Kindness Teamwork Curiosity

At Bushfield Road Infant School, our Art curriculum is designed to inspire creativity, imagination, and critical thinking in all pupils, rooted in a broad and balanced approach that nurtures artistic skills and cultural understanding.

Our curriculum intent reflects and promotes our core values:

- **Kindness:** We encourage pupils to appreciate and respect the diverse artistic expressions of themselves and others. Pupils learn to give and receive constructive feedback kindly, fostering a supportive and inclusive environment where all feel valued and confident to express themselves.
- **Teamwork:** Artistic activities are designed to promote collaboration, communication, and shared creativity. Pupils work together on projects, learning to listen, share ideas, and support one another, developing essential interpersonal skills that mirror the cooperative nature of creative work.
- **Curiosity:** We cultivate a sense of wonder and exploration by encouraging pupils to experiment with different materials, techniques, and styles. Pupils are motivated to ask questions, explore artistic concepts, and develop their own creative voice, nurturing lifelong curiosity and a love of learning.

Through this curriculum, pupils develop key skills in drawing, painting, sculpture, and other media, building confidence and competence in using tools and materials. They engage in critical reflection on their own and others' work, understanding the power of art to communicate ideas and emotions.

Our intent is to prepare pupils not only to be skilled and confident artists but also to become thoughtful, creative individuals who embody Kindness, Teamwork, and Curiosity in their artistic and personal development.

Drawing			
Nursery	**EYFS**	**Year 1**	**Year 2**

I can make marks using my whole body (e.g. large arm movements, chalking outdoors). I can explore a range of mark-making tools (crayons, chalks, paint, fingers). I can experiment with different types of marks (dots, lines, circles, swirls). I can begin to give meaning to my marks ('this is mummy'). I can draw simple shapes such as lines and circles. I can begin to represent people or objects. I can notice patterns and shapes and copy them. I can use drawing to show my ideas, movement or sounds.	I can use a variety of drawing tools- finger, stick, pencil, coloured pencils, pastels and chalk. I can give meaning to the marks I make I can investigate and draw different lines – thick, thin, wavy and straight. I can explore different textures and experiment with mark making to illustrate these I can draw and explore ideas from first hand observations I can represent the shape of a face with a circle. I can draw a portrait that includes all the visible parts of the face. I can use drawing to respond to noises e.g. fireworks etc. I can begin to use colouring pencils to shade with lines. I can use chalk to draw on outside surfaces.	I can use a greater variety of drawing tools – e.g. charcoal, felt tips, types of pencils, chalk, pastel etc. I can make different lines, shapes and textures. I can show different tones by using light and dark lines. I can draw and explore ideas from first hand observation. I can use sketchbooks to explore ideas of different medium. I can draw a more accurate drawing of people that include all the visible parts of the body. I can include all facial features in my portraits. I can refine shading within a defined area using colouring pencils. I can begin to choose colours for purpose. I can use a side stroke motion and blending to create a pastel background.	I can continue to use a greater variety of drawing tools- e.g. charcoal, felt tips, types of pencils, chalk, pastel etc. I can explore shapes, patterns and textures found on objects. I can make comments on my own drawing work. I can show different tones by using light and dark lines and use shadows within shapes using patterns- e.g. cross hatching and stippling. I can draw and explore ideas from first hand observation for a sustained period of time, adding more detail. I can use sketchbooks to explore ideas of different mediums. I can use quick sketches to collect and further explore my ideas. I can draw a more accurate drawing of people that includes

	I can show some control of gross motor skills when chalking.		some knowledge of simple body proportion. I can include greater details on my portraits such as sketching individual hairs in eyebrows. I can experiment with ways of shading in a defined area using colouring pencils. I can begin to explore the direction of the line when shading. I can develop using a side stroke motion and blending to create a pastel background.
Children must make marks using whole body movements and simple tools. Children should create basic marks and begin to give meaning to drawings. Children could represent simple ideas and experiment with different marks.	Children must use a range of drawing tools and make simple lines and marks. Children should give meaning to drawings and represent simple ideas or faces. Children could explore texture, shading and draw from observation.	Children must use a range of tools to create lines, shapes and textures. Children should show tone and draw simple accurate representations. Children could refine shading and make purposeful choices.	Children must create detailed drawings showing tone and texture. Children should use shading techniques and show proportion. Children could refine observational drawings.
mark, line, dot, circle, swirl, scribble, pattern, shape, draw, chalk, crayon, finger, picture, idea	line (thick, thin, wavy, straight), texture, mark-making, shape, portrait, face, features, observe, shade (light), colour, outline	charcoal, pastel, pencil types, texture, tone (light/dark), shade, sketchbook, blend, detail, outline, background, colour choice	tone, shading, shadow, cross-hatching, stippling, texture, pattern, proportion, detail, sketch, observe, refine, blend

Painting			
Nursery	**EYFS**	**Year 1**	**Year 2**
I can explore paint using my hands, fingers and tools. I can use different tools to apply paint (brushes, sponges, objects). I can explore what happens when colours mix. I can name some basic colours. I can explore painting on different surfaces and textures. I can express my ideas and feelings through paint.	I can show different emotions in my paintings, like happiness, sadness, fear etc. I can experiment with and using primary colours - ensure they know their names. I can experiment with mixing colours (not formal teaching of mixing to make new colours). I can use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers). I can investigate ways of applying paint using brushes and sponges. I can use paint on different surfaces.	I can name all of the colours. I can mix colours to make new colours. I can find collections and shades of colours - eg. different shades of green. I can use thick and thin brushes.	I can begin to describe colours by objects - raspberry pink, sunshine yellow. I can make as many tones of one colour as possible (using primary colours and white). I can darken colours without using black. I can mix colours to match those in the natural world. I can make colour wheels to show primary and secondary colours. I can produce simple backgrounds. I can explore contrasting colours.
Children must explore paint using hands and simple tools. Children should name some colours and notice simple colour mixing. Children could choose colours or surfaces to express ideas.	Children must use painting tools and recognise primary colours. Children should explore mixing colours and expressing ideas. Children could choose colours and surfaces with intention.	Children must name colours and use different brushes. Children should mix colours and explore shades. Children could choose colours for effect.	Children must mix colours and create tones. Children should match colours and use contrast. Children could use colour to create mood.

paint, colour, mix, brush, sponge, surface, mark, wet, dry, primary colours (basic awareness), feelings	primary colours (red, blue, yellow), mix, colour names, brush, print, tools, surface, emotion (happy, sad), mark	primary, secondary, mix, shade, tone, light, dark, thick, thin, brush control	tone, tint, shade, colour wheel, primary, secondary, contrast, blend, natural colours, background

Printing			
Nursery	**EYFS**	**Year 1**	**Year 2**
I can explore making prints using my hands, fingers and objects. I can press, roll and stamp objects to make marks. I can notice and talk about patterns I have made. I can explore textures by making rubbings.	I can print with a variety of objects- sponges, cotton reels, natural objects etc. I can investigate using rubbings. I can print with block colours.	I can create repeated patterns with a variety of objects. I can use my rubbings to create a simple picture. I can explore simple monoprinting techniques.	I can create symmetrical patterns with a variety of objects in at least 2 different ways. I can use appropriate colours. I can develop my ideas for monoprinting, adding more detail. I can begin to use a variety of surfaces to monoprint onto e.g. tissue paper.
Children must make prints using hands and objects. Children should create simple patterns and explore rubbings. Children could repeat patterns with increasing control.	Children must print using different objects to make marks. Children should create simple repeated patterns and rubbings. Children could control patterns using chosen tools.	Children must create repeated patterns. Children should use rubbings and simple monoprints. Children could develop prints into simple images.	Children must create repeated and symmetrical patterns. Children should develop detailed monoprints. Children could print onto a range of surfaces.
print, stamp, press, roll, pattern, rubbing, mark	print, pattern, rubbing, texture, shape, repeat, block colour	pattern, repeat, rubbing, monoprint, shape, design	symmetry, pattern, repeat, monoprint, detail, surface, design, colour choice

Collage & Textiles			
Nursery	**EYFS**	**Year 1**	**Year 2**
I can explore a range of materials (paper, fabric, natural objects). I can tear, stick and arrange materials. I can join materials using glue or tape. I can explore different textures and talk about how they feel. I can choose materials to create my own ideas.	I can use simple collages, using paper, pasta, beans and larger tactile things. I can be handling, manipulating and enjoying using materials I can selects, sorts, tears and glues items down. I can make colour specific collages of primary colours. I can create my own collages using shapes. I can create outdoor collages.	I can use simple paper and/or material weaving using a card loom. I can build on skills when using various materials to make collages, using some smaller items such as beads. I can use a combination of materials- photocopies, fabric, plastic, tissue paper, magazines, crape and paper that are cut, torn and glued. I can fold, crimple, tear and overlap. I can sort, arrange and glue materials. I can add texture by mixing materials. I can weave on simple frames for different effects.	I can add collage to a background of different media. I can mix colours and paint strips of paper to weave with. I can add objects to my weaving such as buttons, twigs and dried flowers. I can explore colour when weaving. I can use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.
Children must explore materials and use glue or tape. Children should tear, stick and arrange materials. Children could select materials to express their own ideas.	Children must select, tear and stick materials. Children should arrange materials to create simple collages. Children could combine textures to express ideas.	Children must combine materials and create simple weavings. Children should layer materials to create texture. Children could experiment with mixed media.	Children must combine materials in weaving. Children should use colour and texture to express ideas. Children could create detailed textile pieces.

collage, stick, glue, tape, tear, paper, fabric, texture, soft, rough, material	collage, select, sort, tear, stick, glue, shape, colour, texture, arrange	weave, loom, overlap, fold, crumple, tear, arrange, texture, materials, layer	weave, pattern, texture, layer, material, combine, decorate, detail, design, colour expression

Form, Space & Sculpture			
Nursery	**EYFS**	**Year 1**	**Year 2**
Clay / Modelling: I can explore malleable materials (playdough, clay, sand). I can squeeze, roll, pinch and press materials. I can use tools to make marks in materials. Construction: I can build and make models using a range of materials. I can join materials using different methods (glue, tape, stacking). I can explore shapes and forms when constructing.	**Clay** I can manipulate a range of materials e.g. clay, plastercine, play dough, slime and goo. I can experiment with different techniques including rolling, kneading and mark making with tools. **Sculpture** I can investigate techniques for joining materials using glue and tape to create models. I can construct a model with a purpose in mind using natural and man-made materials.	**Clay** I can carve into clay using tools. I can use pull and pinch techniques to create clay work. I can use simple joining and smoothing techniques, adding relief detail. I can roll, knead, shape and cut clay into a slab adding patterning. **Sculpture** I can choose appropriate materials to create a sculpture for a purpose. I can investigate techniques for joining materials using glue, string and tape to create models. I can prepare my sculpture to be decorated.	
Children must explore malleable materials using basic actions. Children should build simple models and use tools for marks.	Children must manipulate malleable materials using basic actions. Children should build simple models and join materials.	**Year One:** Children must shape and join materials to make models. Children should use basic clay techniques.	

Children could combine materials to create simple structures.	Children could refine models using different techniques.	Children could add detail and prepare for decoration. **Year Two:** Children must construct sculptures with purpose. Children should refine techniques and add detail. Children could design and evaluate their work.
squeeze, roll, pinch, press, mould, clay, playdough, build, stack, shape, model	roll, knead, pinch, shape, mark, clay, model, construct, join, build, materials	carve, pinch, pull, slab, smooth, join, relief, shape, cut, sculpture sculpture, structure, join, attach, shape, form, detail, carve, smooth, design, purpose

Talking about Artwork			
Nursery	**EYFS**	**Year 1**	**Year 2**
Work of artists I can talk about what I see in a picture or artwork. I can say what I like about colours and shapes. **My own artwork** I can talk about what I have made. I can describe my marks, colours or materials.	**Work of artists** I can talk about what I like and don't like about a piece of artwork created by an artist. **My own artwork** I can talk about the techniques and media used to complete my artwork.	**Work of artists** I can talk about the techniques artists have used to create their artwork. I can begin to use artistic vocabulary to say what I like and dislike about a piece of artwork I can explain how a work of art makes me feel. I can discuss the similarities and differences between different works of art. **My own artwork** I can reflect on what has made my artwork successful.	
Children must talk about what they see and what they have made.	Children must talk about what they like or dislike.	**Year One:** Children must talk about artists and techniques.	

Children should describe colours, shapes or marks. Children could explain simple likes and ideas.	Children should describe simple materials and techniques. Children could explain ideas using simple vocabulary.	Children should describe likes and feelings. Children could compare artworks and give reasons. **Year Two:** Children must describe artwork using simple vocabulary. Children should compare artworks and explain feelings. Children could evaluate and suggest improvements.
picture, colours, shapes, like, see, make, marks	artwork, like, dislike, artist, colour, technique (basic), materials	artist, technique, material, colour, shape, texture, feeling, like/dislike technique, style, texture, tone, pattern, compare, similar, different, opinion, evaluate, improve, effect