

Progression of Art and Design

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| Subject content | <p>EYFS: Development matters: Expressive arts and design</p> <ul style="list-style-type: none"> 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. <p>ELG: Fine Motor Skills (Physical development): Begin to show accuracy and care when drawing. Creating with Materials (Expressive art and design): 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.</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | | |
| Skills | Reception | Year 1 | Year 2 |
| <p>Drawing</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>To explore simple mark making using a pencil. Work on large scale.</p> <p>To colour pencil infilling within an outline</p> <p>To use a variety of mark making tools, including pencils, felt tip pens, crayons.</p> | <p>To explore mark making and patterning using a pencil on a smaller scale</p> <p>To develop a basic understanding of the different marks a pencil makes, including hatch and scribble</p> <p>To continue colour pencil infilling within an outline and moving to a solid, even infilling</p> <p>To use a variety of mark making tools, including pencils, crayons and pastels</p> | <p>To explore mark making and patterning using a pencil on a range of scales</p> <p>To develop a basic understanding of the different marks a pencil makes, including stippling and blending. Begin to vary tone.</p> <p>To colour pencil using solid, even infilling.</p> <p>To use a variety of mark making tools, including charcoal, pencils and pastels</p> |
| <p>Painting</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>To explore what happens when they mix colours using poster paint</p> <p>To paint with other objects, e.g. feathers, cards, fingers</p> | <p>To understand primary colours and use to mix secondary colours using poster paints.</p> <p>To explore tinting and shading when colour mixing.</p> <p>To explore water colour painting.</p> | <p>To mix a range of secondary colours and tones using powder paint</p> <p>To combine other media with paint, e.g. pencil.</p> <p>To continue to develop water colour painting skills independently (e.g. artist studio).</p> |
| <p>Sculpture</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>To begin to model from direct observation</p> <p>To experience rolling coils</p> <p>To explore use of clay and playdough</p> | <p>To model from direct observation</p> <p>To experience rolling coils and pinching (e.g. to create a pot or animal)</p> <p>To use clay</p> | <p>To model from direct observation and imagination</p> <p>To experience slabbing and joining e.g. tile</p> <p>To use clay and/or Modroc</p> |
| <p>Textiles (linked to DT and Forest School)</p> <p>to use a range of materials creatively to design and make products There may be additional opportunities across the year</p> | <p>To experience simple weaving techniques, e.g. twigs, paper, fabric.</p> <p>To begin to experience threading and weaving.</p> | <p>To develop weaving knowledge and skills, e.g. twigs, paper, card.</p> <p>To begin to use a running stitch and, with support, thread a needle.</p> | <p>To weave 2d and 3d pieces.</p> <p>To sew using simple stitches, e.g. running stich and thread a needle.</p> |

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| for whole school projects linked to enquiry/national events which may include collage or weaving. | | | |
| Technology to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | To begin to use computers/iPads to create a piece of art e.g. 2Paint, iPad app | To begin to use computers/iPads to create a piece of artwork. E.g. 2Publish | To use different technology to create a piece of artwork e.g. 2Publish |
| Artists 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. | To begin to explore an artist/craft maker or designer and begin to say what is the same or different. E.g. Van Gogh, Antony Gormley and Picasso. | To explore the work of an artist, craft maker or designers, describing similarities and differences, and making links to their own work. E.g. Vincent Van Gogh, Antony Gormley and Pablo Picasso. | To explore the work of a range of artists, craft makers or designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. E.g. Van Gogh, Antony Gormley and Pablo Picasso. |
| Techniques to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *to use a range of materials creatively to design and make products | To begin to experiment with colour, design, texture, form and function To clean brush between changing colours and dry on paper towel and to mix colours using a silver tray. Water – wipe – plate – paint | To develop an increasing range of art and design techniques in using colour, pattern and line To clean brush between changing colours and dry on paper towel and to mix colours on a silver tray. Water – wipe – plate – paint | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To clean brush between changing colours and dry on paper towel and to mix colours on a silver tray. Water – wipe – plate – paint |
| Expressive art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | To represent their own ideas, thoughts and feelings through design and technology and art | To use drawing, painting and sculpture to develop and share their ideas and experiences | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |

How will we implement art and design in our school?

- **Rob Howard scheme of work** is used as a basis for planning progression of skills.
- Planned teaching of art each term through **enquiry** lessons, which is progressive and provides purpose and meaning for children in the context of a whole school theme.
- Children use art in their classrooms as part of their **daily life** at school to apply skills taught. For example, independent selection in artists studio during COOL/enquiry/ready to learn time.
- **Forest School** provides additional opportunity to develop art and design skills using natural materials and may include weaving, printing, rubbings and textiles.
- All classrooms/Year groups will have a designated **artists studio (creative area)** in which children can independently apply learnt skills using materials previously taught.
- The focus of art will be on perfecting **skills** rather than on the end product.
- **Sketchbooks** will be used across year groups to practise techniques, key skills and designs. A **learning intention sticker** (no lights) is used to indicate the date and objective for each piece of work).
- Children will have a good understanding of how to **care for equipment**.
- Our **cross curricular** theme approach will allow for links with the local community, art from different periods in history and art from different cultures.
- Each term a **different artist** is studied by the whole school.
- Every unit of work begins with a **simple observation drawing** using their Sketch book.
- **Clubs** will be offered to children across the year to supplement our art curriculum. E.g. sewing club and arts and craft club.

- **Evidence** of art and design can be seen in individual pupil enquiry books (KS1), on Tapestry, class learning journey displays, sketch books, on enquiry medium term planning, on enquiry organisers and whole school displays.