

Art and Design

at Norton CP School

The aim of our Art and Design curriculum is to provide our pupils with the following:

Contents

To explore and develop ideas	2
To become proficient in:	3
- Painting	4
- Sculpture	5
- Collage.....	6
- Drawing.....	7
- Printing.....	8
- Textiles	9
To analyse and evaluate.....	10
To take inspiration from the greats	11

To explore and develop ideas

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Explore different materials freely, in order 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. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> Share their creations, explaining the process they have used.	Respond to ideas and starting points as a class. Explore ideas and collect visual information as a class.	Individually or in pairs respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Develop ideas from starting point throughout the curriculum. Collect sketches or resources. Adapt ideas as they progress. Explore ideas in small groups and as a class. Comment on artworks using visual language – make notes in a sketchbook about the techniques used by artists.	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Express likes and dislikes through annotations in sketchbooks.	Develop and extend imaginative ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas in a sketchbook. Spot the potential in unexpected results as work progresses and adapt work as and when necessary, explaining why. Comment on artworks with a secure grasp of visual language. Begin to develop their own style, using tonal contrast and mixed media.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Adapt their work according to their views and describe how they might develop it further.

To become proficient in:

Painting

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Explore colour and colour mixing. Show different emotions in their paintings – happiness, sadness, fear etc.	Use thick and thin brushes. Mix colours to make other colours – predicting the resulting colours. Name primary colours and identify them on a colour wheel and in other forms, eg environment and magazines. Explore lightening and darkening paint without the use of black or white. Experiment with different types of paint – powder paint, ready mix paint, etc. Create textured paint by adding sand etc.	Mix colours to make other colours. Add black or white to observe what happens to the colour – white creates different tints, black creates different shades. Begin to control the types of marks made with a range of painting techniques, eg, layering. Use a brush to produce marks appropriate to their work, eg, small scale work needing a smaller brush. Select and use different brushes to explore and make marks of different thicknesses. Mix secondary colours, add them to the colour wheel. Know how to mix primary colours to make brown. Work on different scales.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for background and then add detail. Experiment with different paints, textures and effects, eg, washes, blocking in colour. Experiment in applying colour in different ways – dotting, stippling, scratching, splashing. Use dark and light when painting shades and tints with increasing confidence and for particular effects. Build on understanding of the colour wheel. Explore complimentary colours (colours opposite each other on the colour wheel).	Create different effects and textures with paint according to what they need for a task. Use light and dark within painting to show understanding of complimentary colours. Mix tints and shades with increasing confidence. Experiment creating tones by adding grey.	Begin to develop a painting from a drawing and sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour to create visually interesting pieces, including detail. Combine colours, shades, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create different textures and effects. Compose using foreground and background.	Develop a painting from a drawing by sketching (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Choose the type of paint and tools for a particular purpose. Combine colours, tones and tints to enhance the mood and feeling of a piece. Develop a personal style of painting, drawing upon ideas from other artists – working with sustained independence and confidence. Mix colour, shades, tints and tones with confidence and in order to achieve an intended effect.

- Sculpture

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Manipulate malleable materials in a variety of ways inc, rolling, pinching, kneading and shaping. Manipulate materials inc, salt dough, playdough, plasticine, clay, for a purpose, eg, a simple pot or animal. Develop slab techniques – changing the surface of a malleable material by adding texture to the tile.			Plan, design and make models from observation and imagination. Join clay using ‘slip’, then layer and join shapes to create 3D form. Manipulate clay using pinching and slab techniques. Create surface patterns and textures into clay looking at cultural decoration from historic time periods/religions.	Manipulate materials to make a new 3D form. Use covering materials such as Modroc or modelling clay to create 3D models. Make and use ‘slip’ to ‘stick’ pieces of clay together. Use clay to create a coil pot using joining techniques to add detail, eg handles. Use smoothing techniques to create a desired finish before painting. Add final finishes to models using paint and glazing techniques.	

- Collage

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Create images from a variety of media, eg, magazines, fabric. Fold, crumble, tear, overlap papers and other materials. Join different materials and explore different textures. Work on different scales. Add shapes with glue. <u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			Use collage as a means of collecting ideas. Select and arrange materials for a striking effect. Ensure work is precise. Develop skills of overlapping and overlaying to place objects in front or behind a collage. Use coiling, overlapping, tessellation, mosaic and montage. Experiment with creating mood, feeling, movement and areas of interest using different media. Use different materials to create different textures. Embellish a surface using a variety of techniques including drawing, painting and printing.			

- Drawing

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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 details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear etc. <u>ELG</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Begin to show accuracy and care when drawing.	Draw lines of different sizes and thicknesses. Experiment with a range of media – pencils, crayons, pastels, charcoal, chalks. Draw lines and marks from observation. Draw on different surfaces with a range of media. Use line to create patterns and represent objects seen, remembered, or imagined – working expressively. Observe and draw shapes from observation. Make large and small observational drawings. Look at objects from different angles.	Show pattern and texture by adding dots and lines. Show different tone by using pencils, to draw light/dark lines, light/dark patterns, light/dark shapes. Draw lines/marks from observation. Demonstrate control over types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen and chalk. Use different grades of pencil (HB, 2B, 4B)	Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk and pencil. Experiment with ways in which surface detail can be added to drawings. Experiment with different grades of pencil to create lines and marks, and different forms and shapes. Explore shading with a range of different media to achieve a range of light and dark tones, black to white. Apply simple use of pattern and texture in drawing. Draw objects from different viewpoints: above, below, front, back. Plan, refine and alter their drawings as necessary.	Use different grades of pencil to show line, tone and texture, and use shading to show light and shadow. Annotate sketches to explain and elaborate ideas. Use hatching and cross-hatching to show tone and texture. Begin to show in their drawings that objects have a third dimension. Develop close observational skills using a variety of view finders.	Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes ie, shading, hatching within their own work. Begin to develop awareness of composition, scale and proportion in their drawings. Use drawing techniques to work from a variety of sources including observation, photographs. Develop close observational skills using a variety of view finders.	Work from a range of sources including observation and photographs. Work in a sustained and independent way to create detailed drawings. Develop close observational skills using a variety of view finders. Use different techniques for different purposes eg, shading, hatching etc. Have a developing awareness of scale and proportion in their drawings, including foreground, middle ground and background. Begin to develop their own style using tonal contrast and mixed media.

- Printing

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		Make printing blocks e.g. polystyrene sheets. Use layers of two or more colours. Make precise repeating patterns. Mimic print from the environment e.g. wallpapers, experimenting with overprinting motifs and colour. Replicate patterns observed in natural or built environments.				Create designs for prints by simplifying initial drawings/sketches. Extend printing methods, eg, collagraph (on card/lino) Colour mix through printing, creating prints of at least 3 colour overlays. Through printing, show increasing use of tools to control line, shape, texture, and tone. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

- Textiles

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
						Show precision in techniques. Use a basic running stitch. Use fabric to create a 3D art form. Use stitches creatively to join fabrics and create patterns and textures. Add colour and pattern to a fabric using fabric paint. Experiment with the technique of batik to create different effects. Combine techniques to produce an end piece eg, embroidery over fabric dye.

To analyse and evaluate

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
I can share my creations, explaining the process I have used. I can create collaboratively, sharing ideas, resources and skills.	I can describe what I think and feel about my own and other's work, expressing likes and dislikes. I can comment and ask questions about a piece of artwork.	I can evaluate my peer's piece of work and discuss ways to improve it. I can discuss differences in works of artists, my own work and the work of others. I can talk about and describe a range of artists and express my thoughts and feelings about a piece of artwork. I know how to create a piece of art in response to the work of another artist.	I can compare and evaluate my own and my peer's piece of artwork and discuss ways to improve and refine it. I can discuss differences and similarities between different artists and mediums used. I can talk about and describe the work of a range of artists. I can respond to art from other cultures and periods of time.	I can adapt my work according to my own views and describe how I might develop it further. I can experiment with the styles used by other artists. I can talk about great artists, architects and designers in history, looking at the similarities and differences between different artists and mediums used and beginning to make links with my own work. I can reflect on and explain the successes and challenges in a piece of artwork I have created.	I can adapt my work according to my own and other's views. I can research the work of an artist and use my work to replicate a style. I can talk about and describe great artists, architects and designers in history, making links with my work and beginning to annotate my own work with comments and thoughts. I can compare different styles and approaches.	I can modify and improve my designs. I can explain why I have used different tools and/or specific techniques to create art. I can talk about and describe great artists, architects and designers in history, making links with my own work and annotate my own work with comments and thoughts. I can recognise the art of key artists and begin to place them in key movements or historical events.

To take inspiration from the greats

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Describe the work of artists and designers.	Describe the work of notable artists, artisans and designers and record.	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers. Create an original piece influenced by a study of a famous artist.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

Updated July 2026