



## CURRICULUM PROGRESSION STRAND MAP

Subject: Art

### CURRICULUM INTENT

#### Rationale:

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through these activities they learn to make informed value judgements and aesthetic and practical decisions. They explore, through discussion and the making of art, the ideas and meanings of the work of artists, craftspeople and designers and the impact that art has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches their lives.

#### Aims and objectives

- To provide a balanced and continuous programme of art and design for all children throughout the school, which builds upon previous experience; allowing for progression and for extending their capabilities and learning.
- To recognise the contribution that art makes to learning in other subjects.
- To develop, support and value the child's self-image as an artist and designer.
- To develop the pupils' ability to observe, learn and record from the world around them.
- To allow children to have first-hand experiences and opportunities to experiment with and use a variety of media and processes, including computing, in order to develop artistic skills.
- To develop children's ability to control and use tools, materials and techniques correctly and safely.
- To develop an increasing knowledge and understanding of the contribution of artists and designers to this and other cultures, past and present.
- To develop the children's ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate.
- To develop the ability to discuss and evaluate their own work and that of others in a sensitive, thoughtful and constructive manner, developing a specialist vocabulary.
- To develop creativity and allow the pupils to develop their own unique and personal ideas, working with increasing independence.
- To work on their own and collaboratively with others on projects in two and three dimensions and on different scales.

#### Character Development through Art:

**Moral** - Become respectful citizens and develop self-control.

**Social** - Build confidence and self-esteem through effective communication, collaboration, cooperation and determination.

**Cultural** - Develop creativity and individualism and recognise the importance of inspiration and aspiration of themselves and others.

**Knowledge** - Learn to evaluate, reflect, problem solve and apply this to all areas of learning.

**Skills** - Encourage tenacity, resilience and independence whilst increasing stamina.

**Professional** - Become strategic and versatile learners who are proud of their achievements with the ability to recognise their own and others potential.



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### Enrichment through Art:

**Themed days** - Termly themed days within each year group incorporating various art/creative activities.

**Creative week** - Whole school project focus ie. Take One Picture

**Visiting artists and illustrators** - Part of creative or book week

**Community events** (artist workshops) - St George's Parade; Festival of lights; Vaisakhi Parade; Royal wedding; Olympics

**Special celebrations** - Harvest, Christmas, Easter, Mother's Day, end of year productions

**Displays** - Main hall display (whole school collaboration), corridors, main entrance and classrooms

### Skills and Knowledge Progression

#### Area of Study: Exploring and developing ideas

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>Record and explore ideas from observation and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> </ul>
<ul style="list-style-type: none"> <li>Answer questions about the starting points for their work.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask and answer questions about the starting points for their work, and develop their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the starting points for their work and the processes they have used. Developing their ideas.</li> </ul>
<ul style="list-style-type: none"> <li>Explore the work of artists, craftspeople and designers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>
<ul style="list-style-type: none"> <li>To develop fine motor skills when handling materials.</li> </ul>	<ul style="list-style-type: none"> <li>To build on and improve fine motor skills when handling tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>To refine motor skills to exercise care and control over the range of materials they use.</li> </ul>
<ul style="list-style-type: none"> <li>Work on projects in 2 and 3 dimensions and on different scales, supported by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own on projects in 2 and 3 dimensions and on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> </ul>

**Outcomes for this area are embedded across all the following areas of study including the enrichment activities.**



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Skills and Knowledge Progression		Area of Study: Exploring and developing work	
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Say what they think and feel about what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they have done and say what they think and feel about it.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify what they might change in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they and others might change in their current work or develop in their future work.</li> </ul>	
<ul style="list-style-type: none"> <li>To talk about their own work, recognise and describe features of their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To review their own work and other's work, describing the features.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate and identify features for development and to express a preference.</li> </ul>	
<ul style="list-style-type: none"> <li>Experiment with graphic-based computer programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Use specific graphic-based computer programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Select graphic-based computer programmes and use search engines to investigate different kinds of art, craft and design.</li> </ul>	
<p><b>Outcomes:</b> Computer art - Weekly topic related pictures using 2simple software</p>	<p><b>Outcomes:</b> Computer art - Houses/castles; Eifel tower; impressionist painting; symmetry butterflies</p>	<p><b>Outcomes:</b> Computer art - Self-portraits; Fairy Tale front cover; Rousseau pictures; pointillism using graphics programme</p>	
Skills and Knowledge Progression		Area of Study: Drawing	
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Experiment with a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk &amp; other dry media.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully select &amp; layer different media, e.g. crayons, pastels, felt tips, charcoal &amp; pens.</li> </ul>	
<ul style="list-style-type: none"> <li>Begin to explore the use of line, shape and colour through mark-making.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to experiment with the use of line, shape, pattern &amp; colour with a specific focus.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the visual elements; line, shape, pattern &amp; colour to create a desired effect.</li> </ul>	
<ul style="list-style-type: none"> <li>Choose from a range of media to produce a self-portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and select suitable colour tones to produce an identifiable self-portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Develop effective use of tone and shading to produce a clearly identifiable self-portrait.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw for pleasure a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Draw for pleasure real objects, building concentration and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Draw for pleasure and a sustained period of time from a range of objects, developing concentration and observational skills.</li> </ul>	
<p><b>Outcomes:</b> Various activities through child initiated/weekly planning e.g. self-portraits; Story mapping</p>	<p><b>Outcomes:</b> Eifel tower sketches; self-portraits; Mona Lisa portraits; step-by-step drawings related to topics; Story mapping</p>	<p><b>Outcomes:</b> Abstract portraits (Picasso); self-portraits; Leonardo Da Vinci/ Wright Brothers sketches; portraits of Florence Nightingale/Queen Victoria; Story mapping</p>	



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Skills and Knowledge Progression		Area of Study: Painting	
EYFS	Year 1		Year 2
<ul style="list-style-type: none"> <li>Experiment with a variety of tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of tools and techniques including the use of different brush types.</li> </ul>		<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> </ul>
<ul style="list-style-type: none"> <li>Explore working in different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Work in different scales, using appropriate tools according to the size of the piece.</li> </ul>		<ul style="list-style-type: none"> <li>Work appropriately on a range of scales e.g. large brush on large paper and small brushes for finer detailed work.</li> </ul>
<ul style="list-style-type: none"> <li>Explore colour mixing using different types of paint.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary colours and mix to create secondary colours using different types of paint.</li> </ul>		<ul style="list-style-type: none"> <li>Mix a range of secondary colours, creating different shades and tones. Explore hot and cold colours and other types such as territorial colours.</li> </ul>
<p><b>Outcomes:</b> Various activities through child initiated/weekly planning e.g. White Jack Frost (making light colours)</p>	<p><b>Outcomes:</b> <i>Toys; watercolour - Monet's Bridge over the lily pond; Van Gogh sunflowers</i></p>		<p><b>Outcomes:</b> Hot/cold desert paintings; background washes; mehndi (India)</p>
Skills and Knowledge Progression		Area of Study: Printing	
EYFS	Year 1		Year 2
<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> </ul>		<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. block, mono, fabric printing, wax resist (batik) and rubbings.</li> </ul>
<ul style="list-style-type: none"> <li>Experiment with simple printing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out different printing techniques e.g. mono-printing, resist printing and making rubbings.</li> </ul>		<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques in a more controlled way - plan what they are going to create first.</li> </ul>
<ul style="list-style-type: none"> <li>Explore and build patterns using a range of printing tools.</li> </ul>	<ul style="list-style-type: none"> <li>Build a repeating pattern and recognise patterns in the environment, using selected printing tools.</li> </ul>		<ul style="list-style-type: none"> <li>Design patterns of increasing complexity and repetition, using specific printing tools.</li> </ul>
<p><b>Outcomes:</b> Various activities through child initiated/weekly planning e.g. fruit printing; mini-beasts; shapes; igloos</p>	<p><b>Outcomes:</b> Castles (bricks in houses topic); repeating patterns; wallpaper; cotton bud printing</p>		<p><b>Outcomes:</b> William Morris wallpaper; batik cushions; rangoli (India)</p>



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Skills and Knowledge Progression		Area of Study: Textiles/collage	
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Experiment with a variety of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, fabric pens/crayons.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. weaving, marbling, fabric crayons and wax or oil resist, sewing (inc. binca).</li> </ul>	
<ul style="list-style-type: none"> <li>Create images from imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Create images from imagination or observation.</li> </ul>	<ul style="list-style-type: none"> <li>Create images from imagination, experience or observation.</li> </ul>	
<ul style="list-style-type: none"> <li>Use a variety of media to create a collage of choice, including fabric, a selection of materials such as pasta or foam, and different varieties of paper.</li> </ul>	<ul style="list-style-type: none"> <li>Create a collage for a specific purpose using a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Create textured collages from a variety of media.</li> </ul>	
<p><b>Outcomes:</b> Various activities through child initiated/weekly planning e.g. Cold collage (Antarctica)</p>	<p><b>Outcomes:</b> Castles weaving; sewing castle outline (binca); moving picture collage (France)</p>	<p><b>Outcomes:</b> The Snail collage (Matisse); collages in the style of Mondrian &amp; Kandinsky; Rousseau 'surprised' mixed media.</p>	
Skills and Knowledge Progression		Area of Study: 3D form	
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Explore sculpture with malleable media such as play-dough.</li> </ul>	<ul style="list-style-type: none"> <li>Explore sculpture with malleable media such as play-dough, plasticine and clay.</li> </ul>	<ul style="list-style-type: none"> <li>Use more advanced materials such as mod-roc or paper mache. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> </ul>	
<ul style="list-style-type: none"> <li>Experiment with, construct and join a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	
<ul style="list-style-type: none"> <li>Begin to learn about safety and the basic care of materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the safety and basic care of materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools.</li> </ul>	
<p><b>Outcomes:</b> Various activities through child initiated/weekly planning e.g. snowmen; clay hedgehogs (Forest schools)</p>	<p><b>Outcomes:</b> Mod-roc frogs; ponds on a plate; clay plaques (houses and homes); clay lochness monsters; 3D houses - junk modelling</p>	<p><b>Outcomes:</b> Clay Penguins/rockets (depending on the cycle); Wire/paper mache/mod-roc hot air balloons</p>	