

Learning Progression: Art and Design

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Objectives Covered</b></p>	<p style="text-align: center;"><b><u>EYFS Objectives</u></b></p> <p><u>Physical Development (PD):</u> (Moving and Handling)</p> <ul style="list-style-type: none"> <li>Use simple tools to effect changes to materials</li> </ul> <p><u>Expressive arts and design (EAD):</u> (Exploring and using media and materials)</p> <ul style="list-style-type: none"> <li>Explore what happens when they mix colours</li> <li>Experiment to create different textures</li> <li>Understand that different media can be combined to create new effects</li> <li>Manipulate materials to achieve a planned effect</li> </ul> <p><u>Expressive arts and design (EAD):</u> (Being imaginative)</p> <ul style="list-style-type: none"> <li>Create simple representation of events, people and objects</li> <li>Choose particular colours to use for a purpose</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Make, Draw, Paint, Print, Colour, Line, Shape, Space, Materials, Ideas, Pattern, Smudge, Clay</p>	<p style="text-align: center;"><b><u>Aims</u></b></p> <ul style="list-style-type: none"> <li>To produce creative work, exploring their ideas and recording their experiences</li> <li>To become proficient in drawing, painting, sculpting and other art, craft and design techniques</li> <li>To evaluate and analyse creative works using the language of art, craft and design</li> <li>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p style="text-align: center;"><b>Engage – Inspire – Challenge</b></p> <p style="text-align: center;"><b>Explore – Invent – Create</b></p>	<p style="text-align: center;"><b><u>Key Stage 1 Objectives</u></b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using: colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Difference, Similar, Imagine, Texture, Weave, Design, Sculpture, Form, Create, Explore, Invent</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Activities</b></p>	<p style="text-align: center;"><b><u>Reception</u></b></p> <ul style="list-style-type: none"> <li>Colour mix using 2 colours to create dots</li> <li>Planets – use pastels, smudging techniques to create effect</li> <li>Planets – using collage</li> <li>Create self-portrait using chalk</li> <li>Create clay tealight holder using tools</li> <li>Paint tealight holder</li> <li>Observational drawing of everyday objects including leaves and poinsettia</li> <li>Transient art – using objects collected during visit to Thorndon Wood</li> </ul> <p>Available in classrooms daily:</p> <ul style="list-style-type: none"> <li>Junk modelling – using boxes etc</li> <li>Range of collage materials</li> <li>Pencils, crayons, chalk, paint</li> <li>Paper, card, catalogues</li> <li>Glue and tape</li> </ul>	<p style="text-align: center;"><b><u>Year One</u></b></p> <ul style="list-style-type: none"> <li>Printing using leaves in paint (linked to Science)</li> <li>Draw and colour Autumn leaves using pastels (linked to Science)</li> <li>Weave spider webs (linked with DT)</li> <li>Fireworks using paint and IT (linked with History)</li> <li>Invent an Island and its inhabitants (linked to Geography and Science)</li> <li>Make poppies (linked to History)</li> <li>Draw and make penguins and Polar bears (linked to Geography and Science)</li> <li>Create a representation of snowman using clay (linked to Science)</li> <li>Paint snowman</li> <li>Draw houses, town/city skyline (linked to 2d shape and Geography)</li> <li>Collage - UK countries flags (linked to Geography)</li> <li>Christmas cards – printing (linked to RE)</li> <li>Observational drawing: plants (linked to Science), toys (linked to History and Science), owls (linked to Science)</li> <li>Create imagined scene using collage (linked to History and Science and Traditional Tales topic)</li> </ul>	<p style="text-align: center;"><b><u>Year Two</u></b></p> <ul style="list-style-type: none"> <li>Create a representation of boat using clay (linked to History and Geography)</li> <li>Great fire of London images using charcoals and colour mix paint (linked to History)</li> <li>Draw and paint poppies (linked to History)</li> <li>Create Fireworks display pictures (linked to History)</li> <li>Create an image of Queen Victoria using paint (linked to History)</li> <li>Design and create patterns in the style of William Morris using printing (Linked to History)</li> <li>Design and draw flowers in the style of Georgia O’Keefe (linked to Science)</li> <li>Observational drawing: owls (linked to Science), Victorian artefact (linked to History)</li> <li>Design and create ‘Wild Things’ using pastels (linked to Science and Geography)</li> <li>Design and create 3D environments (linked with Science and DT)</li> </ul>

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<b>Progression</b>	<b><u>Nursery</u></b>	<b><u>Reception</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Make marks using pencils and crayons</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Attempts to draw people</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawing materials/tools to include chalk and some pastels</li> <li>• Uses more control and purpose when using tools to make marks</li> <li>• Investigate different lines created by using different materials</li> <li>• Communicate something about their self in their drawing</li> <li>• Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawing materials/tools to include different grade pencils, a range of oil pastels and felt pens</li> <li>• Draw lines of different shapes and thickness for a purpose</li> <li>• Use drawing to tell a story</li> <li>• Observe and draw landscapes</li> <li>• Improves anatomy of people</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawing materials to include charcoal</li> <li>• Experiment with materials and surfaces</li> <li>• Show patterns and texture in drawings</li> <li>• Create different tones using light and dark</li> <li>• Create moods in drawing</li> <li>• Compare results of different materials and choose most effective</li> <li>• Can represent people credibly</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Explores colour and how colour can be changed by mixing (not formally)</li> <li>• Choose a tool e.g. fingers, hands, brush</li> </ul>	<ul style="list-style-type: none"> <li>• Able to name colours</li> <li>• Explores what happens when primary colours are mixed</li> <li>• Paints a picture of something they can see</li> <li>• Can communicate something about their self in their painting</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with tones using light and dark</li> <li>• Paint a picture of something they can see applying detail</li> <li>• Uses thick and thin brushes as appropriate</li> <li>• Able to name the primary colours red, yellow, blue and explores mixing to create a secondary colour</li> </ul>	<ul style="list-style-type: none"> <li>• Can create moods in paintings</li> <li>• Paint a picture of something they can see, increasing detail and perspective</li> <li>• Able to name primary colours and mix to make secondary colours (green, purple, orange) unaided</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Use hands and fingers to make marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Make prints of hands/fingers using paint on paper and know it represents their own form</li> <li>• Chooses colours to use</li> </ul>	<ul style="list-style-type: none"> <li>• Able to print with sponge, leaves, other objects</li> <li>• Print onto paper and card</li> <li>• Create repeating patterns using shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Design own printing block</li> <li>• Begin to design a tessellation tile</li> </ul>
<b>3D</b>	<ul style="list-style-type: none"> <li>• Handling, feeling and enjoying manipulating materials</li> <li>• Experimenting by construction and destroying</li> <li>• Experiment with malleable materials</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Constructs with a purpose in mind using a variety of resources</li> <li>• Realises that tools can be used for a purpose</li> <li>• Add texture by using tools (clay, dough, plasticine)</li> <li>• Make simple joins</li> <li>• To begin to recognise the difference between 2D and 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>• To feel and describe a variety of textures</li> <li>• Able to compare and contrast textures and surfaces</li> <li>• Manipulate materials to achieve a planned effect</li> <li>• Add several textures by using different tools</li> <li>• Make different kinds of shapes</li> <li>• Cut, roll and coil materials such as clay,</li> <li>• Weave with fabric and thread</li> <li>• Understands difference between 2D and 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>• Able to sort and group materials and choose for appropriate purpose</li> <li>• Use appropriate vocabulary to describe textures</li> <li>• Habitats – design and build</li> <li>• Awareness of natural and man-made forms</li> <li>• Design and make item using weaving with fabric and thread</li> <li>• Design and make a clay boat</li> <li>• Replicate pattern and texture</li> <li>• Express personal experiences and ideas</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Able to contribute to a collaboration structured by adults</li> </ul>	<ul style="list-style-type: none"> <li>• Explores a variety of materials</li> <li>• Choose, place and stick materials</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and tear paper and card</li> <li>• Create individual and group collages</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and sort materials needed</li> <li>• Use different kinds of materials and explain reason for choice</li> </ul>
<b>Use of IT</b>	<ul style="list-style-type: none"> <li>• Use fingers to trace lines and make irregular shapes on touch screen</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'Colour Magic/ 2simple' to create a picture with support</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'Colour Magic/2simple' to create a picture independently</li> <li>• Use simple IT mark-making tools e.g. brush and pen tools</li> </ul>	<ul style="list-style-type: none"> <li>• Able to edit own work to make improvements</li> </ul>