



## CRST Primary Curriculum



| Art Long - Term Sequence                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS Foundational Knowledge:                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | Substantive Concepts and Disciplinary Knowledge:                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>• Painting</li><li>• Drawing / line</li><li>• Sculpting</li><li>• Colour / pattern / texture / shape</li><li>• Artists / wider concepts</li><li>• Discussion and evaluation</li></ul> |                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Generating and exploring ideas from sources, including the work of artists and designers</li><li>• Developing techniques</li><li>• Evaluating work, including the work of artists and designers</li></ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                             | Autumn                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                                       | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nursery                                                                                                                                                                                                                     | <p><b>Drawing / line:</b> draw portraits with increasing detail</p> <p><b>Painting &amp; Colour:</b> explore colour mixing to create fireworks</p> <p><b>Sculpting:</b> explore playdough/clay, make divas</p> <p><b>Artists:</b> encounter artists and begin to talk about artwork.</p>        | <p><b>Drawing &amp; painting:</b> develop control and represent ideas.</p> <p><b>Colour, pattern &amp; texture:</b> experiment and make choices.</p> <p><b>Artists:</b> explore artists and begin to express preferences.</p> <p><b>Evaluation:</b> talk about their own creations</p>                                                                                       | <p><b>Drawing &amp; sculpture:</b> represent ideas with increasing control.</p> <p><b>Creating with materials:</b> choose and use materials for their ideas.</p> <p><b>Painting:</b> use colour to represent ideas and experiences.</p>                                                                                                                                                                                                       |
| Reception                                                                                                                                                                                                                   | <p><b>Drawing / line &amp; painting:</b> develop control of tools painting/drawing portraits through observations</p> <p><b>Drawing / line:</b> observational drawings</p> <p><b>Painting / colour / shape:</b> explore and choose colours for a purpose - mix colours to create skin tones</p> | <p><b>Drawing / line:</b> using Chinese art as an inspiration for own work.</p> <p><b>Colour / pattern / texture / shape &amp; Sculpting:</b> make purposeful choices to create art/sculptures from recycled objects</p> <p><b>Artists:</b> explore artists and express opinions about their work.</p> <p><b>Evaluation:</b> begin to build on own ideas and refine them</p> | <p><b>Drawing / line:</b> observational drawings of plants and animals, with increasing accuracy and detail</p> <p><b>Painting:</b> self-select different tools and paints for a purpose</p> <p><b>Artists:</b> recognise and discuss artists and their work.</p> <p><b>Sculpting:</b> select and manipulate materials purposefully, to create animals from clay.</p> <p><b>Evaluation:</b> explain their process and refine their ideas.</p> |



## CRST Primary Curriculum

|               |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                 |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | Explore materials and tools for mark making.<br><br>Explore mark making with paint, using primary colours.                                                            | Explore resist and relief block printing, negative stencils and clay printing blocks.<br><br>Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric.                                                                                                                                                                          | Use natural and man-made materials<br>Create plaster casts from clay impressions.<br><br>Explore the visual and tactile qualities of objects Layer paper to build an image                                      |
| <b>Year 2</b> | Evoke Mood and represent movement through mark making.<br><br>Explore line, colour and shape. Develop mixing skills to include secondary colours.                     | Create repeated patterns with positive and negative space Print using natural objects as a stimulus.<br><br>Explore dip dye technique Use relief and block printing techniques on fabric.<br><br>Create work focusing on pattern, line and colour using mixed media.                                                                                                     | Take inspiration from the designs of indigenous art to create 3D sculptures using paper and cardboard.<br><br>Creative Response – Drawing and Collage<br>Combine drawing and collage to add detail and interest |
| <b>Year 3</b> | Combine drawing and resist to explore colour, line and shape.<br><br>Create monoprints and explore mark making and pattern with printing tools.                       | Explore pattern and colour combinations.<br><br>Explore line and shape and create paper collage.<br><br>Create relief sculptures and use wire to make 3D insects.                                                                                                                                                                                                        | Use a range of painting techniques to create backgrounds for effect.<br><br>Creative Response – Painting and Printmaking Combine painting and printmaking techniques.                                           |
| <b>Year 4</b> | Create contour drawings using still life and natural forms as stimulus.<br><br>Learn about abstract art and develop colour mixing skills to include tertiary colours. | Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images<br>Use tie dye, knotting and weaving techniques Know Kente cloth is a woven fabric from West Africa.<br><br>Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering | Mix tints and tones to create an ombre effect with paint.<br><br>Refine previously taught drawing.                                                                                                              |