



Farnborough Grange Nursery and Infant School – Curriculum Overview

Art

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Painting/drawing (portraits)	Painting (Christmas decorations)	Printing (handprint beanstalk)	Collage (thank you heart cards)	Collage (Hungry Caterpillar)	Painting/drawing (postcards)
Key artists	Variety of different artists	Variety of different artists	Variety of different artists	Variety of different artists	Variety of different artists	Variety of different artists
Skills	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>	<p>Birth – Three years</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years</p>

	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p>
Knowledge	<p>Core: To know how to make a closed shape to represent a face</p> <p>To understand how the features are placed on the face</p>	<p>Core: To know how to choose colour to decorate a Christmas decoration</p> <p>To explore using different materials</p>	<p>Core: To know how to print using their hands.</p> <p>To know how to use a brush to add detail</p> <p>To explore using colour</p>	<p>Core: To know how to join different materials e.g gluing</p> <p>To know how to use tools safely e.g scissors</p>	<p>Core: To know how to manipulate different materials e.g scrunching and collaging</p> <p>To explore using different medias</p>	<p>Core: To know how to independently choose different medias e.g pencils, paint, paper (to collage) to create their design for their post card</p>

	<p>To understand how to hold a crayon successfully</p> <p>To understand how colours can be mixed to create new colours</p> <p>Hinterland: To what they look like and to explore their faces in a mirror</p> <p>To understand that we are drawing a picture of ourselves.</p> <p>To understand what ourselves means them</p>	<p>To know how to join materials</p> <p>Hinterland: To understand that we can join materials using glue</p> <p>To understand what Christmas is and why we send cards</p>	<p>To explore using different tools and medias</p> <p>Hinterland: To understand that we can use different tools to paint including our hands.</p> <p>To understand that when we print using out hands we are making a copy of the shape of our hands.</p>	<p>To explore using different medias</p> <p>To know how to fold paper accurately</p> <p>Hinterland: To understand why we need to be thankful of the people who help us</p>	<p>Hinterland: To know the story “The Very Hungry Caterpillar” and to understand who Eric Carle is.</p> <p>To understand how to use tools safely e.g scissors</p> <p>To understand how to join different materials e.g gluing</p>	<p>To explore different colours and textures.</p> <p>Hinterland: To understand what a postcard is and why we send them.</p> <p>To use previous learned skills to help them to make independent choices for the design of their postcard</p> <p>To understand how to hold and use different tools to create desired effect</p>
Key vocabulary	Paint, crayon, eyes, mouth, nose, face, colour	Christmas, decoration, sparkly, glue	Handprints, beanstalk, green, paint, brush, Jaspers Beanstalk	Thank you, card, cut, glue, draw, colour	Collage, caterpillar, scrunch, roll, glue, rip,	Postcard, summer, draw, colour, crayon, pencils, paint

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Printing (Mixed media portrait of Supertato)	Sculpture (Clay Diya lamp)	Photography (Spring photos)	Painting (Dinosaur eyes inspired by Kandinsky)	Drawing (Observational drawing of a seasonal flower)	Collage and painting (Under the sea)

Key artists	Illustrator- Paul Linnet	Variety of different artists	Variety of different photographers	Kandinsky	Ambrosius Bosschaert	Variety of different artists and examples
Skills	<p>Understand how to print using different materials</p> <p>Explore using different colours to create different layers</p> <p>Explore printing on to different materials</p> <p>Understand how to create collaboratively, sharing ideas, resources and skills</p>	<p>To mould and create simple shapes with malleable material.</p> <p>To change the surface e.g. impress and apply simple decoration.</p> <p>Combine found materials to create a model/sculpture</p> <p>Know how to join using hinge joints, glue, and tape.</p>	<p>Use an ipad to take photos correctly</p> <p>To zoom in on objects</p> <p>To reflect on and talk about the photos they have taken.</p>	<p>To explore different brushes and tools for painting</p> <p>To understand what colours are primary colours</p> <p>To explore mixing colours to create new ones.</p> <p>To understand how to create different textures using a paint brush</p> <p>To understand how to create collaboratively, sharing ideas, resources and skills</p>	<p>Correctly hold and control a range of drawing media to create shapes, patterns and textures.</p> <p>Investigate different lines thick/thin/wavy/straight and textures.</p> <p>Add detail to faces/figurative drawings.</p>	<p>Understand how to use different textured materials</p> <p>Understand how to connect different materials</p> <p>Know how to tear and cut materials using a range of tools.</p> <p>Understand how to layer materials to create a collage</p> <p>Understand how to create collaboratively, sharing ideas, resources and skills</p>
Knowledge	<p>Core: Know how to use different tools – brushes, scissors, fingers (chalk and pastels), scrunching and tearing.</p>	<p>Core: Know how to mould and create simple shapes with malleable material.</p> <p>Hinterland:</p>	<p>Core: Know how to use a camera to select and capture with clear intention</p> <p>Know how to take photographs for a theme, creative</p>	<p>Core: Know how to hold a paintbrush effectively to create the desired effect.</p> <p>Hinterland:</p>	<p>Core: Observational drawings of a seasonal flower linked to UTW investigation</p> <p>Investigate different lines thick/thin/wavy/straight and textures.</p>	<p>Core: Know how to use a range of brushes (large and small and other materials)</p> <p>Know the name of basic colours, including the primary</p>

	<p>Know the names of different colours and explore colour mixing.</p> <p>Hinterland: To understand that Paul Linnet is an illustrator who has illustrated many different children's stories. E.g Barry the fish with fingers and Supertato</p> <p>To know the story Supertato and what Supertato looks like.</p> <p>To understand how to print and stamp with paint - using potatoes to create the shape of Supertato</p>	<p>To understand how to change the surface e.g. impress and apply simple decoration.</p> <p>To understand how to combine found materials to create a model/sculpture</p>	<p>purpose or to provide ideas for their own work (content, colour or composition)</p> <p>Hinterland: Understand how to control zoom settings or move closer composing their photograph</p> <p>To understand what is meant by Spring and to know what this looks like</p>	<p>To understand who Kandinsky is and to talk about the attributes of his work.</p> <p>To understand how to use a range of colours complimentary colours.</p>	<p>Add detail to faces/figurative drawings.</p> <p>Hinterland: To understand who Ambrosius Bosschaert is and to talk about the attributes of his work.</p> <p>To understand how to effectively hold a pencil to draw</p> <p>To understand how to correctly hold and control a range of drawing media to create shapes, patterns and textures.</p>	<p>colours. Being able to give reason for colour choice.</p> <p>To explore and experiment with colour mixing.</p> <p>Know how to cut and tear paper and card for their collages</p> <p>Know how to use their senses to explore different textures and materials.</p> <p>Hinterland: Understand how to hold scissors and be taught cutting techniques</p> <p>To understand the meaning of collage</p> <p>To understand what lives under the sea and what this looks like</p>
<p>Key vocabulary</p>	<p>Tools, brush, scissors, pencil, fingers Scrunching, tearing, rip, squash</p>	<p>Moulding, shaping, manipulating, Squash, mould, roll, flatten, pull, push,</p>	<p>iPad, zoom, camera, spring, sky, leaves, sunshine</p>	<p>Observe, close, detail, Mix, add, light, dark, bright, circle, small, big Kandinsky</p>	<p>Observe, draw, detail, closely, see, artist, paintings</p>	<p>Under the sea, collage, roll, scrunch, glue, cut, rip, colour, sea, fish</p>

	Names of primary and secondary colours Self-portrait, mirror, eyes, nose, hair, mouth	thumbs, tools, diya lamp				
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Year 1	Autumn 1	Spring 2	Summer 2
	Drawing (jungle scene)	Collage (Rangoli patterns)	Printing (relief print)
Key artists	Henri Rousseau	Ranbir Kaur	William Morris
Skills	<p>Develop the technique of making patterns using pencils.</p> <p>Begin to explore different ways of showing texture.</p> <p>Observe and talk about patterns and textures</p> <p>Explore drawing lines of different sizes and thickness.</p> <p>Colour inside the lines.</p> <p>Add some details drawing upon key features of their observations</p> <p>Draw using pencil and coloured pencils adding pattern and texture.</p>	<p>Use repeated patterns in their collage</p> <p>Create texture using collage materials. Using different a range of medias e.g pulses, paper, chalk, paint</p> <p>Sort and select materials for a simple criteria e.g shades rather than just colours.</p> <p>To cut using more precision using scissor (following a drawn outline).</p> <p>Combine visual and tactile qualities</p>	<p>Choose appropriate tools to suit purpose.</p> <p>Design a printing block inspired by an artist</p> <p>Name the primary and secondary colours</p> <p>Mix paint to create secondary colours</p> <p>Create light and dark colours</p>
Knowledge	<p>Core: Different shades of the same colour can create different textures and patterns when drawing.</p> <p>Hinterland:</p>	<p>Core: Collages are made by layering different materials on paper or canvas.</p> <p>Collages can be put together to build a bigger picture.</p>	<p>Core: Primary colours are colours that can be used to create other colours, but cannot be made themselves</p> <p>The primary colours are red, yellow and blue</p>

	<p>Henri Rousseau was a French artist (1844-1910).</p> <p>He was best known for his detailed drawings of jungles and wild beasts.</p>	<p>Hinterland: Ranbir Kaur is a female artist who was born in India. Since taking up residency in the UK, she has worked as an artist and teacher.</p> <p>Rangoli is a traditional Indian art form used to decorate the ground in front of houses and places of worship to celebrate festivals and other special occasions.</p>	<p>Colours can be mixed to create lighter and darker colours</p> <p>Hinterland: William Morris was an English artist who lived in the Victorian era</p> <p>His work included wallpaper design and print, furniture and stained-glass windows</p> <p>Morris created his work by printing repeated patterns</p>
Key vocabulary	Dark, light, hard, soft, texture, pattern	Collage, layer, texture, material, shade	Print, pattern, primary colour, secondary colour, lighter, darker, tile

Year 2	Autumn 1	Autumn 2	Summer 1
	Printing (rainforest leaf art)	Sculpture (animals)	Painting (Vincent Van Gogh)
Key artists	Georgia O'Keeffe	Kenny Hunter	Vincent Van Gogh
Skills	<p>Design their own printing block</p> <p>Create a repeating pattern</p> <p>To experiment with effects and techniques for a given purpose (e.g. rubbings, collage, printing)</p>	<p>To develop joining with clay by cross hatching and slip.</p> <p>Experiment with clay using a coil pot- creating a larger structure.</p> <p>Plan a sculpture that can be viewed from all angles</p>	<p>To understand that paint takes time to dry before adding detail.</p> <p>To name colours matching to the environment (e.g. sky blue)</p> <p>To select different brushes for texture and detail.</p> <p>Introduce 'tints' by adding white and 'shades' by adding black to make lighter and darker</p>

			Use different techniques (e.g. dotting, scratching) to imitate an artist/style of art.
Knowledge	<p>Core: To know use a range of tools to create a lino printing tile.</p> <p>Hinterland: To understand who Georgia O’Keeffe is and to talk about the attributes of her work.</p> <p>Many of the products we see in day-to-day life are printed with repeating patterns e.g. wallpaper</p> <p>It is easier for machines to print repeating patterns using a template</p>	<p>Core: To know how to plan a 3D sculpture that can be viewed from all angles.</p> <p>To explore different joining techniques using different tools.</p> <p>To know how to use a coil pot to create a larger structure.</p> <p>Hinterland: To understand who Kenny Hunter is and to talk about the attributes of his work.</p> <p>To understand that a sculpture is a 3D piece of art. An artistic form in which materials are worked into three-dimensional art objects</p>	<p>Core: To know how to create different textures and details using different brushes</p> <p>To know how to add tints and shades using light and dark colours</p> <p>To know the different techniques used by the artist and to imitate.</p> <p>Hinterland To know that Vincent Van Gogh was a Dutch Post-Impressionist painter who after his death became one of the most famous and influential figures in Western art history.</p> <p>In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life.</p>
Key vocabulary	Technique, repeating pattern, equipment, material, fabric, tribal,	Slip, joining, clay, texture, techniques, 3D	Texture, detail, techniques, dotting, scratching, shades