

# Woodthorpe Primary School

## Curriculum

Art				
	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and skills
<b>Nursery</b>	<p><b>Expressive Arts and Design Educational Programme</b> 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.</p> <p><b>Physical Development Educational Programme</b> Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <ul style="list-style-type: none"> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Show a preference for a dominant hand</li> <li>- Explore colour and colour mixing. Show different emotions in their drawings –happiness, sadness, fear, etc.</li> <li>- Use drawing to represent ideas like movement or loud noises.+</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>- I can use large muscle movements to make marks.</li> <li>- I can use small muscle movements to make marks.</li> <li>- I can draw lines, shapes and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand</li> <li>● Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>● I can explore colour</li> <li>● I can mix primary colours.</li> <li>● I can use shapes to represent objects.</li> <li>● I can talk about my art work.</li> <li>● I can use my fingers to create marks</li> </ul>	<ul style="list-style-type: none"> <li>● Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>● Show a preference for a dominant hand</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>● Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>● Show a preference for a dominant hand</li> <li>● Explore different materials freely, 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>● I can join different materials.</li> <li>● I can use my fine-motor skills to hold and cut with scissors.</li> <li>● I can use my own ideas and decide which materials to use.</li> <li>● I can make a paperchain.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>● Explore mark making using a range of drawing materials.</li> <li>● Investigate marks and patterns when drawing.</li> <li>● Identify similarities and differences between drawing tools.</li> <li>● Investigate how to make large and small movements with control when drawing.</li> <li>● Practise looking carefully when drawing.</li> <li>● Combine materials when drawing.</li> <li>● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling</li> </ul>	<ul style="list-style-type: none"> <li>● Explore paint, using hands as a tool.</li> <li>● Describe colours and textures as they paint.</li> <li>● Explore what happens when paint colours mix.</li> <li>● Make natural painting tools.</li> <li>● Investigate natural materials eg paint, water for painting.</li> <li>● Explore paint textures, for example mixing in other materials or adding water.</li> <li>● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings.</li> <li>● Explore colours, patterns and compositions when</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the properties of clay.</li> <li>● Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials.</li> <li>● Develop 3D models by adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore differences when cutting a variety of materials.</li> <li>● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>● Follow lines when cutting.</li> <li>● Experiment with threading objects, holding equipment steady to do so.</li> <li>● Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>● Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> </ul>

	<ul style="list-style-type: none"> <li>materials to create child-led art with no set outcome.</li> <li>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</li> </ul>	<ul style="list-style-type: none"> <li>combining materials in collage.</li> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</li> </ul>	<ul style="list-style-type: none"> <li>Design something on paper ready to make in three dimensions.</li> <li>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Hold and use drawing tools in different ways to create different lines and marks.</li> <li>Create marks by responding to different stimulus such as music.</li> <li>Overlap shapes to create new ones.</li> <li>Use mark making to replicate texture.</li> <li>Look carefully to make an observational drawing.</li> <li>Complete a continuous line drawing.</li> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> <li>Develop observational skills to look closely and reflect surface texture.</li> </ul>	<ul style="list-style-type: none"> <li>Combine primary coloured materials to make secondary colours.</li> <li>Mix secondary colours in paint.</li> <li>Choose suitable sized paint brushes.</li> <li>Clean a paintbrush to change colours.</li> <li>Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>Overlap paint to mix new colours.</li> <li>Use blowing to create a paint effect.</li> <li>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>Roll and fold paper.</li> <li>Cut shapes from paper and card.</li> <li>Cut and glue paper to make 3D structures.</li> <li>Decide the best way to glue something.</li> <li>Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>Make larger structures using newspaper rolls.</li> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul>	<ul style="list-style-type: none"> <li>Wrap objects/shapes with wool.</li> <li>Measure a length.</li> <li>Tie a knot, thread and plait.</li> <li>Make a box loom.</li> <li>Join using knots.</li> <li>Weave with paper on a paper loom.</li> <li>Weave using a combination of materials.</li> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Use different materials and marks to replicate texture.</li> <li>Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>Use marks and lines to show expression on faces.</li> <li>Make a concertina book.</li> <li>Use drawing to tell a story.</li> <li>Use charcoal to avoid snapping and to achieve different types of lines.</li> <li>Use drawing pens.</li> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of shades of a secondary colour.</li> <li>Make choices about amounts of paint to use when mixing a particular colour.</li> <li>Match colours seen around them.</li> <li>Create texture using different painting tools.</li> <li>Make textured paper to use in a collage.</li> <li>Choose and shape collage materials eg cutting, tearing.</li> <li>Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>Add painted detail to a collage to enhance/improve it.</li> <li>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Smooth and flatten clay.</li> <li>Roll clay into a cylinder or ball.</li> <li>Make different surface marks in clay.</li> <li>Make a clay pinch pot.</li> <li>Mix clay slip using clay and water.</li> <li>Join two clay pieces using slip.</li> <li>Make a relief clay sculpture.</li> <li>Use hands in different ways as a tool to manipulate clay.</li> <li>Use clay tools to score clay</li> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map to illustrate a journey.</li> <li>Separate wool fibres ready to make felt.</li> <li>Lay wool fibres in opposite directions to make felt.</li> <li>Roll and squeeze the felt to make the fibres stick together.</li> <li>Add details to felt by twisting small amounts of wool.</li> <li>Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>Overlap cellophane/tissue to create new colours.</li> <li>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>Apply paint or ink using a printing roller.</li> <li>Smooth a printing tile evenly to transfer an image.</li> <li>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Use shapes identified within in objects as a method to draw.</li> <li>Create tone by shading.</li> <li>Achieve even tones when shading.</li> <li>Make texture rubbings.</li> <li>Create art from textured paper.</li> <li>Hold and use a pencil to shade.</li> <li>Tear and shape paper.</li> <li>Use paper shapes to create a drawing.</li> <li>Use drawing tools to take a rubbing</li> <li>Make careful observations to accurately draw an object.</li> <li>Create abstract compositions to draw more expressively.</li> <li>Confidently use of a range of materials and tools,</li> </ul>	<ul style="list-style-type: none"> <li>Use simple shapes to scale up a drawing to make it bigger.</li> <li>Make a cave wall surface.</li> <li>Paint on a rough surface.</li> <li>Make a negative and positive image.</li> <li>Create a textured background using charcoal and chalk.</li> <li>Use natural objects to make tools to paint with.</li> <li>Make natural paints using natural materials.</li> <li>Create different textures using different parts of a brush.</li> <li>Use colour mixing to make natural colours.</li> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> </ul>	<ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>Use hands and tools confidently to cut, shape and</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>Construct a new paper material using paper, water and glue</li> <li>Use symbols to reflect both literal and figurative ideas.</li> <li>Produce and select an effective final design.</li> <li>Make a scroll.</li> <li>Make a zine.</li> <li>Use a zine to present information.</li> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> </ul>

	<ul style="list-style-type: none"> <li>selecting and using these appropriately with more independence.</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>join materials for a purpose.</li> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>Use hands and tools confidently to cut, shape and join materials for a purpose</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use pencils of different grades to shade and add tone.</li> <li>Hold a pencil with varying pressure to create different marks.</li> <li>Use observation and sketch objects quickly. Draw objects in proportion to each other.</li> <li>Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'.</li> <li>Make choices about arranging cut elements to create a composition.</li> <li>Create a wax resist background.</li> <li>Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>Choose a section of a drawing to recreate as a print.</li> <li>Create a monoprint</li> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Use growing knowledge of different materials, combining media for effect.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a tint and a shade by adding black or white.</li> <li>Use tints and shades of a colour to create a 3D effect when painting.</li> <li>Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>Choose suitable painting tools.</li> <li>Arrange objects to create a still life composition.</li> <li>Plan a painting by drawing first.</li> <li>Organise painting equipment independently, making choices about tools and materials.</li> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<ul style="list-style-type: none"> <li>Use their arm to draw 3D objects on a large scale.</li> <li>Sculpt soap from a drawn design.</li> <li>Smooth the surface of soap using water when carving.</li> <li>Join wire to make shapes by twisting and looping pieces together.</li> <li>Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>Try out different ways to display a 3D piece and choose the most effective.</li> <li>Use growing knowledge of different materials, combining media for effect.</li> <li>Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<ul style="list-style-type: none"> <li>Select imagery and use as inspiration for a design project.</li> <li>To know how to make a mood board.</li> <li>Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>Draw small sections of one image to docs on colours and texture</li> <li>Develop observational drawings into shapes and pattern for design.</li> <li>Transfer a design using a tracing method.</li> <li>Make a repeating pattern tile using cut and torn paper shapes.</li> <li>Use glue as an alternative batik technique to create patterns on fabric.</li> <li>Use materials, like glue, in different ways depending on the desired effect.</li> <li>Paint on fabric.</li> <li>Wash fabric to remove glue to finish a decorative fabric piece.</li> <li>Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>What print effects different materials make. How to:</li> <li>Analyse an image that considers impact, audience and purpose.</li> <li>Draw the same image in different ways with different materials and techniques.</li> <li>Make a collagraph plate.</li> <li>Make a collagraph print.</li> <li>Develop drawn ideas for a print.</li> <li>Combine techniques to create a final composition.</li> <li>Decide what materials and tools to use based on experience and knowledge.</li> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Combine a wider range of media, eg photography and digital art effects.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a drawing into a painting.</li> <li>Create a drawing using text as lines and tone.</li> <li>Experiment with materials and create different backgrounds to draw onto.</li> <li>Use a photograph as a starting point for a mixed-media artwork.</li> <li>Take an interesting portrait photograph, exploring different angles.</li> <li>Adapt an image to create a new one.</li> <li>Combine materials to create an effect.</li> <li>Choose colours to represent an idea or atmosphere.</li> <li>Develop a final composition from sketchbook ideas.</li> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Combine a wider range of media, eg photography and digital art effects.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<ul style="list-style-type: none"> <li>Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>Try out ideas on a small scale to assess their effect.</li> <li>Use everyday objects to form a sculpture.</li> <li>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>Try out ideas for making a sculpture interactive.</li> <li>Plan an installation proposal, making choices about light, sound and display.</li> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Combine a wider range of media, eg photography and digital art effects.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<ul style="list-style-type: none"> <li>Make an observational drawing of a house.</li> <li>Use shapes and measuring as methods to draw accurate proportions.</li> <li>Select a small section of a drawing to use as a print design.</li> <li>Develop drawings further to use as a design for print.</li> <li>Design a building that fits a specific brief.</li> <li>Draw an idea in the style of an architect that is annotated to explain key features.</li> <li>Draw from different views, such as a front or side elevation.</li> <li>Use sketchbooks to research and present information about an artist.</li> <li>Interpret an idea into a design for a structure.</li> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use symbolism as a way to create imagery.</li> <li>Combine imagery into unique compositions.</li> <li>Achieve the tonal technique called chiaroscuro.</li> <li>Make handmade tools to draw with.</li> <li>Use charcoal to create chiaroscuro effects.</li> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to research and present information.</li> <li>Develop ideas into a plan for a final piece.</li> <li>Make a personal response to the artwork of another artist.</li> <li>Use different methods to analyse artwork such as drama, discussion and questioning.</li> <li>Create expressively in their own personal style and in response to their choice of stimulus,</li> </ul>	<ul style="list-style-type: none"> <li>Translate a 2D image into a 3D form.</li> <li>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>Manipulate cardboard to create different textures.</li> <li>Make a cardboard relief sculpture.</li> <li>Make visual notes to generate ideas for a final piece.</li> <li>Translate ideas into sculptural forms.</li> <li>Create expressively in their own personal style</li> </ul>	<ul style="list-style-type: none"> <li>Create a photomontage.</li> <li>Create artwork for a design brief.</li> <li>Use a camera or tablet for photography.</li> <li>Identify the parts of a camera.</li> <li>Take a macro photo, choosing an interesting composition.</li> <li>Manipulate a photograph using photo editing tools.</li> <li>Use drama and props to recreate imagery.</li> <li>Take a portrait photograph.</li> </ul>

	<p>appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.</p>	<p>showing the ability to develop artwork independently.</p> <ul style="list-style-type: none"><li>• Combine materials and techniques appropriately to fit with ideas.</li><li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li></ul>	<p>and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <ul style="list-style-type: none"><li>• Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li></ul>	<ul style="list-style-type: none"><li>• Use a grid method to copy a photograph into a drawing.</li><li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li><li>• Combine materials and techniques appropriately to fit with ideas.</li></ul>
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