

Art 25/26

The JRS Art Curriculum covers three strands of learning: Drawing and Sketchbooks; Surface and Colour; Working in Three Dimensions. One strand is taught in one half term. In a half term when art is not being taught, DT is being taught. Headings in **pink** are units from Access Art.

Curriculum Coverage

	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
EYFS	Observational drawing - pumpkins Circles in the environment Happy Houses – James Rizzi	Circles and Triangles – Wassily Kandinsky Collage – Henri Matisse Sunflowers – observational drawing and painting – Vincent Van Gogh	Vegetable Heads Woodwork Props and costumes for toys
	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
Year 1	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.	Playful Making Exploring materials and intention through a playful approach.
	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
Year 2	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	Be An Architect Exploring architecture and creating architectural models.
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Year 3	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
Year 4	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?

	accordian books or comic strips to retell poetry or prose through drawing.		
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Year 5	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.
	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
Year 6	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Brave Colour Exploring how artists use light, form and colour to create immersive environments.

Skills and Knowledge Progression

	Drawing and sketchbooks	Surface and colour	Working in Three dimensions
EYFS	<p>I can create simple representations of people and objects</p> <p>I can draw and colour with pencils and crayons</p> <p>I can experiment with different mark-making tools such as charcoal, pastels & chalk</p> <p>I can draw more detailed pictures of people and objects</p> <p>I can create observational drawings</p> <p>I can learn about and compare artists</p> <p>I can share creations, talk about processes and evaluate their work</p>	<p>I can name colours</p> <p>I can experiment with mixing colours</p> <p>I can use colours for a particular purpose</p> <p>I know which primary colours can be mixed to make secondary colours</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>I can share creations, talk about processes and evaluate their work</p>	<p>I can explore different techniques for joining materials</p> <p>I can explore a range of sensory and malleable materials</p> <p>I can use tools safely and with control to cut and join wood</p> <p>I can use natural objects to create art e.g. Andy Goldsworthy</p> <p>I can manipulate materials</p> <p>I know some similarities and differences between materials</p> <p>I can share creations, talk about processes and evaluate their work</p>
Year 1	<p>I can draw form my finger-tips, my wrist, my elbow, my shoulder, my body.</p> <p>I can make different marks with different drawing</p>	<p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p>	<p>I have explored what we mean by 'sculpture' and I have thought about what I like about different pieces of sculpture.</p>

	<p>tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>I have seen the work of an artist and listened to how the artist made the work. I can share how I feel about the work.</p> <p>I can make choices about which colours I'd like to use in my drawings.</p> <p>I can make different marks with different drawing tools.</p> <p>I have seen the different marks I can make with oil pastels and chalk.</p> <p>I can make or personalise a sketchbook and feel that it belongs to me.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>I can make a drawing using continuous line for a minute or two.</p> <p>I can make different marks with different materials.</p> <p>I can talk about what I like in my drawings, and what I'd like to try again.</p> <p>I can listen to other pupils discussing their work.</p> <p>I can tell other pupils what I like about their work.</p>	<p>I can look closely at insects and plants and make drawings using pen to describe what I see.</p> <p>I can experiment using graphite and oil pastel and make my own insects.</p> <p>I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p> <p>I have enjoyed looking at the illustrations in "The Very Hungry Caterpillar", made by Eric Carle.</p> <p>I can share my artwork with the class. I can listen to what my classmates like about it, and I can share what I like about their work.</p>	<p>I can use my sketchbook to make drawings inspired by sculptured I have seen, to help me think about what I like, and to remember what I have seen.</p> <p>I can use my hands to make small sculptures out of lots of different materials.</p> <p>I can bend, fold, twist, cut and fasten materials together.</p> <p>I can use my hands to make sculptures without designing first.</p> <p>I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that's okay.</p> <p>I can bend, fold, twist, cut and fasten materials together.</p> <p>I can use my hands to make sculptures without designing first.</p> <p>I can use my sketchbook to respond to what I have learnt about materials.</p> <p>I can share my work and listen to what other people like about it.</p> <p>I can look at other people's work and sometimes share what I like about it with them.</p>
Year 2	<p>I have seen how some artists explore the world around them to find inspiration.</p> <p>I have explored my local environment (school, home) and collected things that have caught my eye.</p>	<p>I can make drawings using photos from films as my source material.</p> <p>I can look closely, guided by my teacher's voice and work in my sketchbook or on paper to make drawings using soft pencil or hand-writing pen.</p>	<p>I have explored the work of some architects. I have seen that they design buildings, and that architecture can be large, incredible buildings, or can be smaller places near where I live.</p> <p>I can share how architecture makes me feel, what I like and what I think is interesting.</p>

	<p>I can explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and why I arranged the things I collected.</p> <p>I can take photographs of my artwork and I can think about focus and light.</p> <p>I can use careful looking to practice observational drawing, and I can focus for 5 to 10 minutes.</p> <p>I can hold an object and make a drawing focusing on the way it feels.</p> <p>I can combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</p>	<p>I can think carefully about which marks I will use in my drawing.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p> <p>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</p> <p>I can think carefully about which marks I will use in my drawing.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p> <p>I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts.</p> <p>I have seen what a mono print is and explored the work of an artist who uses mono print. I can share my thoughts on the artist's work.</p> <p>I can use carbon paper to make mono prints, and I can experiment with the kinds of marks I make and think about how they help make my drawings interesting.</p> <p>I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p> <p>I can explore a theme and make mono prints, using my imagination to make my drawings personal.</p>	<p>I can use my sketchbook to help me look at architecture carefully. I have explored line and shape.</p> <p>I have seen how architects use their imaginations to try to design buildings which make peoples lives better. I can use my own imagination when thinking about architecture I might design.</p> <p>I can make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</p> <p>I can explore a variety of materials and explore hoe I van reshape the materials and fasten them together to make my model.</p> <p>I have seen that I dint need to design on paper first; I can design as I make.</p> <p>I can reflect upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.</p>
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Year 3	<p>I have seen how artists use charcoal in their work, and I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I have experimented with the types of marks I can make with charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</p>	<p>I can explore an artwork through looking, talking and drawing.</p> <p>I can use the 'Show Me What You See' method to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</p> <p>I can cut shapes directly into paper, using scissors inspired by the artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class, I can reflect and share what I like, and what I would like to try</p>	<p>I have seen how artists are inspired by other artists often working in other art forms.</p> <p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.</p> <p>I can use my sketchbook to explore my response, making visual notes, jotting down ideas, and testing ideas.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book to film.</p> <p>I can reflect and share how the way I made my sculpture helps capture feelings about the original character.</p> <p>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</p>

	<p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p> <p>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again.</p> <p>I can voice what I like about my classmates work and how it makes me feel.</p>	<p>again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p>	<p>I can share my feedback about my classmate's work.</p>
Year 4	<p>I have explored the work of artists who tell stories through imagery.</p> <p>I can respond to the work of illustrators and/or graphic novelists "reading" the visual images and sharing my thoughts.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artist's work.</p> <p>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</p> <p>I can use line, shape, and colour using a variety of materials to text my ideas.</p> <p>I can use line, shape, and colour using a variety of materials to text my ideas.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p>	<p>I have explored the work of traditional artists who work within the still life genre.</p> <p>I have felt able to express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p> <p>I can draw from observation and think about how I can use line, colour, shape, texture, form, and composition to make my artwork interesting.</p> <p>I have explored the work of traditional and contemporary artists who work within the still life genre.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I have felt able to express my thoughts about the other artists work and talk about the meanings of objects as artists present them.</p> <p>I can draw from observation and think about how I can use line, colour, form, and composition to make my artwork more interesting.</p>	<p>I have seen how we can learn about ourselves through art.</p> <p>I feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</p> <p>I can feel okay when I am being challenged by materials and ideas. I can feel okay when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can see my personality in the work I've made.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in the work I've made.</p> <p>I can feel okay when I am being challenged by materials and ideas.</p> <p>I can feel okay when I don't know exactly what I'm doing.</p>

	<p>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</p> <p>I can appreciate the work of my classmates and think about the similarities and differences between our work. I can share my feedback on their work.</p>	<p>I can present and share my artwork and explain how my sketchbook work helped to build my knowledge and skills towards a final piece.</p>	<p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcome.</p> <p>I can take photographs of my work thinking about presentation, focus and light.</p>
Year 5	<p>I have understood that typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <p>I have seen how other artists work with typography and have been able to share my thoughts on their work.</p> <p>I have explored how I can create letters in a playful way using cutting and collage. I can reflect upon what I like and the letters I have made.</p> <p>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me, and I can reflect upon why my letters have a meaning to me.</p> <p>I have used my sketchbook for reference, collecting, testing, and reflecting.</p> <p>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</p> <p>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon</p>	<p>I have seen how artists respond to land and city scapes in various ways and use inventive mixed media combinations.</p> <p>I have seen how artists work outside, amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</p> <p>I can extend my sketchbook, thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work in.</p> <p>I have continued my exploratory work outside sketchbooks, bringing a “sketchbook way of a thinking” to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I’ve learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p>	<p>I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss how both these ways of designing might affect our lives.</p> <p>I can use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and how they help to fulfil a design brief.</p> <p>I can make an architectural model using the ‘design though making’ technique. I can use my sketchbook to help free my imagination.</p> <p>I can present my work, reflect, and share it with my classmates.</p> <p>I can respond to the work of my classmates, sharing my thoughts about their work in relation</p>

	<p>what I think their maps mean, what I like about them, and what interest me.</p> <p>I can use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p>		<p>to the architecture we looked at during the project.</p> <p>I can photograph my work, thinking about lighting, focus and composition.</p>
Year 6	<p>I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use negative space and the grid method to help me see and draw, and to scale up my drawing.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three-dimensional object</p> <p>I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</p>	<p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>I can create visuals and text which communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out.</p> <p>I can combine different techniques such as print, collage and drawing</p> <p>I can reflect and articulate about my own artwork and artwork made by my classmates.</p>	<p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.</p> <p>I can respond to a creative challenge or stimulus, research the area, and make a creative response.</p> <p>I can create a 3d model or 2d artwork which shares my vision with others.</p> <p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>I can take photos of my artwork, thinking about focus, lighting and composition.</p> <p>I can present my ideas and vision to others, articulate my thoughts and listen to the</p>

			<p>response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and share my feedback about their work.</p>
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