



Leigh St Peter's C.E. Primary School

"Let Your Light Shine" Matthew 5:16

Art & Design Curriculum

Year Group	EYFS links to Art
Nursery	<ul style="list-style-type: none"> ▪ Explore a range of 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. ▪ Develop fine motor skills using fixing tools to Join different materials such as Sellotape and glue. ▪ Learn to cut with scissors to build hand strength and coordination. ▪ Notice and observe some time features in the natural world such as trees, leaves and flowers. Explore different textures, patterns and colours. ▪ Create closed shapes with continuous lines, and begin to use shapes to represent objects. ▪ Experiment with printing, patterns, and collage. ▪ Respond to what they have heard, expressing their thoughts and feelings Show different emotions in their drawings and paintings, like happiness, sadness etc. ▪ Explore colour and colour mixing ▪ Join in with songs and rhymes, making some sounds Move and dance to music Make rhythmical and repetitive sounds. ▪ Explore a range of sound makers and instruments and play them in different ways Enjoy and take part in action songs. ▪ Take part in simple pretend play, using an object to represent something else. ▪ Begin to develop complex stories using small world equipment like animal sets, dolls houses, dinosaurs etc. ▪ Make imaginative and complex 'small worlds' with blocks and construction kits. Respond to what they have heard, expressing their thoughts and feelings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • draw with increasing complexity and detail, such as representing a face with a circle and including details • show different emotions in drawings and paintings • continue to explore colour and colour mixing. 	<p>Expressive Arts & Design</p> <ul style="list-style-type: none"> ▪ draw with increasing complexity and detail, such as representing a face with a circle and including details 	<p>Expressive Arts & Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • explore and use 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. 	<p>Expressive Arts & Design</p> <ul style="list-style-type: none"> • explore and use a variety of artistic effects to express their ideas and feelings. • observational paintings /drawings • colour mixing 	<p>Expressive Arts & Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • share their creations, explaining the process they have used • make use of props and materials when role laying characters in narratives and stories. 	<p>Expressive Arts & Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Skills	Use tools safely, begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk), investigate different lines (thick, thin, wavy, and straight) represent their own ideas, thoughts and feelings through art.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;">Colour</p> <p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <ol style="list-style-type: none"> 1. Introduction to Colour 2. Secondary, Warm and Cool Colours 3. Tints and Shades 4. A Study of David Hockney's A Bigger Splash 5. Looking at Monet – Painting the Sea 6. Painting a Storm 		<p style="text-align: center;">Architecture</p> <p>Architecture: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <ol style="list-style-type: none"> 1. What is architecture? 2. The purpose of different buildings 3. Architectural features 4. Features of Southwark Cathedral 5. Designing a building 6. Assessment 		<p style="text-align: center;">Sculpture</p> <p>Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor</p> <ol style="list-style-type: none"> 1. An introduction to sculpture 2. A study of Degas' Little Dancer 3. Making models - Gormley 4. Casting - Gormley 5. Adding colour to sculpture - Hepworth 6. Different styles of sculpture – Moore and Giacometti 	
NC Coverage	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 		<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, 		<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, 	

			line, shape, form and space.		line, shape, form and space.	
Skills	Colour mixing, holding and using a brush, using different brushstrokes		Line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media		Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc	
Concepts	Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes		Defining architecture, purpose, features, design process.		Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2		<p>Colour, Shape & Texture</p> <p>Artists: Matisse, Durer, Jan van Eyck</p> <ol style="list-style-type: none"> 1. Introducing Matisse's Cut-Outs 2. Cut-Outs - organic shapes and complementary colours 3. Cut-Outs - composition 4. Visual texture 5. Creating visual texture 1 6. Creating visual texture 2 		<p>History Painting</p> <p>Artists: Picasso, Antonio del Pollaiuolo, Kauffmann</p> <ol style="list-style-type: none"> 1. Introduction - Theseus and the Minotaur 2. Creating a maze 3. Picasso and the minotaur 4/5. Drawing the minotaur 6. Creating a picture will tell a myth 		<p>Murals and Tapestries</p> <p>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers</p> <ol style="list-style-type: none"> 1. Introduction to murals 2. Frescoes - Michelangelo and the Sistine Chapel 3. Crivelli's Garden 4. Tapestries 5. The Last Supper - Leonardo da Vinci 6. Completing class mural
NC Coverage		<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, develop and share their ideas, 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an

		<p>experiences and imagination</p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, shape and texture • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>increasing awareness of different kinds of art, craft and design</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal. 		<p>increasing awareness of different kinds of art, craft and design</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques • about great artists in history.
Skills		<p>Colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p>		<p>Sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p>		<p>Mono-printing, weaving, creating a composition</p>
Concepts		<p>Cut-outs, complementary colours, organic shapes, composition, visual texture</p>		<p>History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p>		<p>What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p>

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Year 3	<p>Line</p> <p>Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p> <ol style="list-style-type: none"> 1. Exploring line and sketchbooks 2. Line weight 3. Studying how artists use line in different ways 4. Hokusai – The Great Wave 5/6. Printing to create line 		<p>Art of Ancient Egypt</p> <p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead</p> <ol style="list-style-type: none"> 1. The Art of Ancient Egypt—Introduction 2. The Great Sphinx 3/4. The Bust of Nefertiti 5. Making papyrus 		<p>Architecture</p> <p>Architecture/Architects: Parthenon, Callicrates, St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <ol style="list-style-type: none"> 1. Introduction to architecture – The Parthenon 2. Symmetry and line in architecture 	

			6. Ancient Egyptian gods		3. Inspiration for architecture – Gaudi and nature 4/5. Gaudi – different materials and features 6. Assessment	
NC Coverage	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal about great artists in history. 		<ul style="list-style-type: none"> to create sketch books to record their observations to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history. 		<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials about great architects and designers in history. 	
Skills	Continuous line drawing, line weight, drawing contour lines, mono-printing		Sketching, modelling in clay, creating patterns, making paper, drawing in profile		Using lines to create a design, working with clay to create a relief, building up and carving away, collage	
Concepts	Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines		Power of the Pharaohs represented in art, first use of paper, AE gods		What is architecture/an architect, sculptures in relief -frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass	

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Year 4		<p style="text-align: center;">Space</p> <p>Artists: Matisse, Millet, Bonheur, Bruegel, Turner</p> <ol style="list-style-type: none"> 1. Introduction to space and dimensions 2. Exploring space in painting: foreground, middle ground and background 3. Identifying foreground, middle ground and background 4/5. Creating foreground, middle ground and background 6. Using colour and detail to show depth 		<p style="text-align: center;">Design</p> <p>Artists: Matisse, Munch, Kauffman</p> <ol style="list-style-type: none"> 1. What is design in art? 2/3. Examining design in Matisse's cut outs 4. Examining design in The Scream—expressionism 5. Examining design in The Scream—colour 6. Making your own Scream! 		<p style="text-align: center;">Needlework, Embroidery and Weaving</p> <p>Designers/Artists: Farrer, Hartnell—Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers</p> <ol style="list-style-type: none"> 1. Introduction to needlework 2. Embroidery: Coronation Dress 3/4. Embroidery: The Duchess of Cambridge's Wedding Dress 5. Weaving 6. A Study of Anni Albers
NC Coverage		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use

		<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal • about great artists in history. 		<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing and painting with a range of materials. For example, pencils, paint • about great artists, architects and designers in history. 		<p>them to review and revisit ideas</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, with a range of materials • about great artists and designers in history.
Skills		Using shade to create tone, using line to draw a landscape, creating a relief in cardboard		Arranging a composition, using lines to show expression, painting with watercolour		Cross-stitch design, cross-stitch, weaving
Concepts		Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth.		Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours.		What is embroidery, what is weaving –looms, warp thread, weft thread, tapestries.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Islamic Art and Architecture</p> <p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <ol style="list-style-type: none"> 1. Introduction to Islamic art and architecture 2. Elements of Islamic art 3. Elements of Islamic architecture 4. The Alhambra 5. The Taj Mahal 6. The influence of Islamic art 		<p>Chinese Painting and Ceramics</p> <p>Art: Become familiar with examples of Chinese art, including silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <ol style="list-style-type: none"> 1. Introduction to Chinese painting: Brushwork and materials 2. Chinese Calligraphy 3. Chinese Painting 4. Porcelain: Ming ware 5. Europe and Chinese Porcelain 6. Assessment 		<p>Print Making</p> <p>Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <ol style="list-style-type: none"> 1. Introduction to printmaking – Different types of printing 2/3 The stencil process – Screen-printing 4. Relief printing – wood cuts/wood engraving and linocuts 5. Intaglio printing – drypoint and etching 6. Assessment 	

NC Coverage	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay about great artists, architects and designers in history. 		<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques, including painting with a range of materials About great artists, architects and designers in history. 		<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques, with a range of materials about great artists, architects and designers in history. 	
Skills	Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.		Using Chinese painting materials and Chinese painting style – emphasis on brush use.		Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.	
Concepts	Features of Islamic art and design –geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs –domes, minarets, arches, muqarnas.		Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.		Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6		Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael		Renaissance Architecture & Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il		Impressionism and Post-Impressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin

		<ol style="list-style-type: none"> 1. Introduction to Italian Renaissance Art: The School of Athens/ Vitruvian Man 2. Leonardo da Vinci: Anatomical drawings 3. Leonardo da Vinci: Sfumato 4. Leonardo da Vinci: 'The Last Supper' 5. Michelangelo: The Sistine Chapel 6. Linear Perspective 		<p>Duomo, Basilica of St Peter's.</p> <ol style="list-style-type: none"> 1. Brunelleschi: Florence Cathedral 2. Ghiberti: The Gates of Paradise 3. Michelangelo as architect: St Peter's Basilica 4. Michelangelo as sculptor: David 5. Michelangelo's David: The influence of classical sculpture. 6. Comparing renaissance and contemporary sculpture 		<ol style="list-style-type: none"> 1. Introduction to Impressionism: Monet 2. Use of scientific knowledge and painting en plein air 3. Paintings of Modern Life: Degas and Renoir 4. Post-Impressionism: Cezanne 5. Post-Impressionism: Van Gogh and Gauguin 6. Japanese influence on the impressionists and assessment
NC Coverage		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials • about great artists in history. 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials, for example clay • about great artists, architects and designers in history. 		<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials, for example pencil, charcoals, paint • about great artists in history.
Skills		Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.		Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project		Painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage.

<p>Concepts</p>		<p>Italy and 'rebirth' (rejection of Middle Ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.</p>		<p>Dome design –Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto.</p>		<p>Painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the postimpressionists (Cezanne, Van Gogh, Gauguin).</p>
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