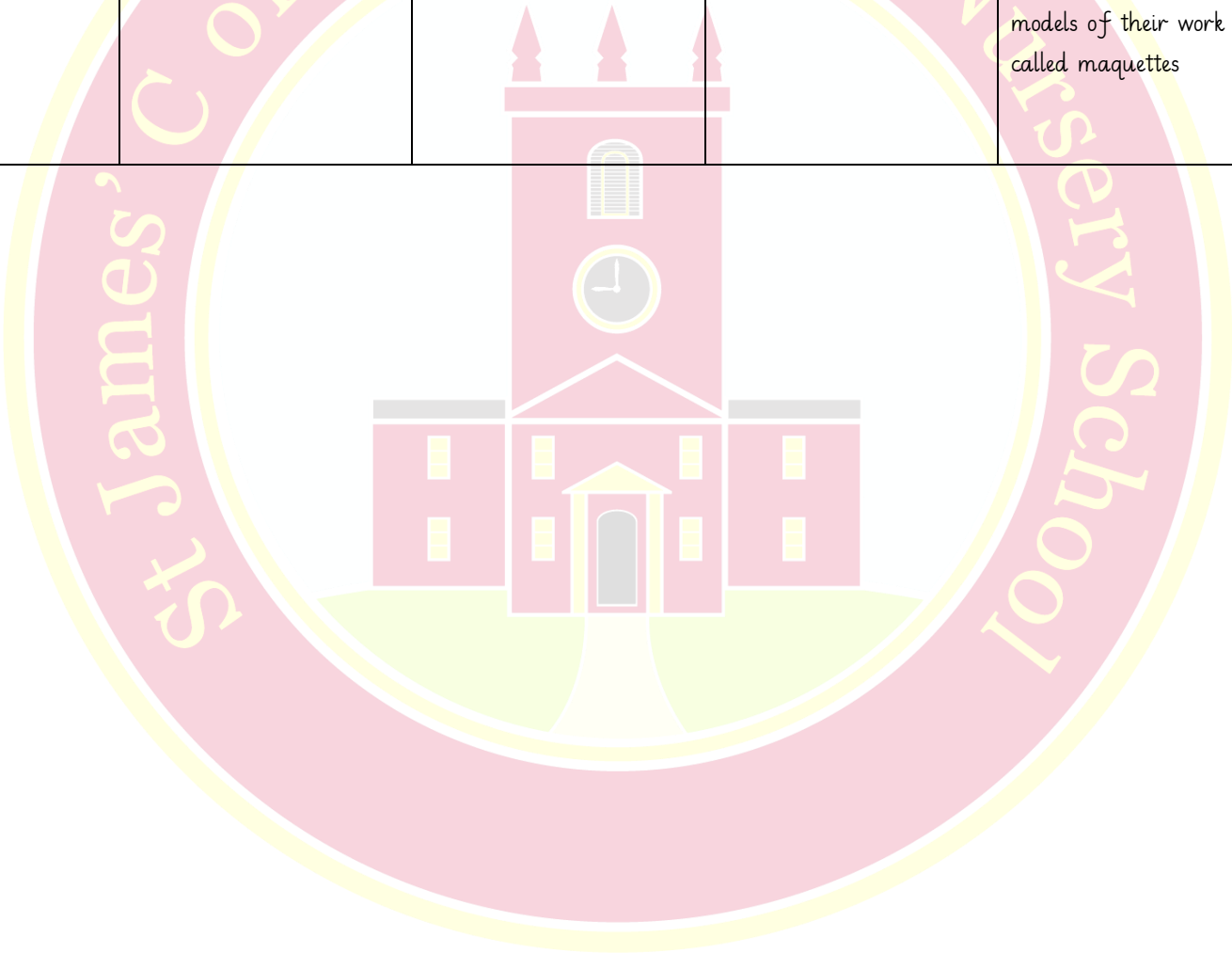


Curriculum Endpoints – Art

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Range of materials</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Create pictures using paint and other media.</p>	<p>Sculpting</p> <p>Use playdough and plasticine to sculpt specific ideas.</p> <p>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</p>	<p>Painting</p> <p>Choose particular colours for a purpose</p> <p>Explore what happens when they mix primary colours</p> <p>Select different tools to paint, e.g. brushes, rollers, sponges, body parts.</p>	<p>Drawing and Line</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Colour, Pattern, Texture and Shape</p> <p>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</p> <p>Experiment to create different textures, e.g. mixing different materials into paint / glue.</p> <p>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics)</p>	<p>Painting</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Show different emotions in their paintings, like happiness, sadness, fear, etc.</p>
Reception	<p>Drawing and Line</p> <p>When drawing themselves, represent all of the different face / body parts.</p> <p>Draw with increasing observation</p>	<p>Painting</p> <p>Know that they can mix colours for a purpose</p> <p>Know that there are different types of paint that can be used for different effects.</p> <p>Begin to use different tools for a particular purpose e.g. brushes, sponges, rollers.</p>	<p>Colour, Pattern, Texture and Shape</p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.</p> <p>Know how to make colours lighter and darker using black and white.</p> <p>Know the names of some other colours mixed this way e.g. pink and grey.</p>	<p>Drawing and Line</p> <p>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .</p> <p>Create different depth of line using the above</p>	<p>Sculpting</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p>Painting</p> <p>Use different tools for a particular purpose e.g. brushes, sponges, rollers.</p> <p>Accurately use a paint brush</p>

<p>KS1</p>	<p>Know that the surface drawn on will create different effects</p>	<p>Know that colour and line can be used to show mood, movement and feelings</p>	<p>Know prints can be made from natural objects Know how to make a collagraph printing block</p>	<p>Know reconstructed paintings are made using images (and materials) that were originally part of something else</p>	<p>Know sculptors make their ideas come to life by joining or molding materials together Know sculptors sometimes first make small-scale models of their work called maquettes</p>	<p>Know there are a series of steps in the creative process</p>
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Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<p>Nursery</p>	<p><u>Range of materials</u></p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Create pictures using paint and other media.</p>	<p><u>Sculpting</u></p> <p>Use playdough and plasticine to sculpt specific ideas.</p> <p>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</p>	<p><u>Painting</u></p> <p>Choose particular colours for a purpose</p> <p>Explore what happens when they mix primary colours</p> <p>Select different tools to paint, e.g. brushes, rollers, sponges, body parts.</p>	<p><u>Drawing and Line</u></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p><u>Colour, Pattern, Texture and Shape</u></p> <p>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</p> <p>Experiment to create different textures, e.g. mixing different materials into paint / glue.</p> <p>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics)</p>	<p><u>Painting</u></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Show different emotions in their paintings, like happiness, sadness, fear, etc.</p>
<p>Reception</p>	<p><u>Drawing and Line</u></p> <p>When drawing themselves, represent all of the different face / body parts.</p> <p>Draw with increasing observation</p>	<p><u>Painting</u></p> <p>Know that they can mix colours for a purpose</p> <p>Know that there are different types of paint that can be used for different effects.</p> <p>Begin to use different tools for a particular purpose e.g. brushes, sponges, rollers.</p>	<p><u>Colour, Pattern, Texture and Shape</u></p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.</p> <p>Know how to make colours lighter and darker using black and white.</p> <p>Know the names of some other colours mixed this way e.g. pink and grey.</p>	<p><u>Drawing and Line</u></p> <p>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas .</p> <p>Create different depth of line using the above</p>	<p><u>Sculpting</u></p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p><u>Painting</u></p> <p>Use different tools for a particular purpose e.g. brushes, sponges, rollers.</p> <p>Accurately use a paint brush</p>

<p>KS1</p>	<p>Marks can be made using a variety of drawing tools</p>	<p>Paint can be used to create a range of marks The names of the primary colours</p>	<p>Know prints can be made from ordinary objects Know how to make and use a stencil and relief block</p>	<p>Know mixed-media, including fabrics, yarn and beads, can be used to create artwork</p>	<p>Know sculptures can be made out of many different materials Know artists take inspiration from the work of others</p>	<p>Know collage can be used as a background Know paper can be torn or cut for effect</p>
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