

Cranmore Infant School

Art and Design curriculum

*We love to learn and together
we grow*

Vision Statements

Art and Design

At Cranmore we aim to provide our children with a high-quality art and design education, where they are exposed to a rich, inspiring and challenging curriculum. We wish to provide an engaging learning journey where children can use their imaginations and explore their creativity. We do not plan for prescriptive outcomes; we believe the role of the teacher is to introduce the pupils to a range of materials, concepts and key skills so each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, we encourage our children to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

Art and Design Aims

- Introduce and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Use drawing, painting and sculpture to develop and share their ideas, feelings, record their experiences and capture their imagination.
- Use taught knowledge and skills to experiment, invent and create their own works of art, craft and design, all whilst using their imaginations and developing their creativity.
- Provide opportunities to use a range of materials creatively to design and make products.
- Revisit and build upon taught skills.
- Evaluate and analyse creative works using the language of art, craft and design.
- Provide children with knowledge about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Introduce children to the understanding of art and design in the wider world and enrich their experiences.
- Make links with the community which strengthen and broaden arts provision in our school.
- Ensure teaching and learning through the arts directly contributes towards raising pupils' progress and achievement.
- To ensure that our children leave with a wealth of knowledge of how art and design both reflect and shape our history and contribute to our culture.

Art whole school schema

	Nursery	Reception	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> • Mark making • Drawing • Painting • colour 	<ul style="list-style-type: none"> • Artist • Drawing • painting • pattern • Primary colours 	<ul style="list-style-type: none"> • Texture • Tone • Primary colours • Secondary colours • 3D art • Landscape/ portrait orientation 	<ul style="list-style-type: none"> • Sculpture • Form • Art medium/media • Tertiary colours • collage
Exploring and Developing	<ul style="list-style-type: none"> • Discuss the intended effect prior to painting • Begin to talk about their work 	<ul style="list-style-type: none"> • Engage children in a creative thought process in order to produce an original and individualized design • Describe intentions and comment on outcomes when painting 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand experience and imagination • Review what they and others have done and say what they might change or develop • Annotate sketchbooks 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand experiences • Ask questions about starting points and their ideas • Review what they and others have done • Annotate sketchbook • Identify what they might change or develop in future.
Drawing	<ul style="list-style-type: none"> ⑩ Make different types of lines ⑩ Use a variety of tools to make marks ⑩ Enclosing spaces 	<ul style="list-style-type: none"> ⑩ Explore a range of drawing tools in order to discover properties and examples of line ⑩ Draw more detailed figures and visual narratives ⑩ Record from observation, imagination and memory 	<ul style="list-style-type: none"> • Use a variety of tools inc: pencils, rubbers, crayons, pastels, charcoal, chalk and other dry media • Use a sketchbook to gather and collect artwork • Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> • Layer different media. Eg crayons pastels charcoal. • Understand basic use of sketchbook and work out ideas • Draw for a sustained period of time from real objects • Experiment with the visual elements: line, shape, pattern and colour
Painting	<ul style="list-style-type: none"> • Manipulate paint with tools, hands and feet • Start to use and mix paint 	<ul style="list-style-type: none"> ⑩ Use paint to produce representational forms and pattern ⑩ Mix colours knowing that white lightens and black darkens ⑩ Choose appropriate brushes and paper for a task 	<ul style="list-style-type: none"> ⑩ Use a variety of tools and techniques including the use of different brushes, sizes and types ⑩ Mix and match colours to objects ⑩ Work on different scales ⑩ Mix secondary colours and shades ⑩ Use different kinds of paint ⑩ Create different textures e.g. sawdust 	<ul style="list-style-type: none"> ⑩ Mix a range of secondary colours, shades and tones ⑩ Experiment with tools and techniques e.g. Layering, scraping, mixing media ⑩ Name the different types of paint and their properties ⑩ Work on a range of scales e.g. large brush, large paper ⑩ Mix and match colours using artefacts and objects

Art whole school schema

	Nursery	Reception	Year 1	Year 2
Sculpture/3 D form	<ul style="list-style-type: none"> Manipulate clay and dough Make basic 3D forms with natural and man made media 	<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources. Selects tools and techniques Create 3D forms that represent their ideas Change the texture of clay using a range of tools and techniques 	<ul style="list-style-type: none"> Manipulate clay for a variety of ways ,e.g. rolling, kneading, shaping Experiment with, construct and join recycled, natural and man-made materials Explore shape and form 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes Inc. thumb pots simple coil pots and models. Built a textured relief tile Experiment with, construct and join recycled, natural and man-made materials more confidently
Printing	<ul style="list-style-type: none"> Explore and use a range of natural and manmade printing materials 	<ul style="list-style-type: none"> Explore a range of natural and man-made materials for mono prints and repeat patterns 	<ul style="list-style-type: none"> Make marks and print with a variety of object Inc.' natural and manmade Carry out different printing techniques, e.g. monoprint, block, relief and resist Make a rubbing Build a repeating pattern and recognise pattern in the environment 	<ul style="list-style-type: none"> Use a variety of techniques Inc. carbon printing, relief press and fabric painting and rubbings Design patterns of increasing complexity Print using a variety of materials, objects and techniques
Textiles/ Collage	<ul style="list-style-type: none"> Enjoy feel explore and begin to us a range of textiles 	<ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Construct using textiles such as weaving, plaiting, sewing 	<ul style="list-style-type: none"> ⑩ Use a variety of techniques Inc. weaving, French knitting, tie dying and wax/ oil resit applique and embroidery ⑩ Create textured collages from a variety of media make a simple mosaic stich, knot and use other manipulative skills 	<ul style="list-style-type: none"> Use a variety of techniques Inc. weaving, French knitting, tie dying and wax/ oil resit applique and embroidery Create textured collages from a variety of media make a simple mosaic stich, knot and use other manipulative skills
Work of other artists	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> William Morris 	<ul style="list-style-type: none"> Vincent Van Gogh

Nursery

Art Knowledge

- **Mark making**
- **Drawing**
- **Painting**
- **colour**

Art Key Vocabulary

Paint, draw, make, colour, squiggle ,pen, pencil, chalk, fat, thin, mix, picture, print, mark-make, light, dark.

NURSERY

Art curriculum

Autumn

Spring

Summer

Exploring and developing

- Discuss the intended effect prior to painting

Drawing

- Make different types of lines, swirls, squiggles etc using a range of brushes, pens, pencils, sticks, chinks.
- Use a variety of tools to make marks - Fat/thin pens, brushes, wax crayons, pastels
- Paint/draw Self portraits using mirrors .
- Experience different movements to make marks - Contrast small and large movements, working in large and small scale indoor and outdoor.
- Start to enclose spaces when drawing

Painting

- Explore the textural qualities of paint using hands and feet to manipulate paint
- Using hands and feet to manipulate paint - hand/foot printing, make prints with fingers
- Choose and use types of paint competently such as mix required powder paint, vary intensity of water colours

NURSERY

Art curriculum

	Autumn	Spring	Summer
Sculpture/3 D form	<ul style="list-style-type: none">• Manipulate dough and clay		<ul style="list-style-type: none">• Use plastic modelling materials expressively• Use a ball of clay to make an adventure playground for worms• Make 3D forms using natural resources such as daisies, twigs, dandelions, leaves etc
Printing	<ul style="list-style-type: none">• Explore a range of natural and man-made printing materials	<ul style="list-style-type: none">• Explore a range of natural and man-made printing materials	<ul style="list-style-type: none">• Choose from a range of natural and man-made printing tools to create a desired effect
Textiles/ Collage	<ul style="list-style-type: none">• Enjoy feeling and comparing different textures and textiles	<ul style="list-style-type: none">• Enjoy feeling and comparing different textures and textiles	<ul style="list-style-type: none">• Discuss the qualities of different materials
Work of other artists	Look at and talk about the work of Kandinsky- use ideas to support collage	Look at and talk about the work of Klee- use ideas to support colour mixing	

Reception

Art Knowledge

- Artist
- Drawing
- painting
- pattern
- Primary colours

Art Key Vocabulary

Artist, paint, pattern, primary, choose, tools, record, design, lighten, darken, mix, explore, colour, textile, different, change, experiment, talk, join, cut, decorate, add, select.

RECEPTION

Art curriculum

	Autumn	Spring	Summer
Exploring and developing	<ul style="list-style-type: none">Engage children in a creative thought process in order to produce an original and individualized design (rangoli/mendi patterns, masks, hair patterns, line patterns in response to music autumn and winter leaves/trees)	<ul style="list-style-type: none">Create simple representations of events, people and objectsHave opportunities to talk about how things workChoose tools that are appropriate for the taskConsider properties and techniques and begin to explain choices and preferencesHave a developing awareness of safety when using tools	<ul style="list-style-type: none">⑩ Describe intentions and comment on outcomes when painting⑩ Initiate and plan simple projects⑩ Select tools and resources that are most appropriate to the task⑩ Devise their own designs (oral, pictorial, written diagrams)⑩ Adapt their own designs evaluate and refine processes and end products to meet the requirements of the design brief
Drawing	<ul style="list-style-type: none">Explore a range of drawing tools in order to discover properties and examples of line e.g. by use of more sophisticated vocabulary-frazzled line Explore line in relation to other stimuli, a favourite toy, something they've done...Record lines they can see on themselves- mouths, eyes, and how they change with expression of different feelingsRecord another piece of work using a line drawing	<ul style="list-style-type: none">Draw more detailed figures and visual narratives	<ul style="list-style-type: none">Draw more detailed figures and visual narrativesRecord from observation, imagination and memory
Painting		<ul style="list-style-type: none">Chooses particular colours to use for a purpose.Describe intentions and comment on outcomes when paintingUse paint to produce representational forms and patternMix colours knowing that white lightens and black darkensExplores what happens when they mix colours	<ul style="list-style-type: none">Use paint to produce representational forms and patternMix colours knowing that white lightens and black darkensChoose appropriate brushes and paper for a task

RECEPTION

Art curriculum

Autumn

Spring

Summer

Sculpture/3 D form

- Decorate the surface of malleable materials
- Add features to surfaces using fingers and tools
- Manipulates materials to achieve a planned effect.

- Be able to join using a variety of techniques
Have access to a wide range of construction kits on a large and small scale during independent activities and focused groups
- Constructs with a purpose in mind, using a variety of resources.
- Selects tools and techniques needed to shape, assemble and join materials

- Create 3D forms that represent their ideas
- Change the texture of clay using a range of tools and techniques
- Add features to surfaces using fingers and tools
- Explore plastic and rigid modelling materials
- Make a 3D object from clay by joining, pulling, using fingers and hands as a tool
- Know how to use tools and equipment safely and appropriately to cut, join and finish their designs

Printing

- Create their own prints using playdough, plasticine, polyblock etc
- Explore different surface textures by rubbing

- Explore a range of natural and man made materials for mono prints and repeat patterns

- Explore a range of natural and man-made materials for mono prints and repeat patterns
- Explore the range of cultural artefacts that are found in the environment

Textiles/ Collage

- Begin to know that materials have specific uses according to their properties
- Experiments to create different textures

- Understands that different media can be combined to create new effects.
- Construct using textiles such as weaving, plaiting, sewing

- Produce a textile by simple technique e.g. dye, print
- Have a wide vocabulary for describing different textures

Work of other artists

- Talk about the features of other people's work and use as inspiration for own work

- Talk about the features of other people's work and use as inspiration for own work

Year One

Art Knowledge

- Texture
- Tone
- Primary colours
- Secondary colours
- 3D art
- Landscape/ portrait orientation

Art Key Vocabulary

colour, shape, printing, printmaking, objects.

textiles, fabric, weaving, over, under, decoration, decorative, dye, wax, resist, crayons,

collage, squares, cut, place,

sculpture, statue, model, sculptor,

primary colours, secondary colours, shades, watercolour, bold

brushstroke, acrylic paint.

portrait, self-portrait, line drawing, detail, pastels, drawings, line, bold, size, space.

YEAR ONE

Art and Design curriculum

	Autumn	Spring	Summer
Exploring and Developing	<ul style="list-style-type: none"> Record and explore ideas from first-hand experience and imagination Review what they have done. Saying what they like or dislike Introduce sketchbooks- Showing how to use them and what they are for. 	<ul style="list-style-type: none"> Record and explore ideas from first-hand experience and imagination Review what they have done and say changes they could make to improve. Begin to show how to Annotate sketchbooks 	<ul style="list-style-type: none"> Record and explore ideas from first-hand experience and imagination Review what they and others have done and say what they might change or develop Annotate sketchbooks
Drawing	<ul style="list-style-type: none"> Use a variety of tools inc: pencils, rubbers, crayons, Introduce a sketchbook and demonstrate how to gather and collect artwork Use line, shape and colour. 	<ul style="list-style-type: none"> Use a variety of tools inc: pencils, rubbers, crayons, and pastels, Begin to independently use a sketchbook to gather and collect artwork and ideas Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Use a variety of tools inc: pencils, rubbers, crayons, pastels, charcoal, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour.
Painting	<ul style="list-style-type: none"> Introduce different brush sizes to children, getting them to explore the effects. Mix and match colours to objects, using given colours Work on small scale only Teach children how to mix secondary colours and shades for self-portraits. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brushes, sizes and types Mix and match colours to objects Demonstrate how to work on big scale. Support children in mixing secondary colours and shades. Name the primary and secondary colours; 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brushes, sizes and types Mix and match colours to objects, selecting from their own colours. Work on different scales Encourage children to independently Mix secondary colours and shades Use different kinds of paint Create different textures e.g. sawdust

YEAR ONE

Art and Design curriculum

Autumn

Spring

Summer

Sculpture/3 D form

- Experiment with, construct and join recycled, natural and man-made materials
- Explore shape and form
- Manipulate clay for a variety of ways ,e.g. rolling, kneading, shaping

Printing

- Make marks and print with a variety of object Inc.' natural and manmade
- Carry out different printing techniques, e.g. monoprint, block, relief and resist
- Make a rubbing
- Build a repeating pattern and recognise pattern in the environment

Textiles/ Collage

- Use a variety of techniques Inc. weaving, French knitting, applique and embroidery
- Create textured collages from a variety of media make a simple mosaic stich, knot and use other manipulative skills

Work of other artists

Printing- William Morris

- Talk about the features of other people's work and use as inspiration for own work.

Year Two

Art Knowledge

- Sculpture
- Form
- Art medium/media
- Tertiary colours
- collage

Art Key Vocabulary

colour, shape, printing, printmaking, relief printing, objects.

textiles, fabric, weaving, woven, , decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

collage, squares, gaps, features, cut, place, arrange.

sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials.

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

portrait, self-portrait, line drawing, detail, landscape, pastels, drawings, line, bold, size, space.

YEAR TWO

Art and Design curriculum

	Autumn	Spring	Summer
Exploring and Developing	<ul style="list-style-type: none"> Record and explore ideas from first-hand experiences Begin to ask questions about starting points and their ideas With support, review what they and others have done. Annotate sketchbook 	<ul style="list-style-type: none"> Record and explore ideas from first-hand experiences Ask questions about starting points and their ideas Review what they and others have done . Discussing the process they have been through. Annotate sketchbook Identify what they might change or develop in future. 	<ul style="list-style-type: none"> Record and explore ideas from first-hand experiences Ask questions about starting points and their ideas Review what they and others have done Annotate sketchbook Identify what they might change or develop in future. Begin to make these changes in their work.
Drawing	<ul style="list-style-type: none"> Understand basic use of sketchbook and work out ideas Begin to draw for a sustained period of time from real objects Looking closely, drawing their attention to detail. 	<ul style="list-style-type: none"> Layer different media. Eg crayons pastels charcoal. Understand use of sketchbook and work out ideas Draw for a sustained period of time from real objects Begin to experiment with the visual elements: line, shape, pattern and colour 	<ul style="list-style-type: none"> Layer different media. Eg crayons pastels charcoal. Use their sketchbook to work out ideas Draw for a sustained period of time from real objects Experiment with the visual elements: line, shape, pattern and colour use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
Painting	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques e.g. Layering, scraping, mixing media Name the different types of paint and their properties 	<ul style="list-style-type: none"> Work on a range of scales e.g. large brush, large paper Mix and match colours using artefacts and objects 	<ul style="list-style-type: none"> Use key vocabulary to demonstrate knowledge and understanding of: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

YEAR TWO

Art and Design curriculum

	Autumn	Spring	Summer
Sculpture/3 D form			<ul style="list-style-type: none"> Manipulate clay for a variety of purposes Inc. thumb pots simple coil pots and models. Built a textured relief tile Experiment with, construct and join recycled, natural and man-made materials more confidently
Printing	<ul style="list-style-type: none"> Use a variety of techniques Inc. carbon printing, relief press and fabric painting and rubbings Design patterns of increasing complexity Print using a variety of materials, objects and techniques 		
Textiles/ Collage		<ul style="list-style-type: none"> Use a variety of techniques Inc. weaving, French knitting, tie dying and wax/ oil resist applique and embroidery Create textured collages from a variety of media make a simple mosaic stitch, knot and use other manipulative skills use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	
Work of other artists	Vincent Van Gogh	<ul style="list-style-type: none"> Looking at Print and collage from other cultures 	