



Early years foundation stage (EYFS) statutory framework

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.

Pupils are given opportunities to: develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Children are taught to:

Hold a paint brush correctly; wash the brush before changing colour; begin to control the paintbrush; experience and use primary colours and know their names; explore, experiment and respond to colour through collecting, sorting and matching; experiment with mixing colours; explore and investigate the possibilities of painting implements; express and represent observations, ideas and feelings through paintings; apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects

Exploring and using media and materials

Early Learning Goal:
Develop ideas and interests
Have specific foci for creative designs/purpose
Combine and change their creation purposefully reflecting and reviewing their work
Talk about the ideas and processes they have used in their own and others work
Recognise the strengths of their own work and others

Being imaginative.

Early Learning Goal:
Children talk about the ideas and processes which have led them to make designs, or images. , They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.



National Curriculum (Years 1- 6)

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS1	Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know 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.
KS2	Using Sketchbooks	Drawing, painting and sculpture		Study of Great Artists
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Create sketch books to record their observations and use them to review and revisit ideas.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).		Pupils should be taught about great artists, architects and designers in history.



EYFS

Unit	Autumn 1 : Who am I? Autumn 2: Land of the Nursery Rhymes	Spring 1: Animals and Spring (jungle, dinosaurs, minibeasts) Spring 2: Frozen Planet/Under the Sea, Arctic animals, Habitats	Summer 1:Transport Summer 2: Fantasy (Monsters, Superheroes, Wizards etc)
Birth to three	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>		<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p>
Examples of how to support this:	<ul style="list-style-type: none"> ● Stimulate young children's interest in modelling. <p>Suggestions:</p> <ul style="list-style-type: none"> - provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. - Provide appropriate tools and joining methods for the materials offered. <ul style="list-style-type: none"> ● Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them. 		<ul style="list-style-type: none"> ● Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways. <p>Suggestions:</p> <ul style="list-style-type: none"> - invite them to submerge their fingers in cornflour - play with a stick in the mud - place hands and feet in paint - use tablets or computers - introduce colour names
Nursery (3 and 5 year olds)	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>

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<p>Examples of how to support this:</p>	<ul style="list-style-type: none"> ● Help children to develop their drawing and modelmaking. ● Encourage them to develop their own creative ideas. ● Spend sustained time alongside them. ● Show interest in the meanings children give to their drawings and models. ● Talk together about these meanings. ● Encourage children to draw from their imagination and observation. ● Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. ● Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” ● Introduce children to the work of artists from across times and cultures. ● Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. 		<ul style="list-style-type: none"> ● Offer opportunities to explore scale. <p>Suggestions:</p> <ul style="list-style-type: none"> - long strips of wallpaper - child size boxes - different surfaces to work on e.g., paving, floor, tabletop or easel. <ul style="list-style-type: none"> ● Listen and understand what children want to create before offering suggestions. ● Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. <p>Suggestions:</p> <ul style="list-style-type: none"> - glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.
<p>Reception</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>
<p>Examples of how to support this:</p>	<ul style="list-style-type: none"> ● Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. ● Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. ● Encourage them to think about and discuss what they want to make. ● Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. ● Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. ● Provide a range of materials and tools and teach children to use them with care and precision. ● Promote independence, taking care not to introduce too many new things at once. ● Encourage children to notice features in the natural world. ● Help them to define colours, shapes, texture and smells in their own words. ● Discuss children’s responses to what they see. ● Visit galleries and museums to generate inspiration and conversation about art and artists. 		

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Year 1

Unit	Autumn 1: Miro	Spring 2: Native American Art	Summer 1: David Hockney
Taking inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 		
Key Knowledge	<p>Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, sculpture and printing. One artist can use a range of styles. Begin to understand that there have been a range of art movements through history where artists have taken on different ideas such as Surrealism and Impressionism. Understand that Miro's work is characterised by simple shapes and bright colours.</p>	<p>Understand that different artworks are made by different craftspeople from different cultures. Craftspeople can produce a range of artwork by methods such as weaving, painting, beading and carving.</p>	<p>Understand that different artistic works are produced in different cultures and times. Understand that there are different styles of art such as painting, collage, photography and digital media. One artist can use a range of styles. Begin to understand that there have been a range of art movements through history where artists have taken on different ideas such as Pop Art and Cubism. Much of David's art has been inspired by his surroundings and the landscape.</p>
Developing ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 		
Mastering Techniques	<p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
Cross Curricular links			

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Year 2			
Unit	Spring 1: Van Gogh	Summer 1: African Textiles	Summer 2: Matisse
Taking inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 		
Key Knowledge	<p>Understand that art is made by different people from different cultures and times. Paris has been a centre for artists for hundreds of years.</p>	<p>Understand that different artworks are made by different craftspeople from different cultures.</p> <p>Know that fabrics can play an important part in the lives and celebrations of many people across the world.</p> <p>Understand that there are different styles of art such as painting, sculpture and printing.</p>	<p>Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, collage, photography and digital media. One artist can use a range of styles.</p> <p>Understand that there have been a range of art movements through history where artists have taken on different ideas such as Fauvism and Impressionism.</p>
Developing ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 		
Key Skills	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Cross Curricular links	<p>Digital Media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 		

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Year 3			
Unit	Spring 1: Andy Goldsworthy	Spring 2: Rousseau and Observational Drawing	Summer 1: Keith Haring
Taking inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 		
Key Knowledge	<p>Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, sculpture and photography.</p>	<p>Understand that art is made by different people from different cultures and times. Know that Rousseau and other artists are often inspired by nature. Understand that there are different styles of art such as painting, collage, photography and digital media. One artist can use a range of styles. Different styles can be used at the same time in a mixed-media piece of art. Know that artists use a wide range of techniques to make a 2D piece of art look 3D - such as hatching and cross hatching.</p>	<p>Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, sculpture, printing and digital media. Understand that there have been a range of art movements through history where artists have taken on different ideas such as Pop Art and Impressionism.</p>
Developing ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 		
Key Skills	<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and 	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>Printing</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.

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	<p>elaborate ideas.</p> <ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 		<p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
<p>Cross Curricular links</p>			<p>Visit from Animator</p> <p>Digital Media Create images, video and sound recordings and explain why they were created.</p>

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Year 4			
Unit	Autumn 2: Monet	Spring 2: Dale Chihuly	Summer 1: Bridget Riley
Taking inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 		
Key Knowledge	<p>Understand that art is made by different people from different cultures and times. Understand that there have been a range of art movements through history where artists have taken on different ideas such as Pop Art and Impressionism. Understand that there are different styles of art such as painting, collage, photography and batik. One artist can use a range of styles.</p>	<p>Know that artists use a wide range of techniques to make a 2D piece of art look 3D - such as Linear Perspective. Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, sculpture, collage and photography. One artist can use a range of styles. Begin to understand the similarities and differences between an artist and a designer.</p>	<p>Understand that art is made by different people from different cultures and times. Understand the historical and cultural context behind some pieces of art. Understand that there have been a range of art movements through history where artists have taken on different ideas such as Pop Art, Op Art and Pointillism. Know that Riley and other artists are often inspired by nature. Know that artists use a wide range of techniques to make a 2D piece of art look 3D - such as a vanishing point or Linear Perspective.</p>
Developing ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 		
Key Skills	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for 	<p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p>

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	backgrounds then add detail. • Experiment with creating mood with colour.		<ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other moldable materials.• Add materials to provide interesting detail.
Cross Curricular links	Kew Gardens school trip Digital Media Create images, video and sound recordings and explain why they were created.		

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Year 5			
Unit	Autumn 1: Sketching and Printing	Spring 2: Hundertwasser	Summer 2: Seurat
Key Knowledge	<p>Know that artists use a wide range of techniques to make a 2D piece of art look 3D - such as hatching and cross hatching. Understand that there have been a range of art movements through history where artists have taken on different ideas such as Cubism, Surrealism and Pointillism. Understand that there are different styles of art such as painting, printing, collage and photography. One artist can use a range of styles.</p>	<p>Understand that art is made by different people from different cultures and times. Understand that there are different styles of art such as painting, sculpture, collage and photography. One artist can use a range of styles. Different styles can be used at the same time in a mixed-media piece of art. Know that Hundertwasser and other artists are often inspired by nature.</p>	<p>Understand that art is made by different people from different cultures and times. Understand that there have been a range of art movements through history where artists have taken on different ideas such as Pop Art, Op Art and Pointillism. Know that artists use a wide range of techniques to make a 2D piece of art look 3D - such as the use of light and shade.</p>
Developing ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 		
Key Skills	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

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Cross Curricular links		Visit from videographer Digital Media <ul style="list-style-type: none">• Enhance digital media by editing (including sound, video, animation, still images and installations).	

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Year 6			
Unit	Autumn 1: Pottery	Spring 1: Turner	Spring 2: Giacometti
Key Knowledge	<p>Understand that different artworks are made by different craftspeople from different cultures and times.</p> <p>Understand that artwork from the past can give us information about different cultures within an historical era.</p>	<p>Understand that art is made by different people from different cultures and times.</p> <p>Understand that there have been a range of art movements through history where artists have taken on different ideas such as Impressionism, Surrealism and Pointillism.</p> <p>Understand that there are different styles of art such as painting, sculpture, collage and photography. One artist can use a range of styles.</p> <p>Different styles can be used at the same time in a mixed-media piece of art.</p>	<p>Understand that art is made by different people from different cultures and times.</p> <p>Understand that there are different styles of art such as painting, sculpture, collage and photography. One artist can use a range of styles.</p> <p>Understand that there have been a range of art movements through history where artists have taken on different ideas such as Impressionism, Surrealism and Cubism.</p> <p>Paris has been a centre for artists for hundreds of years.</p>
Developing ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 		
Key Skills	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

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		Collage <ul style="list-style-type: none">• Mix textures (rough and smooth, plain and patterned).• Combine visual and tactile qualities.• Use ceramic mosaic materials and techniques.	
Cross Curricular links			DT - Cushion Making Textiles <ul style="list-style-type: none">• Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces.