

Progression in Art and Design

National Curriculum	Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>		Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>		Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>		Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>					
	Determination Focus Passion		Creativity Originality Self-reflection		Process of enquiry Art & cultures Appreciation of diversity		Personal enrichment Knowledge Confidence					
<p>Pupils should be taught:</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>Focus for the term – Year 1: Self-Portraits – Final piece: Own portrait in the style of Picasso (Some elements of Unit 1 Art Express) Weaving – Final Piece: Woven natural materials on handmade loom (Groups) (Unit 4 Art Express) Repeating patterns – Final Piece: Individual prints using a polystyrene tile and printing ink in the style of Matisse (Unit 3 Art Express)</p> <p>Focus for the term – Year 2: Portraits – Final Piece: Modified digital portrait, inspired by Munch and Bacon (Unit 6 Art Express) 3D Clay – Final Piece: 3D sea creature made from clay, inspired by Hepworth and Vanessa Baggagao (Unit 5 Art Express) Collage – Final Piece – Class installation using painting and collage techniques inspired by Rousseau's 'Tiger in the Storm.' (Unit 3 Art Express)</p>												
Drawing/Digital Media	Year 1				Year 2							
	Autumn		Spring		Summer		Autumn		Spring		Summer	
	Drawing		Textiles/Collage		Printing		Digital Media/Drawing		Sculpture		Painting/Collage	
	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils 						<ul style="list-style-type: none"> • Make observational drawings in pencil • Develop drawing techniques by adding colour using chalks or pastels • Use a wide range of tools to create different textures, lines, tones, colours and shapes • Explore and experiment with digital tools to modify work • Reflect on the differences between traditional and digital mark-making 					
					<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes • Use repeating and overlapping paint printed shapes to make repeating patterns • Mimic print from the environment. E.g, wallpaper, and the work of other artists; Morris and Matisse 							
Printing												
Painting				<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary • Add white to colours to make tints and black to colours to make tones 						<ul style="list-style-type: none"> • Refine practical skills making secondary colours from primary and starting to match specific shades • Consolidate understanding and practical skills by mixing secondary colours and applying paint in different ways 		

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			<ul style="list-style-type: none"> Use repeating and overlapping paint printed shapes to make repeating patterns 			
Collage/Textiles		<ul style="list-style-type: none"> Explore and describe a wide range of different materials for collage and textile work Experiment with simple weaving technique using paper/materials Use a combination of colours that are cut, torn and glued Sort and arrange materials Mix materials to create texture 				<ul style="list-style-type: none"> Explore and respond with confidence and creativity to materials by using them freely Represent a variety of ideas Select appropriate materials Make interesting compositions with collaged papers
Sculpture			<ul style="list-style-type: none"> Use objects in clay to create a relief print (e.g. lego, matchsticks, lolly sticks) Press, roll, rub and stamp to make prints 		<ul style="list-style-type: none"> Use a combination of shapes Include line and texture Use clay to practise techniques such as rolling, cutting, moulding and carving 	

Inspiration from notable artists and different cultures	<ul style="list-style-type: none"> Describe the work of notable artists and the art movements that influenced their work. Use some of the ideas of artists studied to create pieces Focus on Picasso Portraits to distort their own work using Cubist approach. 	<ul style="list-style-type: none"> Look at the work of Gunta Stolz Incorporate elements of an artist's technique into their own work - Nilupa Yasmin – Bengali British 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Include works from different cultures Use some of the ideas of artists studied to create pieces Morris/Matisse 	<ul style="list-style-type: none"> Access the internet to look at the work of artists, exploring mood, form, content and process (Munch/Bacon) Express and record their responses to artists' work using the appropriate vocabulary Use the internet to look at expressive portraits from a range of cultures: E.g. Nelson Makamo 	<ul style="list-style-type: none"> Experience a variety of sculptures from other times, places and cultures; such as Aztec and Benin civilisations to develop knowledge and understanding of materials and approaches Compare the work of Barbara Hepworth/ Jean Arp – natural forms with clay with Andy Goldsworthy's connection to nature through his art Explain what they feel about them 	<ul style="list-style-type: none"> Identify and describe differences when looking at artists' work and start to assimilate ideas in their own work Compare oil paint on canvas in Rousseau's paintings with ink and watercolour in Ruth Daniel's jungle paintings Experience paintings from other cultures. Nixiwaka Yawanawa - Amazon Indian Art
To use a range of materials creatively to design and make products		Clay tile Engraved Polystyrene tile to be used for printing	Paper weaving Wool weaving Multi-medium weaving	Explore Munch/Bacon and their use of Expressionism Use digital tools to enhance and distort observational drawings	Clay Sea Creature Sculpture	Rainforest Collage
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Mark-making using a range of medium Observational drawings Self-portraits using a range of medium and colour	Colour mixing Printing patterns Rolling and cutting clay to use as a printing tile. Carving into clay and using objects to push in to make an interesting print,		Self-portrait – chalks, pastels, charcoals, digital tools	To make simple forms in clay. Explore rolling, shaping, moulding, imprinting. Draw designs to be made into clay products.	Make drawings of rainforest flora and fauna. Look at the work of Rousseau Paint own versions of his/her interpretations of the rainforest/jungle. Using paint, make green and then add white or black to make it lighter darker.

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<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Self-portraits. Mark-making Drawing pencils, Pastels, charcoals,</p>	<p>Finger painting. Mixing primary-coloured paints to make secondary to print with. Printing with objects to create pattern. Drawing patterns/designs into a polystyrene tile to print with.</p>	<p>Exploring fabrics. Weaving with coloured strips of paper. Weaving with a range of coloured fabrics. Weaving on different shaped and sized looms with wool. Creating seaside collage.</p>	<p>Self-portraits digitally distorted using a range of techniques in the style of Munch/Bacon.</p>	<p>To make simple forms in the style of Hepworth /Goldsworthy/Barragao inspired by the natural world.</p>	<p>Observational drawings – flora and fauna. Refer to textures and lines, colour, patterns and form used in ‘Tiger in a storm’ painting by Rousseau to create collage.</p>
<p>To learn 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>	<p>Picasso (Spanish) – Self-Portraits/Cubism Van Gogh – Self Portraits/Post Impressionism Rembrandt (Dutch) – Self Portraits/Baroque period Seurat (French) – Sunday afternoon on the Island of La Grande Jatte. Pointillism technique in which small, distinct dots of colour are applied in patterns to form an image.</p>	<p>Matisse (French) Surrealism La Gerbe, Fleur De Nege William Morris (English) Arts and Crafts</p>	<p>Gunta Stolz - (German) Arts and Crafts/Bauhaus Nilupa Yasmin (British Bengali) explores notions of home, culture, identity and a sense of belonging. Drawing on her South Asian heritage, she weaves large-scale installations, within which are embedded striking self-portraits.</p>	<p>Edvard Munch (Norwegian) Expressionism – ‘The Scream’ Francis Bacon (Irish) Expressionism – ‘Self-portrait’ Nelson Makamo (South African)</p>	<p>Barbara Hepworth (English) – Modernism & Abstract art Andy Goldsworthy (English) - Environmental Art Vanessa Barragao (Portugese) Textile artist who specialises in underwater themes</p>	<p>Henri Rousseau (French) Post-Impressionism – ‘Tiger in a Storm’ Ruth Daniels (American) Carribean Jungle John Dyer (English), Yawanawa (Amazon Tribal Indian tribe) Worked alongside John Dyer, Rainforest Environmental artist at the Brazillian Rainforest exhibition in 2019 put on at the Eden Project.</p>
<p>Vocabulary</p>	<p>Mark making, pattern, texture, tone, shading, background, foreground, shape, form, outline, detail</p>	<p>Press, roll, rub, stamp, repeating, overlapping, relief, imprint.</p>	<p>Machine-made, hand-made, thread, fabric, woven, textiles, loom, weave, weft, warp, overlapped, lace, hessian, horizontal, vertical, taut, over, under, tearing, ripping, composition.</p>	<p>Scream, ghostly, exaggerated, expressive, dramatic, composition, layer, transparent.</p>	<p>Shape, form dimension, colour, solid, hollow, carving, modelling, constructing, three-dimensional, sculpture, sculptor, rough, smooth, bumpy, thicker, thinner, curved, pinch, twist, roll, coil, scratch.</p>	<p>Primary, secondary, neat, diluted, dab, swirl, transparent, opaque, darker, lighter, stronger, paler, flat, textured, tint, tone, shade, landscape, background, foreground, middle ground, distance, horizon, symmetrical, rounded, jagged, irregular, curly.</p>
<p>Key Questions</p>	<p>Can you draw your own face? How will you know where to put your features? How will you make changes/improvements to your portrait? What techniques has this artist used? Do you like the portraits by other artists? Do you know Why?</p>	<p>What is the difference between printing and painting? Do you need to think about the pressure that you use when printing? What shape do you think that object will make when you push it into the clay? Can you describe what you did to make that print? What do you like about it?</p>	<p>What do you notice about hessian when you pull it apart? Can you weave a pattern with paper strips? What technique will you use? How does each row need to be different from the previous one?</p>	<p>How does it make you feel? How was the artist feeling? How can it be improved? What if you tried....? What did you think was most successful?</p>	<p>Which would be the best technique? How can it be improved? What if you tried....? What did you think was most successful?</p>	<p>How would you make it more of less - darker / lighter / opaque / transparent? Can you explain the differences you see? How can it be improved? What if you tried....? What did you think was most successful?</p>
<p>Key resources</p>	<p>Cartridge paper, drawing pencils, colouring pencils including skin tones, red, blue, yellow, white, black paints Picasso portraits laminated prints to refer to. Van Gogh portraits laminated prints</p>	<p>Paints, lego, wheels, lollysticks, cutlery, cartridge paper, clay, clay tools, printing inks, polystyrene tiles. William Morris wallpaper samples Henri Matisse laminated prints to refer to</p>	<p>Hessian, scraps of material, sticky backed plastic, coloured paper strips, A4 card looms, strips of material, strips of plastic bags, coloured thick wools, looms of different shapes, large handmade loom.</p>	<p>Paper, iPads, colouring pencils of various colours and tones. Laminated prints of Munch, Bacon, Makamo</p>	<p>Clay, clay boards, sculpture tools, paints. Laminated prints of Hepworth/Goldsworthy</p>	<p>Paints, different papers and fabrics. Laminated prints of chosen artist’s work</p>

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			Gunta Stolz laminated prints/ Nilupa Yasmin (British Bengali)			
Visits and Visitors	Magic Lantern – How to use classic artworks to inspire children’s writing. Artsmark Links to T4W	View art exhibition with parents/carers/governors	Artist in school	Magic Lantern – How to use classic artworks to inspire children’s writing. Artsmark Links to T4W	View art exhibition with parents/carers/governors	Artist in school
Whole School Projects (assemblies)	Young Apprentice Day (D&T) Design a Scarecrow competition	Art Exhibition	An Arts week??	Young Apprentice Day (D&T) Design a Scarecrow competition	Art Exhibition	An Arts week??
Skills KS1 Art End Points (NC): Can use a range of materials creatively to design and make products. Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.	<ul style="list-style-type: none"> Use visible brush strokes and dabs of paint in own work Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. Use drawing and painting to convey emotions. Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work. Mix and choose colours for effect 	<ul style="list-style-type: none"> Use a range of techniques to create patterns in clay e.g. scraping, scoring etc. Sketch initial ideas to include patterns. Use observational skills to identify repeating patterns and make links. Use and experiment with printing patterns using objects. Develop language to describe the printing process and use to describe their own and others’ work. 	<ul style="list-style-type: none"> Explore and describe a wide range of different materials for collage and textile work Experiment with simple weaving technique using paper/materials Use a combination of colours that are cut, torn and glued Sort and arrange materials Mix materials to create texture 	<ul style="list-style-type: none"> Identify and recognise examples of photography as a visual tool and an art form. Suggest how the photographer organised the elements or recording of the image. Select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition) Can control focus, or zoom settings or move closer composing their photograph. Select and capture with clear intention. Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Observational drawings require careful observation of the subject to create a realistic representation. Drawings can be used to develop initial ideas. Artists in history Shapes can be represented through drawing. Marks, lines and patterns can be 	<ul style="list-style-type: none"> Use clay to create sculptures (pots) Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture. 	<ul style="list-style-type: none"> Form and share responses to the work of Ruth Daniels, using this as a stimulus for their own ideas and imagination. Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings. Paint in the style of Ruth Daniels, making and explaining informed choices on their use of chosen media. Evaluate own and others’ work against criteria informed by the work of an established artist.

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				added to drawings for effect.		
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	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Nursery Year A Possible experiences	Draw a self-portrait (pencil only) Painting a rainbow Colour mixing – design your own pizza/meal Using tools - pumpkin carving Firework pencil control Make a Christmas card	Second self-portrait Create a puppet and fly it to the moon (make a story) Create a magical world painting Create a home for your favourite animal Van Gogh Starry Night – paint your own Create a wand and make a magic spell Draw a picture from the train window Colour a bus and take it on a journey Create a robot from loose parts and write a label	Third self-portrait Create an undersea aquarium Design your own monster and label it	Self-portraits Family drawings Making ‘small world’ homes using construction resources Colour mixing – primary colours Colour monsters Making emergency vehicles Printing shapes – patterns (maths) Rangoli/ Mehndi patterns Clay Diva lamps Firework/bonfire pictures Stickman pictures using natural resources Diwali dances Christmas cards/decorations Artist – Kandinsky (colour mixing/shapes)	Junk modelling castle Making own ‘Supertato’ and ‘Superveg’ Create own ‘Superbug’ Design own shell for ‘Norman’ the slug Mother’s Day Cards Easter Cards Observational drawings of: caterpillar, flower and plants Artist – Van Gogh (Sunflower)	Junk modelling ‘Three Little Pigs’ houses Observational drawings – houses local walk Bridges – for Gingerbread man to cross river Observational animal drawings – ‘Handa’s Surprise’ animals Build a boat that floats Rainbow fish collages Colour mixing – underwater pictures Pirates and mermaid role play (maps, hats, telescopes) Father’s Day cards Artist – Henri Matisse (Seaside)
Nursery Year B						
Nursery Development Matters (3&4 Year olds)	PD – To use scissors to make snips in paper PD- To use a comfortable grip when exploring mark making tools EAD – To make marks and give meaning - To explore colour mixing (primary colours) - To show different emotions in their drawings and paintings like happiness, sadness, fear - To explore different materials	PD – To use scissors to cut straight lines PD – To show preference for dominant hand when exploring mark making tools EAD – To draw simple shapes EAD – To join different materials and explore different textures	PD – To use scissors to cut out simple shapes PD – Begin to use tripod grip when using pens and pencils To draw simple pictures representing a face with a circle EAD – To confidently explore a range of media and name colours			
Reception Development Matters				PD – To use scissors to cut out simple shapes PD – To begin to use tripod grip when using pens and pencils EAD – To draw simple pictures EAD – to explore colour mixing (primary and secondary) EAD – To use colours for a purpose	PD -To use scissors to cut out zig-zags/swirls etc PD – To use tripod grip to draw pictures with more detail EAD – To create collaboratively sharing ideas, resources and skills EAD – To choose materials to achieve a goal	PD – To use scissors to confidently cut out shapes on paper and explore a range of materials PD – To confidently use tripod grip EAD – To show accuracy and care when drawing EAD – To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function
Skills across the year: Talking to peers and teachers about their creations. Access to resources and tools during continuous provision. Working collaboratively. Using tools safely. IWB/lpads – paint programmes						

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Reception ELGs						
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