



Curriculum Art Coverage map

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----|--|---|--|--|--|--|---|
| A1 | Drawing – to draw with details. Colour to represent emotions. | | Painting—Colour mixing to create tonal value | Drawing Skill— Observational drawing, represent the tonal scale—the effect of light on an object, including shadows— in drawing | | Sculpture—Use of an armature to strengthen and support a 3D form. Show life like qualities and real life proportions in 3D form. | |
| A2 | Sculpture and drawing — Manipulates materials to achieve a planned effect. | Drawing—naming colours Explore marks that can be made with a pencil—to include different thickness and pressure application. Introduce observational drawing: Identify different lines and shapes when doing simple drawings. | | Painting— Selecting materials to create a desired textural effect for instance bark rubbing for a tree, sponge printing for clouds etc creating mixed media collages exploring natural and manmade patterns. | Painting— Colour mixing by matching colours and learning the difference between hue, tone, tint and saturation | | Painting— explore printing techniques used by various artists. Design a specific print for purpose using an artist for inspiration expressing preferences for desired effect. |
| Sp1 | Sculpture – to explore artistic effects using clay. | | Drawing -Use the given HB, B and 2B pencil to experiment with tonal representation in observational drawing and experiment with different gradients. | | | Painting—Use block printing to create repeating patterns. Combining prints and making connections discussing and evaluating their own work and that of others. | |
| Sp2 | Drawing – to observe details | Sculpture- Using a mouldable material | | Sculpture -Shape, form, model and | Drawing– Observe and record | | Drawing -practise all drawing techniques |

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| | | to roll, pinch, coil, and smooth. Make simple joins and experiment with pattern using carving techniques. | | construct 3D forms using malleable and rigid materials. Use of a slip to join clay | symmetry in made and natural environments. Represent scale and proportion in observational drawings—vanishing point. | | taught in previous years: line, tone, texture, form, structure, proportion, scale and shape producing increasingly accurate drawings from observation. |
| S1 | | Painting - Identify and mix primary and secondary colours showing understanding of the difference between warm and cool colours. Convey emotions through colour. | Sculpture—Use of a range of natural and manmade materials (malleable and rigid). Use different adhesives and methods of joining to construct form from 2D objects. | | | Drawing—perspective. Observe in drawings, photographs and paintings and begin to apply this skill to their own work. Tessellation should be taught and practised in the abstract form. | |
| S2 | | | | | Sculpture—Continue to Shape, form, model and construct 3D forms using malleable and rigid materials. Use slip to join clay. | | Sculpture—Self-select the materials and techniques which are suitable for a task. |