



*"Caring, Curious and Confident"*  
Curry Rivel Church of England Primary School  
Curriculum Overview: Art



### Whole school overview

#### **EYFS**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for . The most relevant statements for Art are taken from the following areas of learning: Physical Development and Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>• Explore colour and colour mixing.</li></ul>
Reception	Physical Development	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop overall body-strength, balance, coordination and agility.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul>

#### The Characteristics of effective teaching and learning in EYFS

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are essential in underpinning effective learning in Art.

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**Art: Concepts of Art**

- **Line**
- **Shape**
- **Tone**
- **Texture**
- **Pattern**
- **Colour**

**KS1**

- 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

**KS2**

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

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	R/1	Y1/2	Y1/2
<b>Autumn</b>	Art and Design skills. -Intro to sketch books x1 Explore mark making drawing lines Drawing x 1 Year 1 -Formal element of Line X2 2x evaluating	Year Two - Art and design Skills-. Drawing for fun Year 2 -Formal element of tone x2 Evaluating x1 Year 1 -Formal element of Line X2	Year 2- Sculpture - Superheroes 1-5 lessons 1x evaluating
<b>Spring</b>	Year 1 - Landscapes Lessons 1-5 Year 1- 1x Formal element shape 1x evaluating	Year 2- Human form -1-5 lessons. 1x Evaluating	Drawing- shading x1 Craft-weaving x1 Element 2x Line  1x Evaluating
<b>Summer</b>	- Making skills - colour mixing and crafts Year 1 - Formal Element 3x colour element colour 1x evaluation	Year 2 - Art and design skills -Painting - roller coaster x2 -Year 2- 1x lesson of pattern Year 1 - Formal Element 3x colour element colour 2 x evaluating	Revisit of -Formal element of shape Element-colour x2 - Year 1. -Year 2 - 3x Texture formal elements lesson.  1x Evaluating

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	Y2/3	Y2/3
<b>Autumn</b>	Intro to sketch books x1 Revisit year one - colour mixing x1 Year 2-Clarice Cliff plates x 2 Evaluation x1	Introduction to sketch books x1 -Year 3-Prehistoric Art - 1-5 Evaluation x1
<b>Spring</b>	Year 3-Formal Element -Shape x 3 Year 2- Art and Design skills -Clay x 2 Evaluation x1	Year 3-Art and design skills - tints and shades x2 Year 3-Art and design skills - Carl Giles cartoon x1 Year 2-Formal element - Texture x 2- Evaluation x1
<b>Summer</b>	Year 3- Formal Element-Tone x 2 Year 2-Collage using media. X 2 Evaluation x1	Year 2- Formal element 2xTone Year 2-1x Pattern Year 3-Craft and design - 1,2,3 x 3. Evaluation x1

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	Y 3/4	Y 3/4
<b>Autumn</b>	Introduction to sketch books x1 Year3- Drawing- my toy story x2 Year 4-Pattern x 3 Evaluation x1	Introduction to sketch books x1 Year 4-Design- optical illusions Year 3-Shape x 3 Evaluation x1
<b>Spring</b>	Art and Design -Painting Paul Cezanne x2 Year 3- Design - soap sculptures x1 Year4-Texture x 2 Evaluation	Year 4-Every story tells a picture lessons 1-5 Evaluation
<b>Summer</b>	Lesson 1-5 Year 3 Craft Evaluation x1	Year 4-Willow pattern Year 3 -Tone x 2 Evaluation

	Y4/5	Y4/5
<b>Autumn</b>	Introduction to sketch books x1 Year 5- Drawing and painting Packaging collage 1 and 2 Year 5- Drawing - walking line x2 Drawing- picture the poet x2 Evaluation	Introduction to sketch books x1 Every picture tells a story 1-5 x5 Evaluation Year 5-Learning about Artists x1
<b>Spring</b>	Year 4 - Formal element of Pattern x3 Texture x2 - Year 4 Year 5- Little inventors x1 Evaluation	Year 4- Sculpture 1-5. Year 5-Learning about Artists x1 Evaluation
<b>Summer</b>	Year 5 Design for a purpose x5 Evaluation	Year 5 -Lesson 1-5 drawing Architecture Evaluation

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	Y6
<b>Autumn</b>	Make my voice heard lessons 1-5 Art and design skills Evaluation
<b>Spring</b>	Photography Art and design skills Evaluation
<b>Summer</b>	Still life -1-6 Art and design skills. Evaluation