

Art: National Curriculum Overview

FOUNDATION STAGE - EAD

FS1

- To explore colour and how colours can be changed.
- To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.
- To begin to be interested in and describe the texture of things.
- To develop a preference for forms of expression.
- To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

FS2

- To explore what happens when they mix colours.
- To experiment to create different textures.
- To understand that different media can be combined to create new effects.
- To manipulate materials to achieve a planned effect.
- To construct with a purpose in mind, using a variety of resources.
- To use simple tools and techniques competently and appropriately.
- To select the appropriate resources and adapt work where necessary.
- To select tools and techniques needed to shape, assemble and join materials they are using.
- To create simple representations of events, people and objects.
- To choose particular colours to use for a purpose.

ELG

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KEY STAGE ONE

National Curriculum Requirements Children should be taught:	Art Unit
To use a range of materials creatively to design and make products.	Weather (Y1) In the dark of night (Y2)
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Food (Y1) Weather (Y1) The beauty of flowers (Y2)
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Food (Y1) In the dark of night (Y2)
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.	Food (Y1) The beauty of flowers (Y2)

KEY STAGE TWO

National Curriculum Requirements Children should be taught:	Art Unit
To create sketch books to record their observations and use them to review and revisit ideas	The Renaissance (Y3) Impressionism (Y4) Exploring Expressionism (Y5) The explosion of Pop art (Y6)
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Impressionism (Y4) The explosion of Pop art (Y6) Abstract art (Y3) Myths and legends (Y4)
About great artists, architects and designers in history.	The Renaissance (Y3) Exploring Expressionism (Y5) Art and religion (Y5) The art of anatomy (Y6)