



The T-RF Art Curriculum



	F1 Nursery	F2 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and reflection of the work of artists, craft makers and designers	Talk about what they can see in a picture.	Give prompted opinions about what can see in the work of an artist or designer.	<p>Give opinions and say what they like or dislike the work of other artists</p> <p>Make simple observations about the style of an artist or designer and the techniques they use.</p> <p>Be able to talk about how an artist takes inspiration from the world around them .</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Compare simple similarities and differences about the work of two artists and the techniques they have used.</p> <p>Be able to compare and talk about the inspiration sources for more than one artist.</p>	<p>Use subject vocabulary to describe creative works.</p> <p>Explore work by artists from other periods of time and cultures.</p> <p>Experiment with styles which artists have used</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Explain some of the features of work by artists from other periods of time.</p> <p>Apply styles which artists have used in their own work.</p>	<p>Understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>Research and develop the techniques of great artists, architects and designers.</p> <p>Choose and apply styles of an artist to use in their own work</p>	<p>Explain how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>Critically analyse the work of artists, architects and designers throughout history</p> <p>Explain how their work has been inspired by the style of artist.</p>
Reflection and critique of their own work.	Talk about what they have made using some prompted vocabulary,	Talk about what they have done and how they have created the work using correct vocabulary.	<p><u>Throughout the process</u></p> <p>Talk about objects that inspire their art.</p> <p>Talk about their work and what they might try next.</p> <p><u>After the project</u></p> <p>Talk about what they like in their work and they would like to try again</p> <p>Listen to other pupils discussing their work.</p> <p>Tell other pupils they like about their work.</p>	<p><u>Throughout the process</u></p> <p>Talk about the decisions they have made when collecting inspiration for their art</p> <p>Talk about the processes they are experimenting with and what they might try next</p> <p><u>After the project</u></p> <p>Talk about their work sharing the things they thought were successful and thinking about the things they would like to try again.</p> <p>Listen to other pupils discussing their work.</p> <p>Tell other pupils about specific parts of their work they like and why.</p>				

Use of sketchbooks	<u>No sketchbooks</u> Mark make to express their ideas and feelings	<u>No sketchbooks</u> Explore mark making in different ways with a variety of different tools	<u>This will be through pathways and also drawing exercises.</u> <u>Introducing sketchbooks</u> Use sketchbooks to collect ideas Use sketchbooks to record ideas Experiment with materials Use sketchbooks to make careful observations. Use sketchbooks to explore colour and brush marks inspired by other artists.	<u>This will be through pathways and also drawing exercises.</u> <u>Developing sketchbooks</u> Use sketchbooks to collect ideas and express my opinion about them Use sketchbooks to record and test ideas Experiment and make informed choices about materials selected. Use sketchbooks to make detailed observations. Use sketchbooks to record colour and brush marks in response to work by other artists.	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
Drawing	Gives meaning to marks and tell an adult what they are drawing. Understands that they can use lines to enclose a space and begin to use these shapes to represent objects. Draws and makes marks with some control using a comfortable pencil grip	Draws with accuracy and care Holds pencil effectively Draws a variety of objects with increased detail and shapes, some based on detailed observations e.g. arms, legs, facial features	<u>This will be through pathways and also drawing exercises.</u> Make a drawing of a subject by looking closely focusing on : shape The way it feels Small details Use a range of different drawing medias such as wax resist and watercolour, graphite pens, pastels, wax crayon and pencil in their mark making and observational drawings In Sketchbooks and on large sheets of paper explore how they can use line, shape and colour in their work. (On going) Mark make purposefully. Complete small drawings of small objects.	<u>This will be through pathways and also drawing exercises.</u> Make a drawing of a subject by looking closely focusing on: shapes texture Fine details Combine different drawing medias such as wax resist and watercolour, graphite, pens, pastels, wax crayon and pencil in their mark making and observational drawings. Work small in their sketchbook and on large sheets of paper, exploring how they can use line, shape and colour in their work. (On going) Think carefully about which marks they will use in their drawing. Make drawings at the same scale or size.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Develop drawing through further direct observation, using tonal shading and start to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 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.	Use a broader range of stimulus to draw from, such as: architecture, culture and photography. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and respond to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques.
Painting and Colour	Mark makes freely using paint Safely uses and explores a variety of tools, techniques and materials. Explores colour mixing	Name and choose colours for a specific purpose Talk about light and dark colours Explores colour mixing and talks	Explore watercolour, powder and poster paints and notice the different effects they can achieve. Identify the primary colours red, yellow and blue Mix primary colours to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple Add white to a colour to create	Explore watercolour powder and poster paints and understand the different effects they can achieve. Mix different amounts of primary paint colours and water to make hues of primary and secondary colours Further develop knowledge of	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 e.g. choosing a fine paintbrush for making detailed marks. Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each	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. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.	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. Know that artists use colour to create an atmosphere or to represent feelings in an	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Know that a 'monochromatic' artwork uses tints and shades of just one colour. Know that colours can be symbolic and have meanings that

		about colour	a tint. Add black to a colour create a tone. Experiment with mark making and colour, using a wide variety of tools (eg. brushes, sponges, fingers) to apply paint. Use a range of paint types , colour mixing and mark making to paint for a purpose .	tints and tones through free exploration Experiment with mark making and colour, using a wide variety of tools (e.g., brushes, sponges, fingers) to apply paint. Use a range of paint types, colour mixing including tints , tones and hues and mark making to capture the colours and to paint for a purpose.	other, a strong contrast or ‘clash’ is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. .		artwork, for example by using warm or cool colours.	vary according to your culture or background, e.g. red for danger or for celebration.
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Sculpture (3D)	Manipulates dough using rolling pins, cutters and scissors.	Experiment with design, texture, form and function. Identify, describe and use simple shapes. Explore using different materials and joining techniques to create texture or shape .	<u>Cycle A – Architect work (DT)</u> <u>Cycle B – Bed work DT</u> Make a model around a theme, thinking about its structure and form. Explore the qualities of a variety of materials and how to reshape them, and fasten and fix them together to make models. Adapt ideas through trial and error Clay <u>Cycle A – Making clay Divas</u> <u>Cycle B – Flora and Fauna</u> Roll malleable material flat and select cutters to make simple shapes . Join materials together using a slip. Finish a product using paint and PVA as a glaze.	<u>Cycle A – Architect work (DT)</u> <u>Cycle B – Bed work DT</u> Make a model around a theme , thinking about its form, structure , balance and the overall appearance . Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Use a “design as we make” approach to develop ideas. Clay <u>Cycle A – Making clay Divas</u> <u>Cycle B – Flora and Fauna</u> Roll, press and cut malleable materials in to shapes for a purpose. Confidently join materials with a slip. Finish a product using paint and PVA as a glaze	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, and fold). Experiment with combining found objects and recyclable material to create sculpture.	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D	Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms e.g. wire and found materials. Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. Develop skills in using clay including slabs, coils, slips etc
Digital Design and Printing	Explore the printed shape left printing with a variety of materials, including natural materials as well as junk printing Use hands and feet to make prints	Explore making patterns, shapes and pictures using paints Explore how natural materials can be used to make simple prints.	2.6 Purple Mash Creating Pictures Use a simple graphics package to create images and effects with lines, shapes, colour and texture (2 year cycle) Take photographs of own artwork	2.6 Purple Mash Creating Pictures Use a simple graphics package to create images and effects with lines, shapes, colour and texture (2 year cycle) Take photographs of own artwork thinking about focus and light.	Print simple pictures using different printing techniques Begin to record and collect visual information including taking photos on iPads Present visual information using software choosing from PowerPoint or Purple Mash	Know how to use digital images and combine with other media Confidently present visual information using software choosing from PowerPoint or Purple Mash	Create images, video and sound recordings and explain why they were created. Manipulate digital images	Enhance digital media by editing (including sound, video, animation, still images and installations). Recognise the use of digital technology in the world of design – CD covers, publicity brochures, architectural plans, computer games.

		Make simple repeating patterns using junk printing materials.	Printing Know that to print you need a printing plate which can be made from various materials (body parts / plasticine / carbon paper / nature / foam boards.)	Printing Apply previous skills learnt when using a printing plate to new materials . (body parts / plasticine / carbon paper / nature / foam boards)				
		Use hands and feet with purpose to make prints.	Use colour and shape to make prints interesting.	Use colour, shape and line to make prints interesting.				
			Create repeat prints. explore line and texture to explore patterns and sequence.	Create a repeat print with 2 parts and to explore line and texture to explore pattern, sequence, symmetry and intention				
			Print by using by using drawing techniques on a printing plate.	Print by using by using detailed drawing techniques on a printing plate.				
			Make a simple relief block either by adding up layers or indenting a design into a printing plate and then print from the plate.	Design and make a relief block either by making a raised print or indenting a design the surface a plate and then print form the plate.				