

Long Term Sequence of **Art**: Reception - Year 6

BIG IDEAS - SUBSTANTIVE CONCEPTS (Practical and theoretical)			
Methods and techniques	Mediums and materials	Formal elements	Artists
DISCIPLINARY KNOWLEDGE - how art is studied, discussed and judged.			
DC1: Purpose	DC2: Quality and value	DC3: Analysing and evaluating	
Art and artists over time - Traditional Modern and Contemporary			

Art Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery Jackson Pollock (Painting) Piet Mondrian (Drawing, painting, printing and collage) Yayoi Kusama (Drawing, painting printing and collage)	Hans Hartung (Drawing and painting) Charles McGee (Drawing, painting, printing and 3D)	Stephen Wiltshire (Drawing) Friedensreich Hundertwasser (Drawing and 3D)	Keith Haring, L.S Lowry and Alberto Giacometti (Drawing and 3D)	Picasso (Collage)	Maya stelae (Drawing and 3D)	Ancient Greek pottery and Betty Woodman (Drawing and 3D)
Reception Cy Twombly (Painting and drawing) Andy Goldsworthy (Drawing, printing and 3D) Henry Matisse Painting and collage	Steven Brown (Painting)	Kurt Schwitters (Collage)	Phoebe D'Souza (Weaving)	Joan Miro (Drawing and 3D)	Salvador Dali and Eugenia Loli (Collage)	Clarkson Frederic Stanfield Andy Wahol Beth Neville (Painting, printing and collage)
	Barbara Hepworth (3D)	Edward Saidi Tingatinga (Painting and printing)	Vincent Van Gogh David Hockney and Caroline Dunn (Printing, painting and collage)	Abel Rodriguez John Dyer and Henri Rousseau (Drawing, painting and printing)	Claude Monet Georges Seurat and Katsushika Hokusai (Painting and printing)	Henry Moore and Bill Brandt (Drawing and photography)

EYFS: Expressive Arts and Design

Development matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills

Early Learning Goals

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations explaining the process they have used

NATIONAL CURRICULUM PROGRAMMES OF STUDY

KS1

In KS1, children should be taught:

- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

KS2

In KS2, pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history