



### Art and Design- School Curriculum Overview

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <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> </ul> <p><b>Expressive Arts and Design</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>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>		
Reception	<p><b>Physical Development</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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>Expressive Arts and Design</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>		
ELG	<p><b>Physical Development- Fine Motor</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> <p><b>EAD- Creating with Materials</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> </ul>		
REC	<p><u>Autumn 1</u> Artist study: <b>Roger Hargreaves</b></p> <p>Children will know how to use a mirror to create a self-portrait and add details such as their facial features. Children will be able to choose and use primary colours appropriately and for a purpose.</p> <p><u>Autumn 2</u> Artist study: <b>Jackson Pollock</b></p> <p>Children will know the names of the primary colours, black and white, experiment with mixing colours, and explore how they can make marks using paint and different tools.</p>	<p><u>Spring 1</u> Artist study: <b>Mondrian</b></p> <p>Children will know that what an artist is. Children will explore the simple geometric shapes and primary colours characteristic of Mondrian's style through various creative projects</p> <p><u>Spring 2</u> Artist study: <b>Richard Shilling</b></p> <p>Children will understand what is meant by 'transient art' and can use naturally found resources to create their own pieces.</p>	<p><u>Summer 1</u> Artist study: <b>Yayoi Kusama</b> Printing and Patterns</p> <p>Children will be able to talk about Yayoi Kusama and create their own artwork inspired by her.</p> <p><u>Summer 2</u> Artist study: <b>Hokusai</b></p> <p>That art can be created with everyday objects and how these can be strategically placed to create representations of shape, people and objects.</p>

<b>YEAR 1</b>	<u>Autumn 1</u> <b>Drawing Skills</b> (Artist Focus) <b>Diane Bleck</b> (Drawing)	<u>Spring 1</u> <b>Painting Skills</b> (Artist Focus) <b>Romero Britto</b> (Painting)	<u>Summer 1</u> <b>Nature Sculptures</b> <b>Andy Goldsworthy</b> Louise Waller (3D/Sculpture)
<b>YEAR 2</b>	<u>Autumn 1</u> <b>Pattern</b> (Artist Focus) <b>Charles McGee</b> (Drawing)	<u>Spring 1</u> <b>Contrasting Landscapes</b> (Artist Focus) <b>Claude Monet</b> (Painting)	<u>Summer 1</u> <b>Paper Sculpture</b> (Artist Focus) <b>Pete Cromer</b> (3D/Sculpture)
<b>YEAR 3</b>	<u>Autumn 2</u> <b>Fossils</b> <b>Pablo Picasso</b> Hamish Mackie (Drawing)	<u>Spring 2</u> <b>Artist Study</b> <b>Georgia O'Keefe</b> (Painting)	<u>Summer 2</u> <b>Body Form</b> <b>Anthony Gormley</b> Dominic Hinchliffe Michaelangelo (3D/Sculpture)
<b>YEAR 4</b>	<u>Autumn 1</u> <b>Still Life</b> (Artist Focus) <b>Paul Cezanne</b> (Drawing)	<u>Spring 1</u> <b>Sound Sculptures</b> (Artist Focus) <b>Barbara Hepworth</b> (3D/Sculpture)	<u>Summer 1</u> <b>River Landscapes</b> <b>Hundertwasser</b> Hockney Leroux (Painting)
<b>YEAR 5</b>	<u>Autumn 2:</u> <b>Cityscapes</b> Frank Green <b>Jessica Arrowsmith Stanley</b> Zaha Hadid Walter Aubrey Thomas Lowry (Drawing)	<u>Spring 2:</u> <b>Serpentine Eyes</b> (Artist Focus) <b>Darrell Wakelam</b> (3D/Sculpture)	<u>Summer 2</u> <b>Jungle Landscapes</b> <b>Henri Rousseau</b>  <b>Pattern and Design</b> Poonam Mistry Nixianaka Yawanawa (Painting/Mixed Media)
<b>YEAR 6</b>	<u>Autumn 1</u> <b>Portraits</b> <b>Mark Powell</b> <b>Ed Fairburn</b> DaVinci Picasso Vermeer (Drawing)		<u>Spring/Summer</u> <b>Messaging Art</b> Bethany Thiele Robert Kushner Mike Barratt <b>Paul Curtis</b> Banksy (Mixed Media)