



EYFS-KS1 Art Curriculum Map

	Nursery	Reception	Year 1	Year 2
Development Matters – Non-statutory curriculum guidance for the early years foundation stage objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • 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 and paintings, like happiness, sadness, fear, etc. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Create collaboratively, sharing ideas, resources and skills. 		



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<p>National Curriculum Objectives</p>			<p>Pupils should be taught:</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 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	
<p>Drawing</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to explore mark making, using pencils, pens, pencil crayons to make them. Know the names of some colours. Know the names of some of their mark makings, such as curved, wavy, straight, zig zag etc. <p>Skills:</p> <ul style="list-style-type: none"> To explore mark making using different media. To name the colours of their choice. To name some of their mark making lines. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Design controlling patterns with different types of marks. Know and begin to explain zentangles. <p>Skills:</p> <ul style="list-style-type: none"> To create abstract art, using a zentangle. To describe lines they see. To work with independence. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to show how people feel in paintings and drawings. Know how to use pencils to create lines of different thickness in drawings. <p>Skills:</p> <ul style="list-style-type: none"> To draw lines of different shapes and thickness, using 2 different grades of pencil. To draw using pencil and crayons. To communicate something about themselves in their drawing. To create moods in their drawings. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Choose and use three different grades of pencil when drawing. Know how to use charcoal, pencil and pastel to create art. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. <p>Skills:</p> <ul style="list-style-type: none"> To use three different grades of pencil in their drawing (4B, 8B, HB). To use pencil, charcoal and pastels. To create different tones using light and dark. To show patterns and texture in their drawings. To use a viewfinder to focus on a specific part of an artefact before drawing it. To begin to demonstrating their ideas through photographs and in their sketch books. To set out their ideas, using 'annotation' in their sketch books.



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	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Mark Making• Dot• Squiggle• Scribble• Wavy• Straight• Curved• Zig zag• Loop• Swirl• Shade• Pattern• Abstract• Colour names	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Mark Making• Dot• Squiggle• Wavy• Straight• Curved• Zigzag• Loop• Swirl• Colour names• Pattern• Abstract• Thin• Thick• Shade• Shape• Dark• Light	<p>Key Vocabulary:</p> <ul style="list-style-type: none">• Thick• Thin• Soft• Broad• Narrow• Fine• Line• Shape• Detail• Sketch• Shade• Tone• Observation• Grades of pencil• Foreground• Background.	<ul style="list-style-type: none">• To keep notes in their sketch books as to how they have changed their work. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Line• Composition• Line• Position• Symmetry• Pose• Observation• Light• Shade• 2D• 3D
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Painting		<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Begin to understand the vocabulary of abstract and artist.• Know the names of some colours.• Begin to understand primary and secondary colours.• Know the names of tools used, such as brush, paint, palette, water and sponge. <p>Skills:</p> <ul style="list-style-type: none">• To describe what they see.• To organize themselves to use tools efficiently.• To explain what tools and materials they need.• To mix colours.• To name colours. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Paper• Paint• Palette• Water• Sponge• Brush• Colour names• Primary colours• Secondary colours• Colour wheel	<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Know how to create moods in art work• Name primary and secondary colours. <p>Skills:</p> <ul style="list-style-type: none">• To paint a picture of something they can see.• To communicate something about themselves in their painting.• To create moods in their paintings.• To choose using thick and thin brushes as appropriate?• To use primary and secondary colours. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Thick• Thin• Soft• Broad• Narrow• Fine• Line• Shape• Detail• Primary• Secondary	
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Collage	<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Understand and explain what collage is.• Use key vocabulary to describe their collage. <p>Skills:</p> <ul style="list-style-type: none">• To use natural materials to create collage.• To work collaboratively.• To describe shape, colour and texture of materials. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Collage• Rough• Smooth• Hard• Soft• Big• Small• Long• Short• Tear• Fold• Scrunch• Twist			<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Use different techniques to create collage, such as tearing, cutting and manipulating materials.• Understand and explain cubism and collage. <p>Skills:</p> <ul style="list-style-type: none">• To create individual and group collages.• To use different kinds of materials on their collage and explain why they have chosen them.• To use repeated patterns in their collage. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Mixed media• Figure• Object• Fragmented• Abstract• Recycled• Portrait
Textiles		<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Understand that weaving is winding one material under, over, through and / or around another material. <p>Skills:</p> <ul style="list-style-type: none">• To work collaboratively.• To choose materials.		<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Use running and over stitch to join fabric.• Stitch created sea creatures to a piece of material. <p>Skills:</p> <ul style="list-style-type: none">• To join fabric using glue.• To sew fabrics together.



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		<ul style="list-style-type: none">• To weave over and under a given material.• To describe their chosen material, using key vocabulary.• To create a pattern of their choice. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Under / Over• Up / Down• In / Out• Loom• Lace• String• Ribbon• Wool• Fabric• Paper• Foil• Sticks• Straws		<ul style="list-style-type: none">• To create part of a class tapestry. <p>Key Vocabulary:</p> <ul style="list-style-type: none">• Applique• Stump work• Embroidery• Shape• Form• Colour• Stitches – running and overstitch.
Printing	<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Know and name some colours and shapes.• Understand how dripping and applying pressure creates a picture. <p>Skills:</p> <ul style="list-style-type: none">• To use pressure of dripping.• To apply pressure to create a picture.• To use different colours to create a picture.• To use paper, coloured paint and 3D shapes to print.			



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	Key Vocabulary: <ul style="list-style-type: none">• Printing• Blocks• Shapes – square, circle, oblong and triangle			
Sculpture			Sticky Knowledge: <ul style="list-style-type: none">• Know how to cut, roll and coil materials• Know how to use IT to create a picture Skills: <ul style="list-style-type: none">• To cut, roll and coil materials such as clay, dough or plasticine.• To make different kinds of shapes.• To add texture using tools. Key Vocabulary: <ul style="list-style-type: none">• Roll• Coil• Shape• Names of tools• Tear• Model• Clay• Cardboard• Wood• Metal (tin foil)• Plastic• Natural / man made• Sculptor• Carving• Constructing• Old• Modern• Architect• Designer.	