

Art & Design Curriculum

Langford, Wilberforce, Fulham, Sullivan and Queen's Manor
Primary Schools



Early Years Early Learning Goals (ELG)	Creating with Materials Children at the expected development will: • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • share their creations, exploring the process they have used • make use of props and materials when role playing characters in narrative sand stories Being imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narrative and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poem and stories with others, and-when appropriate- try to move with music ELG Fine Motor Skills • Use a range of small tools, including scissors and paint brushes • Begin to show accuracy and care when drawing				
	<table> <tr> <th data-bbox="239 729 1431 782">Nursery</th><th data-bbox="1431 729 2479 782">Reception</th></tr> <tr> <td data-bbox="239 782 1431 1379"> Through continuous provision children will learn to: • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including detail • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawing and painting, like happiness, sadness, fear etc. • Explore colour and colour mixing • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand </td><td data-bbox="1431 782 2479 1379"> Through continuous provision children will learn to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build upon their previous learning, refine ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Develop their small fine motor skills so that they can use a range of tools competently, confidently and safely. Suggested tools: pencils for drawing and writing, paintbrushes and scissors </td></tr> </table>	Nursery	Reception	Through continuous provision children will learn to: • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including detail • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawing and painting, like happiness, sadness, fear etc. • Explore colour and colour mixing • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand	Through continuous provision children will learn to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build upon their previous learning, refine ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Develop their small fine motor skills so that they can use a range of tools competently, confidently and safely. Suggested tools: pencils for drawing and writing, paintbrushes and scissors
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Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian	Printmaking Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family	Why Do We Make Art? Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Pablo Picasso	Pattern and Pumpkins Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	Illustration Developing a visual response to a text, looking at comic strips, children’s book illustrations and graphic novels. Marjane Satrapi Mel Tregonning	Recycled Materials Using plastic waste to create an installation about the natural world. Ifeoma Anyaeji Serge Attukwei Clotey Veronika Richterová Katherine Harvey
S p r i n g	Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	Colour and Tone Looking at tints, tones and shades in The King Who Banned the Dark and Picasso’s paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso	Sculpture Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake	Watercolours Exploring use of watercolours to create an observational art study inspired by the work of artists studied. Abel Rodriguez Henri Rousseau	Mixed-Media Looking at Shackleton’s Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. William Grill Mona Hatoum	Challenges Looking the work of artists who have faced challenges in their life and creating a response to this. Pablo Picasso Yinka Shonibare Stephen Wiltshire Frida Khalo Henri Matisse
S u m m e r	The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci	Watercolours Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet	Mixed media art Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Paulo Uccello Edward Burne-Jones Tony Crag	Drawing Looking at objects from the British Museum using This or That by Pippa Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell	Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris	Global Connections Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity. Yinka Shonibare Lubaina Himid Sonia Boyce

Beyond KS2:

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

[KS3 National Curriculum Programme of Study](#)