

KS1 NC requirements: -

- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- 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.

	Nursery	EYFS	Year 1	Year 2
Drawing and Sketchbooks	Explore and enjoy expressing themselves through mark making with a range of materials	Experiment with pencil grip and control to create spiral patterns and circular motions. Enjoy mark making and drawing pictures to represent the world around them.	Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Use colour (pastels, chalks) intuitively to develop spiral drawings Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Practice observational drawing	Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making.. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape Create collage drawings which explore composition. Make close observational drawings of small objects, drawn to scale, Understand that the way each persons' sketchbook looks is unique Make visual notes about artists studied.
Surfaces and Colour	Be given the opportunity to paint and experiment with brushes, hands, stamps etc.	Explore watercolour in an intuitive way to build understanding of its properties. Paint without a fixed image of what you are painting in mind. Understand we can use a variety of brushes, holding them in a variety	Develop experience of primary and secondary colours Use sketchbooks to test out printmaking ideas Understand prints are made by transferring an image from one surface to another Understand relief prints are made when we print from raised images (plates)	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues.

	Learn to name colours	of ways to make watercolour marks. Explore a wider range of colour vocabulary	Explore concepts like "repeat" "pattern" "sequencing". Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.	Understand the concept of still life. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools Create an arrangement of objects. Use as the focus for an abstract still life painting using gestural marks
Sculpture	Work in a playful, exploratory way, using Design through Making philosophy	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making	Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Use a combination of two or more materials to make sculpture Use construction methods to build	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Use Design through Making philosophy to playfully construct towards a loose brief.
Visual literacy	Enjoy looking at each other's artworks and creations	Reflect upon the artists' work, and share your response verbally ("I liked...").	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").	Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
Artists		Emma Burleigh Linda Bell Nnena Kalu Local artist TBC	Molly Haslund Ancient Art of Kolam Andrea Butler Henri Rousseau	Andy Goldsworthy Hassan Hajjaj Joseph Cornell Marela Zacarias and Charlie French Terry Frost (local) Chris Kenny