



The T-RF Art Curriculum



| | F1 Nursery | F2 Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------|---|---|--|--|--|--|--|--|
| Knowledge of artists and designers | Talk about what they notice in a picture. | Give simple opinions about the work of an artist or designer | Give opinions and say what they like or dislike the work of other artists Make simple observations about the style of an artist or designer | Talk about art they have seen using some appropriate subject vocabulary. Ask questions about a piece of art | Use subject vocabulary to describe creative works. Explore work by artists from other periods of time and cultures. Experiment with styles which artists have used | Use subject vocabulary confidently to describe and compare creative works. Explain some of the features of work by artists from other periods of time. Apply styles which artists have used in their own work. | Understand how a chosen artist or art form has contributed to the culture and/or history of a nation Research and develop the techniques of great artists, architects and designers. Choose and apply styles of an artist to use in their own work | Explain how a chosen artist or art form has contributed to the culture and/or history of a nation Critically analyse the work of artists, architects and designers throughout history Explain how their work has been inspired by the style of artist. |
| Use of sketchbooks | Mark make to express their ideas and feelings . . | Explore mark making in different ways with a variety of different tools | Use sketchbooks to record ideas | Use sketchbooks to record ideas and experiment with materials | Use sketchbooks to generate ideas, record thoughts and observations | Use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique | Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks | Make personal investigations and record observations in sketchbook Record experiments with media and try out new techniques and processes in sketchbooks |

| | | | | | | | | |
|-----------------------------------|---|--|--|--|---|--|---|---|
| <p>Drawing</p> | <p>Gives meaning to marks and tell an adult what they are drawing.</p> <p>Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Draws and makes marks with some control using a comfortable pencil grip</p> | <p>Draws with accuracy and care</p> <p>Holds pencil effectively</p> <p>Draws a variety of objects with increased detail and shapes, some based on detailed observations e.g. arms, legs, facial features</p> | <p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> | <p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Develop drawing through further direct observation, using tonal shading and start to apply an understanding of shape to communicate form and proportion.</p> | <p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Develop drawing through further direct observation, using tonal shading and start to apply an understanding of shape to communicate form and proportion.</p> | <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Demonstrate greater control over drawing tools to show an awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> | <p>Use a broader range of stimulus to draw from, such as: architecture, culture and photography.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Draw expressively in their own personal style and respond to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> |
| <p>Painting and Colour</p> | <p>Mark makes freely using paint</p> <p>Safely uses and explores a variety of tools, techniques and materials.</p> <p>Explores colour mixing</p> | <p>Name and choose colours for a specific purpose</p> <p>Talk about light and dark colours</p> <p>Explores colour mixing and talks about colour</p> | <p>Experiment with paint, using a wide variety of tools (eg. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple <p>Know that adding white to a colour creates a tint</p> <p>Know that adding black to a colour creates a tone</p> | <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> | <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> | <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> | <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> | <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists' work.</p> <p>Know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> |

| | | | | | | | | |
|---|---|---|--|---|---|--|---|--|
| <p>Sculpture (3D)</p> | <p>Manipulates dough using rolling pins, cutters and scissors.</p> | <p>Experiment with design, texture, form and function.</p> <p>Identify, describe and use simple shapes.</p> <p>Explore using different materials and joining techniques to create texture or shape.</p> | <p>Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> | <p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> | <p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, and fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p> | <p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D</p> | <p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms e.g. wire and found materials.</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> | <p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p> <p>Develop skills in using clay including slabs, coils, slips etc</p> |
| <p>Digital Design and Printing</p> | <p>Explore the printed shape left printing with a variety of materials, including natural materials as well as junk printing.</p> | <p>Explore making patterns, shapes and pictures using paints</p> <p>Explore how natural materials can be used to make simple prints.</p> <p>Make simple repeating patterns using junk printing materials.</p> | <p>Explore printing simple pictures with a range of hard and soft materials including sponges and corks.</p> | <p>Use a simple graphics package to create images and effects with lines, shapes, colour and texture (Purple Mash)</p> <p>Print a simple pattern using relief printing.</p> | <p>Print simple pictures using different printing techniques</p> <p>Begin to record and collect visual information including taking photos on iPads</p> <p>Present visual information using software choosing from PowerPoint or Purple Mash</p> | <p>Know how to use digital images and combine with other media</p> <p>Confidently present visual information using software choosing from PowerPoint or Purple Mash</p> | <p>Create images, video and sound recordings and explain why they were created.</p> <p>Manipulate digital images</p> | <p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Recognise the use of digital technology in the world of design – CD covers, publicity brochures, architectural plans, computer games.</p> |