

# Mansfield Primary Academy- Art and Design Curriculum

Throughout Art and Design at Mansfield Primary Academy, we teach six key themes throughout each year group. These are:

Colour	Texture	Tone	Form and Space	Line and Shape	Pattern
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Each year group teaches four lessons within each block, focusing on one key theme.

Year Group	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
1	COLOUR Matisse Cut out silhouettes of Mansfield buildings/aqueduct etc	PATTERN Yayoi Kusama Discreet EDI	TEXTURE Tony Marsh Discreet	TONE Jan Griffier (Elizabethan artist)	FORM AND SPACE Holbein (Tudor court painter) BV	LINE AND SHAPE David Hockney (Gainsborough Hall sketches) EDI
	Where does Mansfield Fit in the World?		What started the great fire of London?		What is a monarch?	
2	COLOUR Van Gogh Discreet	TEXTURE Jackson Pollock Discreet	TONE Stephen Wiltshire (Exploring cities) EDI	FORM AND SPACE Explorers – Gauguin (Exploring landscape)	LINE AND SHAPE Victorian Charles Rennie Mackintosh Victorian artist	PATTERN Damien Hirst Discreet
	Arctic		Explorers		Victorians	
3	FORM AND SPACE- Andy Goldsworthy Natural sculpture (stone stacks)	TONE Lascaux Cave Art Stone age art	COLOUR Frida Kahlo Rainforest leaves EDI	TEXTURE Rousseau Rainforest animals	PATTERN KANDINSKY Discreet	LINE AND SHAPE Mel Boucher Text art – hieroglyphs EDI
	The Stone Age		The Rainforest		Egyptians	
4	PATTERN Greek Vase (Ancient Greece link)	LINE AND SHAPE Basquiat EDI Discreet	FORM AND SPACE Henry Moore CLAY Discreet	TEXTURE Roman portrait (Gainsborough comparison)	COLOUR Illuminated manuscripts (Anglo Saxons) Text art	TONE Rembrandt – the night watch Shadows town/country by day/night. Discreet
	Ancient Greece		Romans		Anglo Saxons	

5	FORM AND SPACE Paul Nash Ww1 artist	TONE Olive Mudie Cooke Ww1 artist EDI	TEXTURE Watson Fothergill (local architect) Victorian artist	LINE AND SHAPE MC ESHER Discreet	COLOUR Cai Quo-Qiang Chinese artist EDI	PATTERN Shang Dynasty Art Chinese art
	Ww1		Monarchs		Shang Dynasty	
6	PATTERN Print their own camouflage patterns	TEXTURE The Blitz Anselm Kiefer Wheat field conflict paintings about ww2	TONE Vikings Da Vinci sketchbooks (warrior sketch)	COLOUR YINKA SHONIBARE Viking ships EDI	FORM AND SPACE- Tom McGuiness (mining, Bevan boy) Bevan boy Mansfield	LINE AND SHAPE Tessellation art Tim Stokes Discreet
	Ww2		Vikings		Where does Mansfield Fit in the World?	

### EYFS- Early Learning Goal for Expressive Arts and Design

#### ELG 16 Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Autumn 1**
- Share their creations, explaining the process they have used. **Autumn 1**
- Make use of props and materials when role playing characters in narratives and stories. **Discreet**

#### ELG 17 Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher. **Discreet**
- Sing a range of well-known nursery rhymes and songs. **Discreet**
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. **Discreet**

#### Nursery

- Use pre-made paints. **Spring 1**
- Can name primary colours. Mix primary colours to appropriate consistency. **Spring 1**
- Can hold a paintbrush in the palm of their hand to create marks. **(Discreet)**
- Print using a range of materials. **Discreet**
- Makes marks. Draws circles and lines. **Spring 1**
- Draws faces with features and gives meaning to marks. **Autumn 1 All about me**
- Draws potato people (no neck or body). **Autumn 1 All about me**
- Children can draw things that they observe. **Autumn 1 All about me**
- Children can draw simple things from memory. **Autumn 1 All about me**
- Use glue sticks to join items with support. **Spring 1**
- Use glue spatulas to join items with support. **Discreet**
- Explore different materials freely, in order to develop their ideas about how to use them and what to make. **Summer 1**
- Builds towers by stacking objects. **Discreet**
- Builds walls to create enclosed spaces. Use glue sticks to join items with support. **Discreet**

- Explores clay using fingers. **Autumn 2 - Divali**
- Makes marks in clay. **Autumn 2 - Divali**

#### **Reception**

- Able to mix colours. **Spring 1/summer 1**
- Can hold a paintbrush using a tripod grip. **Autumn 1**
- Paintings show greater attention to detail. **Summer 2**
- Create patterns or meaningful pictures when printing. **Summer 1**
- Draws people with increasing detail (bodies with limbs and additional features). **Summer 2**
- Children begin to draw self-portraits, landscapes and buildings/cityscapes. **Summer 1**
- Join items in a variety of ways— masking tape, Sellotape, string, ribbon etc. **Discreet**
- Make informed choices of which material is best to use when junk modelling. **Discreet**
- Makes a model using clay. **Spring 1**

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Creating with Materials	Painting	Use pre-made paints	Can name primary colours. Mix primary colours to appropriate consistency	Able to mix primary colours to make secondary colours	Add white or black paint to alter tint or shade	Colour matching to a specific colour and shade	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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
		Use pre-made paints	Can hold a paintbrush in the palm of their hand to create marks	Beginning to use thin brushes to add detail to paintings	Can hold a paintbrush using a tripod grip Paintings show greater attention to detail	Can independently select additional tools (stampers, rollers etc.) to improve their painting		
		Print with large blocks and larger sponges	Print using a range of materials	Create patterns or meaningful pictures when printing				
	Drawing	Makes marks. Draws circles and lines	Draws faces with features and gives meaning to marks	Draws potato people (no neck or body)	Draws people with increasing detail (bodies with limbs and additional features)			
		Children can draw things that they observe		Children can draw simple things from memory		Children begin to draw self-portraits, landscapes and buildings/cityscapes		

# Creating with Materials

Skills		Nursery Progression			Reception Progression		Links to KS1 Curriculum
Creating with Materials	Collage/ Junk Modelling	Use glue sticks to join items with support	Use glue spatulas to join items with support	Use glue sticks and glue spatulas to join independently	Join items with masking tape with support	Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc	Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products  Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
		Explore different materials freely, in order to develop their ideas about how to use them and what to make		Develop their own ideas and then decide which materials to use to express them	Make informed choices of which material is best to use when junk modelling		
		Create a model with one texture			Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc		
	Sculpture	Builds towers by stacking objects.	Builds walls to create enclosed spaces. Use glue sticks to join items with support	Build simple models using a variety of resources	Build models which replicate those in real life using a variety of resources		
		Explores clay using fingers.	Makes marks in clay	Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)	Makes a model using clay		
	Design				Draw designs before making models		

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Being imaginative and Expressive	Music	Enjoys listening to music	Responds to music	Talk about how music makes them feel	Listen attentively, move to and talk about music, expressing their feelings and responses			Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music
		Explore a range of sound-makers and instruments and play them in different ways			Play instruments with increasing control to express their feelings and ideas	Plays instruments in time to music		
	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learn longer routines, beginning to match pace				
	Beginning to watch dance and art performances			Shares likes and dislikes about dances/performance				
	Singing and Dancing	Remember and sing nursery rhymes	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Create their own songs or improvise a song around one they know	Sing the pitch of a tone sung by another person ('pitch match')	Sing in a group or on their own, increasingly matching the pitch and following the melody	Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	

Skills		Nursery Progression		Reception Progression		Links to KS1 Curriculum
Being imaginative and Expressive	Role-Play	Play with familiar small world equipment like animal sets, dolls, doll houses etc	Use own experiences to develop storylines e.g. make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	Use experiences and learnt stories to develop storylines in their pretend play	Invent, adapt and recount narratives and stories with peers and their teacher	Participate in discussions, presentations, performances, roleplay/ improvisations and debates. Listen and respond appropriately to adults and their peers
				Take part in simple pretend play, using an object to represent something else even though they are not similar	Make use of props and materials when role playing characters in narratives and stories	
	Independence	Work independently to develop basic skills	Work with a friend, copying ideas and developing skills together		Create collaboratively sharing ideas, resources and skills	Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria

Progression of Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and Developing Ideas</b>	Respond to ideas and starting points Explore ideas and collect visual information Record experimenting with different medias in sketch book	Explore ideas and collect visual information Explore different methods and materials as ideas develop Plan and develop ideas in sketchbook Build information on colour, texture, techniques, etc. Collect textures/patterns to use in future work	Collect information, sketches and resources Comment on artworks using visual language Record media exploration in sketchbook Express feelings and emotions in sketchbooks Make notes in sketchbooks about techniques used and key artists	Adapt and refine ideas Comment on artworks using visual language Record media exploration in sketchbook Express feelings and emotions in sketchbooks Make notes in sketchbooks about techniques used and key artists Annotate own work to develop Express purpose and intention of art pieces	Develop and imaginatively extend ideas Use the qualities of materials to enhance ideas Record media exploration in sketchbook Use sketchbooks to collect and record visual information from different sources as well as planning Adapt work as and when necessary and explain why.	Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language Record media exploration in sketchbook Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Adapt work as and when necessary and explain why.
<b>Evaluating and Developing Ideas</b>	Look at artists and their techniques, giving their opinion	Explore a range of artists and links these to own work Give opinions about art pieces and artists Express how art makes them feel	Explore a range of artists and links these to own work Give opinions about art pieces and artists Express how art makes them feel Respond to art from other cultures and time periods	Discuss and review their own work, giving ways they can develop and edit their work Look at artists, architects and designers from history	Recognise art from a range of artists and link them to historical events Identify artists who link to their own work Compare the style of different artists and the techniques used	Compare the style of different artists and the techniques used Link own work to artists Modify own work to develop it further



<b>Drawing</b>	Use a variety of dry media such as pencils, chalk, charcoal to make different marks- e.g., dots, dashes, straight lines, wavy lines	Draw lines of different sizes and thickness Show pattern and texture by adding dots and lines Use media such as pencils, pastels and charcoal to create soft, hard and faint lines by applying different pressure Begin to blend and smudge	Use different harnesses of pencils to show line, tone and texture Use a variety of media to create hard and soft lines with different thickness Create depths of colour with pencil crayons by applying different pressure	Use hatching and cross hatching to show tone and texture Use a variety of art pencils to experiment with shade Build layers of colour by using media such as pastels	Use a choice of techniques to depict movement perspective, shadows and reflections Use lines to represent movement Use a variety of art pencils to create shade using different techniques- stippling, cross-hatching, etc. Use hard and soft lines to create depth and shadow Build layers of colour using media such as pastels and using fingers to smudge and blend	Use a choice of techniques to depict movement perspective, shadows and reflections Use lines to represent movement Use a variety of art pencils to create shade and tone using different techniques- stippling, cross-hatching, etc. Use hard and soft lines to create depth of colour, shadow and tone Build layers of colour using media such as pastels and using fingers to smudge and blend With media such as charcoal, use the tip to create detail
<b>Painting</b>	Create Colour wheels Mix primary colours to create secondary colours and explain how to make these Use the correct amount of paint on a brush	Mix primary colours to create secondary colours, then shades and tints by adding black or white Hold a paintbrush correctly	Use a number of brush techniques using thick and thin brushes Select the correct type/size of brush for the activity Mix paints to create shades and tints to match purpose- e.g., skin tone, backgrounds	Use a number of brush techniques using thick and thin brushes Experiment with creating mood and colour Mix paints to create shades and tints to match purpose- e.g., skin tones, backgrounds	Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Use paint to create layers, adding detail to a background base	Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists Apply watercolours in various ways- watercolour wash, wet onto wet, wet

				Match colour to mood		onto dry, graduated wash Create layers using paint and adding detail
<b>Collage/Textiles</b>	Cut, glue and trim materials Use a variety of media, e.g., magazines, crepe paper, fabric	Use a variety of media with techniques such as weaving, tie-dying Use a variety of media for textured collages	Use a variety of media with techniques such as printing, weaving Name the tools needed to create various pieces Experiment with media by layering and overlapping	Experiment with media by Using coiling, overlapping, tessellation, mosaic and montage Match appropriate tools to materials Refine and alter ideas using art vocabulary to explain why	Combine visual and tactile qualities Use ceramic mosaic materials and techniques Use stitching and join fabrics in different ways Use a variety of needles and thread Use a range of different medias to collage	Combine visual and tactile qualities Use ceramic mosaic materials and techniques Use a variety of medias and techniques when creating a piece of work Use stitching and join fabrics in different ways Use a variety of needles and thread
<b>Sculpture</b>	Use a combination of shapes Manipulate clay in various ways- e.g., rolling, shaping Create a sculpture using different materials using their imagination	Include lines and texture Manipulate clay in various ways for different purposes- e.g., pinch pots, coil pots Create a sculpture using different materials using their imagination and explain how to create their sculpture	Use materials such as clay or papier mache to create a 3D sculpture Use skills such as slip and scoring to join pieces together	Add materials to provide interesting detail Use materials such as clay or papier mache to create a 3D sculpture Use skills such as slip and scoring to join pieces together Use a variety of tools to create different effects and carve	Show life-like qualities and real-life proportions Use frameworks (such as wire or moulds) to provide stability and form Design and create own sculpture using materials such as clay, papier mache Use skills such as slip, scoring, cross-hatching to join clay and carve to create desired shape	Show life-like qualities and real-life proportions Use frameworks (such as wire or moulds) to provide stability and form Design and create own sculpture using materials such as clay, papier mache Use skills such as slip, scoring, cross-hatching to join clay and carve to create desired shape

					Finish work in a variety of ways, polish, glaze, paint, etc.	Finish work in a variety of ways, polish, glaze, paint, etc. Produce intricate patterns and textures using tools
<b>Printing</b>	Make marks by printing with a variety of objects Make simple rubbings	Print using a variety of natural and manmade objects Use a variety of printing methods: relief, press, fabric Design patterns to use for printing	Use layers of two or more colours Print using a variety of methods Explore pattern and shapes to create a design for printing Discuss how to create simple prints	Make precise repeating patterns Explore the effect of printing with different materials and select those most suited to a piece of work Begin to use marbling to create a design	Build up layers of colours Print to create layers of textures Incorporate features such as symmetry, repetition, random printing Use inks to create prints	Use a range of visual elements to reflect the purpose of the work Print on a variety of materials such as fabrics Print to create layers of colours and textures Incorporate features such as symmetry, repetition, random printing Use inks to create prints Edit and refine own work
<b>Digital Media</b>	Take a photograph Organise images on a page	Use a digital paint program to create a picture	Contribute in a group to create images, video and sound recordings Use the zoom or snip tool to focus on a specific part of something to draw/paint/etc.	Create images, video and sound recordings and explain why they were created Take and print images to incorporate within own art pieces Use digital programs to combine their own work/images with those found online	To contribute in a group to enhance digital media by editing Enhance digital media by editing (including sound, and video) Explore artists using ICT Compose a photo linking to topic, with consideration of light	Enhance digital media by editing (including sound, video, animation, still images and installation) Explore artists using ICT Compose a photo linking to topic, with consideration of light and shadows and the effect this will have

					and shadows and the effect this will have	Combine images using a digital program, considering colour, size and rotation
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Progression of Vocabulary						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring, Developing and Evaluating Ideas</b>	Portrait, Landscape, Idea, Artist, Like, Dislike	Similar, Different, Idea, Future, Develop	Observe, Experience, Compare, Annotate	Purpose, Famous artists, Artistic styles, Technique, Annotate, Architects, Method	Function, Record, Adapt, Compare, Artistic styles, Technique, Annotate, Architects, Method	Perspective, Edit, Effect, View, Adapt, Annotate, Compare, Artistic styles, Technique, Architects
<b>Drawing</b>	Pencil, Pastel, Chalk, Crayon, Drawing, Sketch, Line, Shape, Colour	Sketchbook, Pattern, Blend, Texture, Shade, Shape	Pencil grade, Tone, Line, Horizontal, Vertical, Hardness, Pressure	Pencil grade, Tone, Line, Horizontal, Vertical, Hardness, Pressure, Hatch, Crosshatch, Media	Depth, Focal point, Foreground, Background, Perspective, Reflections	Manipulate, Light, Shade, Vanishing point, Reflections
<b>Painting</b>	Colour wheel, Primary colour, Secondary colour, Paint, Paintbrush, Pattern, Mix	Shade, Tone, Technique, Blend, Brush strokes, Colour wheel, Secondary Colours	Acrylic, Cool colours, Warm colours, Contrast, Palette, Shade, Tint	Acrylic, Cool colours, Warm colours, Contrast, Palette, Shade, Tints, Purpose, Mood	Palette, Natural, Watercolours, Acrylic, Detail, Base, Purpose, Mood	Palette, Natural, Watercolours, Acrylic, Detail, Base, Purpose, Mood, Style, Wash, Wet on wet, Graduated wash
<b>Collage/Textiles</b>	Pattern, Scissors, Fabric, Trim	Tie-dye, Collage, Mosaic, Stitch	Weaving, Layering, Overlapping, Textiles	Coil, Overlapping, Layers, Mosaic, Montage	Visual, Tactile, Needle, Thread, Stich, Join, Ceramic	Product, Visual, Tactile, Needle, Thread, Running Stich, Cross Stitch, Join, Ceramic
<b>Sculpture</b>	3D, Clay, Glue, Scissors, Sculpture, Roll, Shape	Coil pot, Manipulate, Construct	Slip, Score, Join, Papier Mache, Model	Slip, Score, Join, Papier Mache, Clay, Model, Carve	Proportions, Life-like, Framework, Mould, Stability, Carve, Finish	Proportions, Life-like, Framework, Mould, Stability, Carve, Finish
<b>Printing</b>	Pattern, Print, Repeat	Fabric printing, Pattern, Materials	Layers, Patterns, Shape, Symmetrical	Canvas, Patterns, Marbling, Symmetrical, Asymmetrical	Layers, Textures, Symmetry, Repetition, Inks	Layers, Textures, Symmetry, Repetition, Inks, Compare, Fabrics

Digital Media	Photograph, Image	Digital, Image, Program	Digital, Image, Zoom, Online, Program	Digital, Image, Program, Recordings, Online	Enhance, Edit, Compose, Light, Shadows, Effect	Rotation, Animation, Enhance, Compose, Light, Shadows, Effect
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