

# Banks Lane Infant & Nursery Art & Design Curriculum



## Intention

Art, craft and design helps us to explore our own feelings and imagination through different media and to develop our creativity. It helps us to develop cultural awareness, value originality and respect the expressions of others as well as recognising excellence in others' work.

**Collaboration | Effort | Excellence | Respect**  
**And that we can make a difference**

## Progression from EYFS to KS1

End points: **By the end of EYFS**, Children will have explored, used and refined a variety of artistic effects to express their ideas and feelings. They will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. **By the end of KS1**: Children will be able to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will have explored and developed a wide range of art and design techniques. Children will have knowledge of a range of artists, craft makers and designers from around the world, being able to describe the differences and similarities between different practices and disciplines and make links to their own work. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Art & Design Experiences & Opportunities (Cultural Capital)

Multicultural Market art experiences

Images Art Exhibition

Visiting artists

1:1 art and craft opportunities with skilled volunteers from the local community.

Art Competitions

Art lunch club

Art nurture group

## Knowledge in Art and Design

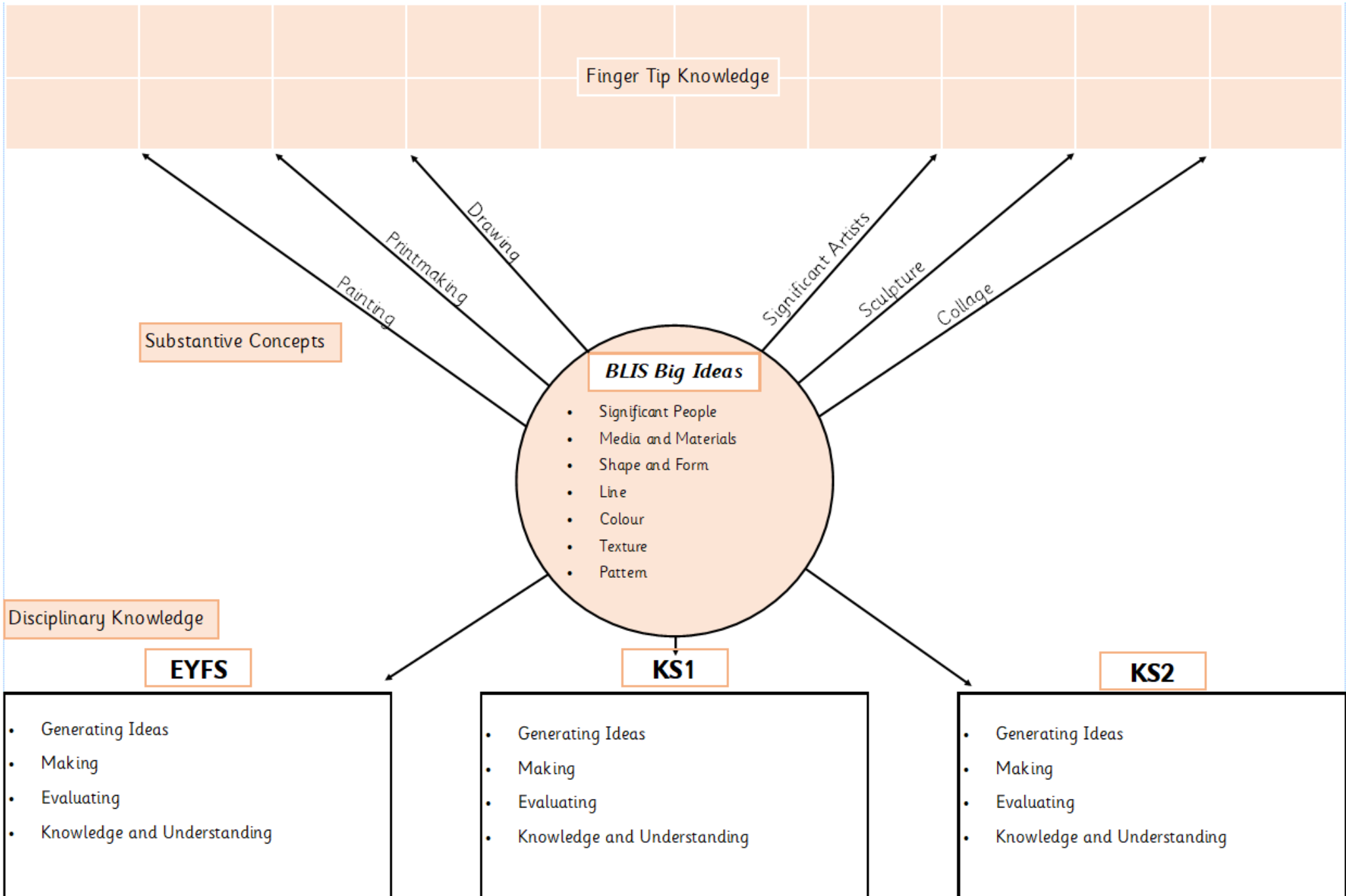
Art and design is a practical, creative and expressive subject. It is a subject where children will develop their knowledge and understanding of Art, as well as, their skills. It includes two types- 'substantive concepts' and 'fingertip knowledge'.

**Substantive Concepts** are concepts concerned with the subject skills/concepts of Art, such as **drawing, painting, printmaking, textiles, sculpture/3D and collage**. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.

**Fingertip knowledge** is the knowledge of the key drawing/painting/sculpture techniques, artists and dates which pupils need in their minds, or at their fingertips, whilst undertaking art and design, without which they would struggle to generate ideas, make or evaluate artwork. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

**Disciplinary knowledge** is concerned with developing artistic rational and critical thinking within enquiry, and can be categorised into 4 Disciplinary concepts that are systematically developed in our art and design curriculum:

- **Generating ideas:** *Skills of designing and developing ideas.*
- **Making:** *Skills of making art, craft and design.*
- **Evaluating:** *Skills of judgement and evaluation.*
- **Knowledge and Understanding:** *Acquiring and applying knowledge to inform progress.*



**The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.**

**Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.**

<b>Nursery Development Matters:</b>	<b>Reception Development Matters</b>	<b>Early Learning Goals</b>
<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour mixing.</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

	Nursery	Reception	Year 1	Year 2
<b>Autumn</b>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Free painting introduced.</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>- Various printing with objects e.g. shapes, tartan, poppy</li> <li>- Work together to create a poppy field.</li> </ul> <p><b>Sculpture:</b> Artist/designer: <i>Yayoi Kusama</i> - pumpkins</p> <ul style="list-style-type: none"> <li>- Clay diva lamps</li> <li>- Playdough hedgehogs</li> </ul> <p><b>All areas:</b></p> <ul style="list-style-type: none"> <li>- Free art area introduced</li> </ul>	<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>- Autumn Art- Rubbings, paintings and drawings.</li> <li>- Rangoli patterns</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- Poppy printing</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- Clay divas.</li> </ul>	<p><b>Drawing</b> Artist/designer: <i>Bernard Most</i></p> <ul style="list-style-type: none"> <li>- Dinosaur landscapes/city scenes.</li> <li>- Observational drawings of different leaves.</li> </ul> <p><b>Printing</b> Artist/designer: <i>Lucienne Day</i></p> <ul style="list-style-type: none"> <li>- Produce a relief print</li> </ul>	<p><b>Drawing/Painting</b> Artist/designer: <i>Heather Galler</i></p> <ul style="list-style-type: none"> <li>- Observational drawings of houses.</li> </ul> <p><b>Digital</b> Artist/designer: <i>Charles Rennie Mackintosh</i></p> <ul style="list-style-type: none"> <li>- Stained glass windows.</li> </ul>
<b>Spring</b>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Draw the houses</li> <li>- Faces</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>- Junk modelling houses.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Colour mixing green (whole class)</li> <li>- Spraying paint for Holi</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>- Valentine's Day</li> </ul> <p><b>All areas:</b> Free art area introduced</p>	<p><b>Printing</b> Artist/designer: <i>Paul Klee</i></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Colour mixing</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Paintings/portraits of monarchs</li> </ul> <p><b>Collage:</b> Artist/designer: <i>Yayoi Kusama</i></p> <p><b>Drawing</b> Artist/designer: <i>Andy Warhol/Roy Lichtenstein</i></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Willow pattern plate drawing</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- Willow pattern papier mache</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- Animal print mood board</li> <li>-</li> </ul>
<b>Summer</b>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Painting flowers</li> </ul> <p>Artist/designer: <i>Georgia O'Keefe</i></p> <p><b>All areas:</b> Free art area introduced</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Sea creature drawings</li> </ul> <p><b>Sculpture and Painting</b></p> <ul style="list-style-type: none"> <li>- Model magic sea creatures.</li> </ul> <p><b>Painting</b> Artist/designer: <i>Jackson Pollock</i></p>	<p><b>Painting</b> Artist/designer: <i>Georges Seurat</i></p> <ul style="list-style-type: none"> <li>- Pointillism image of Bluebell Woods.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- <b>Natural sculptures.</b></li> </ul>	<p><b>Printing</b> Animal print using printing ink.</p> <p><b>Painting/Collage</b> Artist/designer: <i>Eric Carle</i></p> <ul style="list-style-type: none"> <li>- Hand painting</li> <li>- Collage paper background for final piece.</li> </ul>

# Big Ideas

## Key Concepts

Big Ideas (concepts) that underpin all art and design.	EYFS	KS1	LKS2 (what we are preparing our children for)
<b>Significant People</b>	<ul style="list-style-type: none"> <li>• Begin to name famous artists</li> <li>• Begin to talk about artists work and talk about what they like or don't like.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the work of different/diverse artists and crafts people.</li> <li>• Talk about the work of different and diverse artists/crafts people and what you like/dislike and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the work of different/diverse artists and crafts people.</li> <li>• Talk about the work of different and diverse artists/crafts people and what you like/dislike and why.</li> <li>• Create own artwork in response to an artists work.</li> </ul>
<b>Media and Material</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a wide range of different media/materials: e.g. pencils, pastels, charcoal, paints, inks.</li> <li>• Understand the properties of different media and material.</li> <li>• Begin to choose media and materials based upon their properties and suitability.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about the media and materials needed and explain their choices based on the properties of the media/materials.</li> </ul>
<b>Shape and Form</b>	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• <i>Use playdough, Lego and junk-modelling resources to create simple sculptures.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and use shape in their artwork for purpose. E.g. the circle is the sun, the crown looks like triangles.</li> <li>• <i>Create 3D sculptures</i></li> </ul>	<ul style="list-style-type: none"> <li>• Cut, make and combine shapes to create recognisable forms.</li> </ul>
<b>Line</b>	<ul style="list-style-type: none"> <li>• Make simple marks</li> <li>• Develop their use of continuous lines to create shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different types of lines; straight, wavy, diagonal, zig-zag, spiral.</li> <li>• Draw lines with increased control and skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with drawing lines of different shapes using 3 different grades of pencil.</li> <li>• Explore geometric and organic forms.</li> </ul>

<b>Colour</b>	<ul style="list-style-type: none"> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify primary and secondary colours.</li> <li>• Understand how to mix primary colours to create secondary colours.</li> <li>• Refine colour mixing for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Mix secondary colours and explore different shades of colours.</li> <li>• Recognise contrasting and complementary colours.</li> <li>• Know where primary and secondary colours sit on the colour wheel.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe different textures.</li> <li>• Select and use appropriate materials to create different effects/textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the use of different collage techniques</li> <li>• Analyse and describe texture within artists and their own artwork.</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>• Begin to follow and create simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and identify patterns in nature, e.g. snail shells.</li> <li>• Use techniques to create repeating/non-repeating patterns.</li> <li>• Begin to create patterns of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and construct a pattern of their own using a range of materials.</li> <li>• Create more complex patterns</li> <li>• Repeat complex patterns to create a symmetrical piece of work.</li> </ul>

## Disciplinary Knowledge: Art and Design

Art and Design:	EYFS	Year 1	Year 2	LKS2
<b>Generating Ideas</b> <i>Skills of designing and developing ideas.</i>	<ul style="list-style-type: none"> <li>Work purposefully responding to colours, shapes and materials.</li> <li>Create simple representations of people and other things.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that ideas can be expressed in art work.</li> <li>Experiment with an open mind. <i>(For instance, they enthusiastically try out and use all materials that are presented to them)</i></li> </ul>	<ul style="list-style-type: none"> <li>Try out different activities and make sensible choices about what to do next.</li> <li>Use drawing to record ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Gather and review information, references and resources related to their ideas and intentions.</li> <li>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ul>
<b>Making</b> <i>Skills of making Art, Craft and Design.</i>	<ul style="list-style-type: none"> <li>Work spontaneously and enjoy the act of making/creating.</li> <li>Sustain concentration and control when experimenting with tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Try out a range of materials and processes and recognise that they have different qualities.</li> <li>Use materials purposefully to achieve particular characteristics or qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately choose to use particular techniques for a given purpose.</li> <li>Develop and exercise some care and control over the range of materials they use. <i>(For instance, they do not accept the first mark but seek to refine and improve)</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>Select and use appropriately, a variety of materials and techniques in order to create their own work.</li> </ul>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation.</i>	<ul style="list-style-type: none"> <li>Recognise and describe key features of their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these. <i>(For instance, be able to say "I like that because...")</i></li> </ul>	<ul style="list-style-type: none"> <li>Take the time to reflect upon what they like and dislike about their work in order to improve it. <i>(for instance, they think carefully before explaining to their teacher what they like and what they will do next)</i></li> </ul>
<b>Knowledge and Understanding</b> <i>Acquiring and applying knowledge to inform progress.</i>	<ul style="list-style-type: none"> <li>Know that art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>Be able to explain what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design.</li> <li>Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>	<ul style="list-style-type: none"> <li>That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> <li>Be able to talk about the materials, techniques and processes they have uses, using an appropriate vocabulary. <i>(For instance, they know the names of the tools and colours they use)</i></li> </ul>	<ul style="list-style-type: none"> <li>Know about and describe the work of some artists, craftspeople, architects and designers.</li> <li>Be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>



**Key Substantive Concepts:**

	Drawing	Painting	Printmaking	Collage	Sculpture	Significant Artists
<b>Substantive Concepts</b>	EYFS		Year 1		Year 2	
	<b>Fingertip Knowledge</b>					
Drawing	Rangoli Patterns Sea creature drawings		Landscapes		Observational drawings of houses	
Painting	Jackson Pollock		Portraits Pointillism		Eric Carle	
Printmaking	Tartan patterns		Relief print		Animal prints	
Collage			Yayoi Kusama		Collage paper backgrounds	
Sculpture	Diva lamp Model magic sea creatures Yayoi Kusama				Willow pattern papier mache plate	
Significant Artists	Jackson Pollock Yayoi Kusama		Bernard Most Lucienne Day Georges Seurat Yayoi Kusama		Heather Galler Charles Rennie Mackintosh Eric Carle	



**Children working below ARE**

**Children exceeding ARE**



**Children working below ARE**

**Children exceeding ARE**



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**Children exceeding ARE**