have used E.g. thin brush strokes and scumbling. I can talk about the colours used in a painting including light and dark tones. I know which colours are primary, secondary and tertiary colours and know how to create them. I can talk about how some of the techniques I have used work. I can produce work using the same techniques as my chosen artist.</p> <p>Vocabulary</p> <p>Thin strokes Scumbling Light tone Dark tone Primary colour Secondary colour Tertiary colour</p>	<p>Painting Focus-</p> <p>Artist – Robert McCall Artwork – Accepting the challenge of flight Final piece- Futuristic space themed painting</p> <p>Objectives- I can use a range of materials that when added to paint, create different effects E.g. sand, flour, salt . I recognise which tools are needed to apply paint of different viscosity E.g. cotton wool using dabbing, bristle size, foil, sponge. I can talk about bright and dull tones. I can create a range of moods in paintings. I can sketch and then produce my own work based on their designs</p> <p>Vocabulary</p> <p>Viscosity Bright Dull Mood Dabbing Bristle</p>	<p>Painting Focus-</p> <p>Artist – Paul Nash Artwork – Pain, Wonder and inescapable menace Final piece- Nash inspired painting of war (Literacy links)</p> <p>Objectives- I can describe how/why specific paint techniques work e.g. drawing and adding water colour. I can use a range of drawing and painting techniques (scumbling, dabbing, texture, brush strokes) and give reasons for my choices. I can draw from observation exploring colour, shape, line, texture and tone. I can explore water colour paint. I can talk about an artist’s use of tone to create mood. I can explain my work and how it will develop.</p> <p>Vocabulary</p> <p>Paint Scumbling Dabbing Texture Brush strokes Observation Colour Shape Line Texture Tone Water colour Mood</p>
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<p>3D Artwork - Printing, Clay and Collage</p>	<p>Printing Focus-</p> <p>2 Year old Objective I can start to explore different materials with support I can use my imagination, as I consider what I can do with different materials I can make simple models which express my ideas with adult support</p> <p>Nursery Objectives- I can start to explore different art techniques E.g. printing with different media, collage etc I can start to develop my own ideas and decide which materials to use to express them I can manipulate objects with good fine motor skills and control using equipment I can join different materials using simple techniques, and explore different textures</p> <p>Reception Objectives- I can explore different tools and how to use them (stamps, rollers etc.) I can join items in a variety of ways E.g. using tape or glue I can create patterns/ meaningful pictures when printing I can create artwork sharing my ideas, resources, and skills I can join items in a variety of ways – String, split pins, joints, hinges etc I can explore moulding with clay I can secure more challenging items in the junk modelling (Bottles, tubes etc.) to models.</p>	<p>Printing Focus-</p> <p>Artist – William Morris Artwork – Range of work Final piece- Printing wall paper artwork</p> <p>Objectives- I can explore collage through natural materials e.g. flowers. I can explore the different effects that objects create through printing E.g. bubble wrap, tinfoil. I can print with a range of hard and soft materials E.g. corks/pen barrels/ sponges. I can print simple repeating patterns. I can talk about the work I have created.</p> <p>Vocabulary</p> <p>Print Hard Soft Pattern Repeating pattern Shapes</p>	<p>Clay work Focus-</p> <p>Artist – Picasso (clay work) Artwork – Owls, birds and fish Final piece- Pinch pot animal creation</p> <p>Objectives- I can knead, roll and shape clay. I can create a thumb pot. I can add features to create an ornament. I can talk about the type of work famous artists produce and compare the materials they use. I can use collage materials to recreate an animal inspired picture using the style of an artist. I can use their work to develop my own ideas.</p> <p>Vocabulary</p> <p>Knead Roll Shape Thumb pot Sculpture Clay Features</p>	<p>Printing Focus-</p> <p>Artist – Giuseppe Arcimboldo Artwork – Fruit face artwork Final piece- Background print with a fruit face print front</p> <p>Objectives- I can use collage to design a fruit picture. I can say five facts about the life of the famous artist Guiseppe Arcimboldo. I can create a simple image to be cut into polystyrene. I can create a repeated pattern from a single block. I can produce a 2 colour print.</p> <p>Vocabulary</p> <p>Polystyrene Repeated pattern Print</p>	<p>Clay work Focus-</p> <p>Artist – Jim McDowell Artwork – Face Jugs Final piece- To create own face jug</p> <p>Objectives- I can use materials to create a collage of a face inspired by African design. I know and can explain which tools I have used. I can talk about how some of the techniques I have used work. I can plan and develop ideas for modelling. I can create a model by starting with a solid base and building upwards. I can offer ideas to improve my work and the work of others.</p> <p>Vocabulary</p> <p>- Modelling Clay Sculpture Base Knead Roll Coil Build</p>	<p>Printing Focus-</p> <p>Architect- Norman Foster Artist- Paul Catheral (printing) Artwork – Range of London buildings/prints Final piece- Design your own building, print with 3 layers</p> <p>Objectives- I can use collage to explore the features of architecture designed by Norman Foster/artwork by Paul Catheral. I can create a relief block using a range of media e.g. string, cardboard, Styrofoam I can create a picture with 3 overlays. I can talk about some famous architects.</p> <p>Vocabulary</p> <p>Relief block Styrofoam Layer Print Architect</p>	<p>Clay work Focus-</p> <p>Architect – Frank Lloyd Wright Artwork – Mayan style buildings Final piece- Mayan inspired sculpture (Links to history)</p> <p>Objectives- I can talk about some famous designers. I can create a collage using Mayan inspired artwork to add to my sculpture. I can work with clay and other mouldable materials E.g. clay. I can plan and create a sculpture using giving reasons for my choice. I can ensure my sculpture is free standing. I can talk about my work and discuss what was successful. I can offer ideas to help others improve their work.</p> <p>Vocabulary</p> <p>Clay Plaster Model Structure Sculpture Knead Roll Coil Assemble Construct</p>
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Hummersea Primary School
Art Curriculum Progression Map



I can use tools/
techniques confidently

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