

Art Curriculum and Skills Progression Overview

Year R

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Curriculum requirements	<p>The new statutory framework for the Foundation Stage now includes a specific area for the Arts- 'Expressive Arts and Design'. Children will have regular opportunities to engage with the Arts. They will explore and play with a wide range of media and materials. They will develop understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>ELG: Creating with materials</p> <ul style="list-style-type: none"> • 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, make use of props and materials when role playing characters in narratives and stories - Hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases - Use a range of small tools, including scissors, paintbrushes and cutlery - Begin to show accuracy and care when drawing - 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
Skills	<p>Over the year the children will learn about the 7 elements of Art: LINE, SHAPE, FORM, SPACE, TEXTURE, VALUE, COLOUR</p> <p>They will experience the 7 branches of Art: SCULPTURE, PAINTING, DRAWING, COLLAGE, TEXTILES, GRAPHICS, PRINTING</p> <p>The children will develop the following skills:</p> <ul style="list-style-type: none"> • Develop fine motor skills so that they can use a range of tools competently, safely and confidently • Use their core muscle strength to achieve good posture when sitting at a table or on the floor • Develop overall body strength, balance and agility • Return to and build on previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Begin to look at and appreciate the works of a range of artists

<p>Activities</p>	<p>The children will be taught how to: Use papier mache to create a class sculpture (collaborative) and clay sculptures (individual) SCULPTURE Cut paper, tissue and other materials to create collage developing motor control skills COLLAGE Experiment with colour mixing using poster paints and watercolour (PAINTING) Develop sketching skills and draw with, pencil, pens, oil and chalk pastels from photos, the imagination and real life (DRAWING) Print using objects found in the classroom e.g shapes, fruit and vegetables (PRINTING) Use Purple Mash to create pictures on the laptops (GRAPHICS) Begin to learn how to sew and weave using premade kits (TEXTILES) Begin to evaluate the work of artists</p>		
<p>Key Stage 1</p>			
<p>Curriculum requirements</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Key Stage 1</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 		
<p>Year 1</p>			
	<ul style="list-style-type: none"> - to produce creative work, learning how to explore and develop ideas and record their experiences - to learn how to focus, observe, design and improve their work - to begin to experience many techniques in drawing, painting, sculpture, collage, pastels, printing and other craft and design techniques - to learn the 5 elements of shape (dot, circle, straight line, curved line, angle line) - to begin to know what techniques there are in art such as self-portrait, landscape, primary and secondary colours, watercolour wash, brushstroke, shading, sketching and experiment with these techniques - to show an awareness of what it is to evaluate and analyse creative works using language connected to art - to begin to know about great artists, craft makers and designers (International and British) and express an opinion of their work, understanding how history and cultural events have developed art forms 		
<p>Over reaching topic theme</p>	<p>Autumn Fairy tales</p>	<p>Spring Animals</p>	<p>Summer Rainforest</p>
<p>Area of Art and Design in focus</p>	<p>Drawing Revision of chalk & oil pastels to draw</p>	<p>Printing and Textiles Creating texture and introduction to colour</p>	<p>Painting Applying painting techniques (colour mixing, brushstrokes) to create floral still life</p>

	harvest fruit & vegetables from life	washes. Creating an effective block print and collage.	
Prior Learning	In Year R, the children have been introduced to the properties of chalk and oil pastels. They have taken part in free drawing and observational drawing activities looking at form, line, colour and shape.	Children have explored drawing in the Harvest unit of work and colour mixing in Painting unit. (Year 1). They have experienced sketching in Year R from real life objects.	In Year R, the children have sketched using pencils. They have used poster paints and watercolour paints imaginatively and to paint from life. They have learnt about the colour wheel and how to mix secondary colours.
Skills	Observational drawing, blending & smudging (chalk), overlaying of colour (oil)	To be introduced to a range of sketching techniques to explore texture To build upon previous skills of texture to create a block print. Create a colour wash.	To revise colour mixing and be introduced to hues, tones and shades. To explore brushstroke techniques. To apply brushstrokes and colour mixing to paint from still life and photos.
Artists studied	International artists: Cezanne, Georgia O'Keefe, Kim Blair, Vincent Van Gogh, Amy White, Sally Dean, Janice Windle British Artists: Cedric Morris, Pamela Cawley, Rebecca Stafford, Charles Buschel, Isabelle Codrington, Amy Holiday	Artist: Amber Marine (main focus) International artists: Marco Mazzoni, Jonothan Levine, Steve Whitlock Tim Forhan (pencil marine life artists) British Artists: David Hockney, Cyril Power, Andy Warhol	International artists: Van Gogh, Georgia O' Keefe, Ambrosius Bosschaert the Elder, Constable, Renoir, Klimt, Monet, Mondrian British Artist: Vanessa Bowman (main focus)
Assessment Focus/Activity	<p>Assessment focus: Uses first hand observations to blend appropriate colours, tints and/or shades Working Towards: Primary colours only used and/or colours are blended in a very limited way Expected: Beginning to blend chalk or overlay (oil pastels) in order to create different colours appropriate for their chosen fruit, though colour palette may be limited. May also blend black to create a shade of colour or white to create a tint. Exceeding: Colours are blended/overlaid effectively, creating a more lifelike image of fruit. Colours, tints and shades may be used to suggest areas of light and shade or to create a more 3D effect.</p>	<p>Assessment focus: Able to create a textured block print Working towards: Children need lots of support to create printed effects, which are limited. Expected: To create texture using tools for a print Exceeding: Children are confident to try out new techniques to develop their ideas with increasing success. Carefully selects the most visually effective prints that are appropriate for their chosen sea creature</p>	<p>Assessment focus: Paint floral art from still life, mixing colours and using a variety of brushstrokes. Working Towards: Needs a lot of adult support to mix hues, tints and shades. Expected: Able to mix hues, tints and shades independently. Begins to show control over their brush. Exceeding: Children are able to confidently and carefully mix hues, tints and shades. Shows control over brush to create different brushstrokes and effects.</p>
Sketching Skills (In sketchbooks)	The children will sketch objects from the Toys history box – History	The children will sketch trees and plants outside – Science Areas around the school – Geography	The children will sketch fossils from life – History

Year 2			
	<ul style="list-style-type: none"> - to be able to confidently use a range of materials creatively to design and make products - to be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to know the techniques that there are within art such as the 5 elements of shape, self-portrait, landscape, primary and secondary colours, watercolour wash, brushstroke, shading, sketching and to become more proficient using these techniques - to have developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to be able to analyse the similarities and difference between practices and disciplines and link to their own pieces of artwork - to have gained an understanding about the work of a range of artists, craft makers and designers and being able to explain how they create their artwork 		
Over reaching topic theme	Autumn Dragons	Spring Titanic	Summer Minibeasts
Area of Art and Design in focus	Drawing Revision and practising new sketching techniques to create a drawing of a dragon from the imagination	Collage Exploring collage techniques, revision of sketching and colour washes to create a seascape	Sculpture Creating a sculpture of a minibeast
Prior Learning	The children have been taught sketching techniques in Year 1 as part of the texture unit of work. They have sketched sea creatures and been given opportunities through the year to sketch from life.	The children have explored colour mixing and hues to create colour washes. They have created a collage using prints. They have developed sketching techniques in Year 2 Dragon unit of work.	The children have used papier mache and clay in Year R to create collaborative and individual sculptures. They have been taught how to mix hues, shades and tones with watercolours and poster paints. They have been taught brushstroke techniques.
Skills	To revise sketching techniques taught in Year 1 To sketch examples of illustrators work and observational drawings To apply their sketching skills to an drawing of a dragon from the imagination	To apply sketching techniques to a drawing of a boat. To revise colour washes to create a seascape To explore collage techniques using different papers To apply skills learnt to a seascape collage	To study the work of Lucy Arnold and use her work as inspiration for watercolour paintings of minibeasts To explore sculpture techniques. To use materials such as wire and modroc to create a sculpture of a minibeast To apply painting techniques to their sculpture
Artists studied	British artists: Quentin Blake International artists: Adonna Khare	British artists: Jane Watson International artists: Eileen Downes	British artists: Lucy Arnold, Kelly Stanford International artists: Picasso, Henry Moore
Assessment Focus/Activity	Assessment focus: Working Towards: limited variety of effects created and lots of support and	Assessment focus: Working towards: lots of support needed to choose and apply colour and/or texture.	Assessment focus: Working Towards: Able to produce a 3D sculpture with support

	<p>encouragement needed to develop ideas.</p> <p>Expected: children are able to record from first hand observation and imagination and begin to explore the use of pencil in different ways to create a variety of effects.</p> <p>Exceeding: children are able to record from first hand observation and imagination and confidently explore a range of pencil techniques in order to create a greater variety of effects and textures.</p>	<p>Limited materials used.</p> <p>Expected: Beginning to choose a range of materials/patterns/colours to create different effects</p> <p>Exceeding: Children are more adventurous in their choice of materials and experiment with different combinations to successfully produce different effects.</p>	<p>Expected: Able to investigate a range of techniques to produce and improve their 3D sculpture</p> <p>Exceeding: Children are able to evaluate what they have done well with little prompting. They can identify areas to improve and successfully implement techniques to develop their work.</p>
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