Art Curriculum End Points

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An Artist in Nursery	
Will experience… **Adult Focused** ● Painting – animals, portraits, fireworks ● Collage – animals, seasonal pictures ● Sculpture – junk modelling **Child Initiated Opportunities** ● Free painting using a variety of colours, brushes, sponges and opportunities for colour mixing ● Provide a range of colourful stimuli e.g. pictures, tissue paper, cellophane. shiny paper ● Opportunities provided for children to explore natural materials e.g. bark, sticks, leaves, fabrics and use them during their play ● Provide playdough for rolling, twisting, squashing and molding. ● Access to a variety of collage materials and different ways of attaching materials e.g. glue and sticky tape.	**Will be able to….** **Create representations using a variety of media** **Explore colour mixing and talk about what we can see** **Explore a variety of materials to make pictures** **Experiment with textures to make different pictures** **Find new ways of doing things when things don't go to plan** **Create their own art pieces and talk about what they have done**

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An Artist in Reception	
Will experience… **Adult Focused** ● Painting – story characters ● Collage – animals, seasonal pictures ● Sculpture – clay models ● **Child Initiated Opportunities** ● Free painting using a variety of colours (black and white available to make different shades) ● Provide a range of colourful stimuli e.g. pictures, lights, books, colour filters (cellophane) ● Opportunities provided for children to explore natural materials e.g. bark, sticks, leaves, fabrics ● Provide playdough for rolling out and bending in to circle shapes, rolling flat and cutting out circles with cutters, ● Access to a variety of collage materials and different ways of attaching materials e.g. glue and sticky tape.	**Will be able to….** **Create representations using a variety of media** **Explore colour mixing to create new colours** **Explore colour and texture to make pictures** **Create different textures.** **Experiment with textures** **Adapt their work where necessary** **Create their own art pieces and explain them**

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<table>
<tr><th>An Artist in Year 1</th><th>Spirals
(drawing)</th><th>Flora and Fauna
(drawing and collage)</th><th></th></tr>
<tr><td rowspan="2">Will experience…
Create large scale drawings
Make spiral drawings to music
The work of different artists and talking about how they feel about the work.
Artist study…
Molly Haslund
Eric Carle, Joseph Redoute, Jan Van Kessel</td><td>Will know…
How to make marks with different drawing tools.</td><td>Will know…
How to arrange different shapes of paper to make a picture.</td><td></td></tr>
<tr><td rowspan="2">Will be able to…
Draw from the finger tips, wrist, elbow, shoulder and body.
Make a drawing using a continuous line.
Draw from observation.</td><td>Will be able to…
Cut out shapes in different colours to make an insect.
Experiment with graphite and oil pastels.
Work with class mates to create a shared piece.</td><td rowspan="2"></td></tr>
<tr><td>Sketchbooks…
Own a sketchbook and feel like it belongs to them.</td></tr>
<tr><td>Evaluation…
Share art work with the class and listen to what their classmates like about it and share what they like about their work.
Consider what was successful</td><td></td><td></td><td></td></tr>
</table>

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<table>
<tr><th>An Artist in Year 2</th><th>Be An Architect
(sculpture)</th><th>Expressive Painting
(painting)</th><th>Explore and Draw
(drawing and collage)</th></tr>
<tr><td>Will experience
Using imagination to turn a stick in to something.
Collect things from the local environment and explore composition by arranging them.
Focusing to create observational drawings.
Opportunities to share responses to the work of other artists.</td><td>Will know…
How to use form and colour to transform an object.
The role of an architect</td><td>Will know…
Primary colours and how to mix secondary colours.
How to experiment with hues by changing the amount of primary colour added.</td><td>Will know…
How to use line, shape and colour in art work.</td></tr>
<tr><td rowspan="2">Artist study…
Hundertwasser, Zaha Hadid, Heatherwick Studios
Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne
Rosie James, Alice Fox

Sketchbooks…
Use a sketchbook to generate ideas
Fill a sketchbook full of colour and brush marks inspired by other artists.</td><td rowspan="2">Will be able to…
Cut materials with simple tools and fasten materials together to construct a sculpture.
Use construction techniques
Use drawing to focus on exploration combined with experimental mark making using graphite and soft pencils.</td><td rowspan="2">Will be able to…
Make a loose drawing from a still life.
Use gestural mark making with paint along with colour and shape to make an expressive painting.</td><td rowspan="2">Will be able to…
Combine different drawing media in observational drawings.
Cut out and collage to explore composition.</td></tr>
<tr></tr>
<tr><td>Evaluation…
Talk about how they made a creation and what they like.
Enjoy the work of classmates.
Share what I like and dislike about my final piece.</td><td></td><td></td><td></td></tr>
</table>

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<table>
<tr><th>An Artist in Year 3</th><th>Gestural Drawing with Charcoal
(drawing)</th><th>Cloth, Thread and Paint
(painting, sewing, drawing)</th><th>Telling Stories Through Drawing
(drawing and sculpture)</th></tr>
<tr><td rowspan="2">Will experience…
Drawing using expressive marks
Moving our whole bodies when we draw.
How artists use textiles and sewing to create art.
Explore cloth, paint and thread to explore colour and texture
Using literature and film to inspire our making.
Retelling stories through making
The different ways artists work
Artist study…
Heather Hansen, Laura McKendry, Edgar Degas
Hannah Rae, Alice Kettle</td><td>Will know…
How to blend charcoal using hands.
How to make loose, gestural sketches using the whole body.
What Chiaroscuro is.
How to create light and dark tonal values.</td><td>Will know…
How to create a plate by cutting shapes out of foam board.
To use colour, shape and line to make interesting prints.
How to make a repeated print.</td><td>Will know…
How sculptures convey qualities through form, texture, material, construction and colour.</td></tr>
<tr><td rowspan="2">Sketchbooks…
Collect prints and test ideas
Use sketchbooks to explore responses to a book or film by making visual notes, jotting down ideas and testing materials.</td><td>Will be able to…
Talk about the work of artists.
Experiment with types of marks.
Make drawings with charcoal</td><td>Will be able to…
Take rubbings and textures from the environment.
Use these rubbings to make an image.
Create prints using playdough and objects.
Print using a plate.
Make symmetrical or sequenced print.</td><td>Will be able to…
Make a sculpture inspired by a book or film character</td></tr>
<tr><td>Evaluation…
Share work with classmates and talk about what went well and what they would like to try again.
Reflect and share about our sculptures</td></tr>
</table>

Art Curriculum End Points

<table>
<tr><th>An Artist in Year 4</th><th>Story Telling Through Drawing
(drawing)</th><th>Festival Feasts
(sculpture)
Art Day</th><th>Exploring Patterns
(drawing, collage and design)</th></tr>
<tr><td rowspan="2">Will experience…
Creating sequenced drawings to tell or share a story
Drawing still life
Drawing on different surfaces such as fabric.
Creating patterns in a playful way
Exploring the work of artists who create artwork inspired by patterns.
Artist study…
Laura Carlin, Shaun Tan
Claes Oldenberg, Lucia Hierro, Nicole Dyer
Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</td><td>Will know…
How to create line, shape and colour using a variety of materials</td><td>Will know…
Use line, shape and colour to capture texture.
That working in 3D, sculptures will be seen from different viewpoints.</td><td>Will know…
How to make a tessellated design and think about colour and shape, exploring positive and negative shapes.</td></tr>
<tr><td rowspan="2">Will be able to…
“Read” visual images and sharing thoughts.
Use composition, sequencing, mark making and some text can be used in drawings.</td><td>Will be able to…
Construct using different materials to make sculptures.</td><td>Will be able to…
Make a sensory drawing using a pencil, making marks on the page without having a predefined outcome.
Generate different types of patterns.
Make an original repeated pattern, exploring positive and negative shapes.</td></tr>
<tr><td>Sketchbooks…
Record ideas and thoughts generated by looking at other artists’ work, poetry or prose.
Draw food using a variety of media.
Explore how to make drawings inspired by “rules”</td></tr>
<tr><td>Evaluation…
Share work with others and talk about the journey and outcome.
Reflect and share thoughts with others.
Listen to the reflections of classmates and feedback on their work.</td></tr>
</table>

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<table>
<tr><th>An Artist in Year 5</th><th>Typography and Maps
(drawing, collage, typography)</th><th>Set Design
(making and drawing)</th><th>Art Fashion and Design
(painting and collage)</th></tr>
<tr><td rowspan="2">Will experience…
Artists who work with font and typography.
Creating their own typography.
Creating a model set.
Designing clothes and understanding how 2D shapes might become 3D forms.
Artist study…
Louise Fili, Grayson Perry, Paula Scher, Chris Kenny
Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</td><td>Will know…
That typography is the visual art of creating and arranging letters on a page.
How to make drawings appear visually stronger</td><td>Will know…
How to combine materials to create a set.
How 2D shapes can become 3D form.</td><td>Will know…
How to explore colour, line, shape and pattern in response to a brief.</td></tr>
<tr><td>Will be able to…
Comment on the work of artists using typography.
Explore creating letters through cutting and collage.
Draw letters using pen and pencil inspired by objects in the environment.</td><td>Will be able to…
Build a model set by responding to a stimulus e.g. poetry, prose, music)</td><td>Will be able to…
Use paint, paper and collage to make a 2D (or 3D) design.</td></tr>
<tr><td>Sketchbooks…
Use sketchbooks for referencing, collecting and testing ideas and reflecting.
Use a sketchbook to explore ideas, jot down thoughts, test, materials, record and reflect.
Use sketchbooks to make visual notes to capture key ideas about how designers work.</td><td colspan="3"></td></tr>
</table>

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Evaluation… Reflect on their own work. Share the process and outcome with classmates. Listen to the feedback of classmates and respond.			

An Artist in Year 6	**2D drawing to 3D making** (drawing, sculpture, collage, graphic design)	**Print and Activism** (printing, collage and drawing)	**Brave Colour** (installation art, sketchbooks)
Will experience… ● Exploring typography and design lettering. ● Transforming drawing into a 3D object. ● Art as activism ● Using colour in a brave and inventive way ● Create 2D and 3D models ● The work of artist linked to each pathway	Will know… ● How to use line, mark making, colour, shape and composition to make work interesting.	Will know… ● How to use line, shape and colour to make art work.	Will know… ● How to create a 3D model or 2D artwork which shares a personal vision with others. ● How to explore the relationship between colour and form.
Artist study… Lubaina Himid, Claire Harrup Luba Lukova, Faith Ringgold, Shepard Fairey Olafur Eliasson, Yinka Lloro, Morag Myerscough, Liz West	Will be able to… ● Use negative space and the grid method to help to see and draw.	Will be able to… ● Create visuals and text which communicate a personal message. ● Use typography to make messages stand out.	Will be able to… ● Respond to a creative challenge or stimulus.

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Sketchbooks… Use sketchbooks to record and reflect. Use sketchbooks to focus exploration of colour, taking time to record thoughts, test ideas and reflect.		• Combine different techniques such as print, collage and drawing.	
Evaluation… • Share work with others and talk about intention and the outcome. • Reflect and articulate about their artwork and artwork made by classmates.			

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