



# Curriculum – Art and Design

Knowledge and Skills

**Courage**

**Resilience**

**Honesty**

**Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

## Features

**At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:**

- Using materials
- Drawing
- Use colour, pattern, texture, line, shape, form and space
- A study of a range of artists

**At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:**

- Using sketch books
- Drawing, painting and sculpture
- Study of great artists

Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

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## Knowledge and Skills Progression in ART & DESIGN – Reception Development Matters Statements

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)
- Use drawing to represent ideas like movement or loud noises. (EAD)
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD)
- Explore colour and colour-mixing. (EAD)
- Use large-muscle movements to paint and make marks. (PD)
- Use a comfortable grip with good control when holding pens and pencils. (PD)
- Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (M)

## Early Learning Goals feeding into National Curriculum – Art & Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
- Share their creations, explaining the process they have used. (EAD)
- Use a range of small tools, including scissors, paintbrushes and cutlery. (PD)
- Begin to show accuracy and care when drawing. (PD)

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## National Curriculum Subject Content

Strand	Using different materials	Drawing	Use colour, pattern, texture, line,	Range of artists
<b>Key Stage 1</b>	Use a range of materials creatively to design and make products	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Study 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.
Strand	Become a critical, reflective artist	Drawing, painting and sculpture	Study of great artists	
<b>Key Stage 2</b>	Create sketch books to record their observations and use them to review and revisit ideas	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Taught about great artists, architects and designers in history	

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