

Skills progression document



Art & Design

	Year Group	FS2			Year 1			Year 2		
	Art Topic	Leaf rubbing and collage	Painting Colour book	Design through making Cardboard Creations	Drawing, Collage, Sketchbooks Spirals	Painting Exploring Watercolour	Sculpture, Drawing Playful Making	Drawing, Collage, Sketchbooks Explore and Draw	Painting Expressive Painting	Architect, Drawing, Making Be an Architect
	National curriculum	Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.			The national curriculum (KS1) for art and design aims to ensure that all pupils: <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. 			Pupils in KS1 should be taught: <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. 		
	Vocabulary	Collect Explore Material Texture Rubbings Collage Mark making	Colour Paint Red Blue Yellow Orange Purple Mix Material Primary Secondary	Cardboard Material Making Imaginative Design	Pattern Structure Movement Growth The Human Body, Spirals	Paint Watercolour Explore Discover Lines	Sculpture Materials Media Construct	Seasonal Changes Patterns Collect Explore Draw Observational	Expressive painting Representational Abstract Texture Exploratory	Architect Structure Design Connect Construction
	End points	In this activity children will explore a range of different textures found in nature and around the building through wax crayon rubbings. This activity will help them to explore the world around them in new and exciting ways. Pupils will go onto create a collage from their rubbings, promoting skills such as mark-making and dexterity, as well as nurturing their curiosity about textures and	In this colour exploration pupils have the opportunity to explore how various media responds on a textured surface. This activity encourages the development of skills such as colour recognition, colour mixing, mark-making and also aims to nurture curiosity and creative risk taking. The resultant fabric sketchbooks prompt discussion, and develop	Children will explore the possibilities of cardboard. Children will utilise the ethos of <u>design through making</u> , working with materials to learn about the properties as they go. As well as improving dexterity skills, children will be encouraged to push the boundaries of imaginative design. Make cardboard worlds related to a topic or give children the opportunity to be inventors.	That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.	Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can "control" it, we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. Building their understanding of the properties of the medium	That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical.	That some artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	To know that artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.	To know that architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people's work. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. That we can use "Design Through Making" as a way to connect our imagination, hands and materials.

		surfaces in the world.	ownership and oracy skills.							
Practical Substantive Knowledge (What)		<p>Mark making, collage</p> <p>Skills – mark making, amount of pressure needed on the rubbings will affect the outcome, dexterity, curiosity about textures and surfaces</p>	<p>Painting</p> <p>Development of skills such as colour recognition, colour mixing, mark making, nurture curiosity and creative risk taking. Primary and secondary colours.</p>	<p>Sculpture</p> <p>Design through making. Improve dexterity skills and how children can design and make, bringing their imaginations to life.</p>	<p>Drawing, sketchbooks</p> <p>Understand drawing is a physical activity</p> <p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p>	<p>Painting</p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p>	<p>Sculpture</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making”</p>	<p>Drawing, collage, sketchbooks</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p><u>Sketchbooks</u> Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Make Spaces and Places inside their sketchbook</p>	<p>Painting</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues</p> <p>Understand the concept of still life.</p>	<p>Sculpture</p> <p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p>

Practical	Media and Materials	Media and Materials Wax Crayons Textured surfaces from outdoors and indoors Cartridge and Newsprint Paper Scissors Glue stick	Media and Materials Calico, cut into 'pages' Stapler Wax crayons / fabric crayons Coloured Pencil Crayons Felt Tips Poster Paint Fabric Paint Coloured Inks Paint brushes	Media and Materials Cardboard Boxes / tubes Cardboard Egg Boxes Glue stick Sellotape Masking Tape Scissors Wire String/ ribbon Lolly sticks Straws Elastic Bands Pens Graphite Pencils Colouring Crayons Wax Crayons Paint Coloured card tissue paper Pom Poms Pipe cleaners Glitter	Media and Materials Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper,	Media and Materials Watercolour Variety of brushes Pen/coloured pencils	Media and Materials Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)	Media and Materials Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist	Media and Materials Acrylic Paint, Paper	Media and Materials Soft B pencils, coloured pencils, felt tip pens, handwriting pens, Construction Materials
Practical	Formal Elements (Line, tone, shape, colour, form, pattern, texture)	Mark making Texture Tone	Colour Texture	Form Shape Texture	Line quality Tone Colour	Colour Line quality Shape	Shape Texture Form	Line quality Tone	Colour Texture	Shape Texture Form
Theoretical - Substantive knowledge History and work of artists				Knowledge that structures and 3D model making is known as sculpture. Sculpture can include many different forms.	Molly Haslund (Danish female artist) https://www.accessart.org.uk/talking-points-molly-haslund/ James Brunt – Visiting artist	Paul Klee (German/Swiss male) https://www.accessart.org.uk/talking-points-paul-klee/ Emma Burleigh (white female) https://www.accessart.org.uk/emma-burleigh/ https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/	Christo and Jeanne Claude (white female and male) Caitlin r.c Brown and Wayne Garrett (white male and female) Faith Bebbington (black female) Dev Harlon Nicole Dyer https://www.accessart.org.uk/talking-points-introduction-to-sculpture/	Andy Goldsworthy James Brunt – visiting artist	Marela Zacarias (Black female, Mexican American) https://www.accessart.org.uk/talking-points-marela-zacarias/ Charlie French (Downs syndrome, white male) https://www.accessart.org.uk/talking-points-charlie-french/ Van Gogh Cezanne (white male) https://www.accessart.org.uk/talking-points-brush-work-of-van-gogh-cezanne/	Dame Zaha Hadid (Iraqi born British architect) Hundertwasser (white German male) https://www.accessart.org.uk/talking-points-bridge-design/ https://en.wikipedia.org/wiki/Zaha_Hadid https://www.accessart.org.uk/talking-points-hundertwasser-the-architect/

<p style="text-align: center;">Disciplinary (comparing contradictory artists and artwork)</p>				<p style="text-align: center;"><u>Substantive Knowledge (What)</u></p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p style="text-align: center;"><u>Implicit Knowledge (How)</u></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Art exhibition for peers and parents.</p> <p>Some children may feel able to share their response about classmates work. Art6 exhibition and reflect and review week.</p>	<p style="text-align: center;"><u>Substantive Knowledge (What)</u></p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p style="text-align: center;"><u>Implicit Knowledge (How)</u></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p style="text-align: center;">Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>