

Art

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the Art National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)	Expressive Arts and Design (Being Imaginative)
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<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>Pupils should be taught:</p> <ul style="list-style-type: none">• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;• to create sketch books to record their observations and use them to review and revisit ideas;• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];• about great artists, architects and designers in history.

Intent

At Hatch Warren Infant School our art curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As the children progress, they should be able to think critically and develop a more rigorous understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We aim for all pupils: to produce creative work, exploring their ideas and recording their experiences, becoming confident in drawing, painting, sculpture and other arts. We will give them the experiences and knowledge to be able to evaluate and analyse creative works using appropriate language. We will give them exposure to great artists, craft makers and designers, so they understand the historical and cultural development of different art forms.

Implementation

Our children will be taught to use a range of materials creatively using drawing, painting, printing and sculpture to develop and share their ideas, experiences and imagination . We will help them to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Throughout our curriculum they will learn about the work of a range of artists, craft makers and designers. We will model to the children how to describe the differences and similarities between different practices and disciplines, then giving them time to reflect on art work and make links to their own work.

Impact

Our children will have learnt key skills, experimented with materials so that each child can then explore their own creativity. By creating a safe and nurturing environment, children will be encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

Knowledge / Skills to be covered

Exploring and Developing Ideas	Children can: <ul style="list-style-type: none">• Represent their own ideas, thoughts and feelings through art• Discuss how and why they used that technique.• Talk about their own and other artists work.• Talk reflectively about their artwork.• reflect on the processes used and their effectiveness.• Talk about preferences, likes and dislikes, of a piece of artwork.
Drawing	Children can: <ul style="list-style-type: none">• Experiment with colour, design and texture.• Sketch to create the desired effect.• Use lines to create pattern
Painting	Children can: <ul style="list-style-type: none">• Experiment with colour, design and texture.• 'Colour in' using different media thinking about colour, tone and texture.• 'colour in' accurately using paint as well as drawing materials.
Sculpture	Children can: <ul style="list-style-type: none">• Experiment with form and function.• Mould clay to represent an object• Manipulate and join materials for a desired effect.
Collage	Children can: <ul style="list-style-type: none">• Experiment with texture.• Cut, tear and fold paper to create different shapes and textures.• Join and embellish fabrics through sewing.• Select fabrics and threads to create correct texture and colour.
Printing	Children can: <ul style="list-style-type: none">• Experiment with colour, design and texture.• Make and use a simple printing block to recreate an image.

	Year R		Year 1		Year 2	
	Topic	NC link & Skills	Topic	NC link & Skills	Topic	NC link & Skills
Autumn1	<p>Getting to know you</p> <p>Autumn</p>	<p>Drawing and painting Hold and control a variety of media and use them to make and repeat various marks and lines. Name, choose and match primary and secondary colours. Use lines to create shapes, patterns and textures. Make drawings and paintings from observation, experience and imagination, of a wide range of subjects.</p> <p>Textiles Collect and classify fabrics and threads into colours and different textures. Hold scissors and cut fabrics and threads.</p> <p>Printing Make a range of other prints. E.g. bubbles Choosing objects from a limited range to</p>	<p>Pirates</p>	<p>Drawing and painting 1a, b, d Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Beginning to draw for a range of purposes. Drawing and painting on a range of surfaces and scales.</p> <p>Collage 1c,d Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Apply adhesive sparingly to a range of materials and stick them down accurately</p>	<p>It's good to be me</p>	<p>Drawing Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</p> <p>Sculpture Mould malleable materials to create shapes that can be combined to make objects. Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.</p>

		<p>print with. Printing regular and irregular patterns. Make rubbings from textured surfaces. Different objects make different prints. Different methods give different kinds of prints.</p> <p>Collage Recognise pattern in natural and man-made objects. Handling and manipulating a wide range of natural materials. Talking about materials especially their colour and texture. Colour matching To use a computer package with art work</p>		<p>Handling and manipulating a wide range of natural and made materials and making choices to match colour and texture to purpose. Making their own simple collage choosing and applying various coloured textured and patterned materials. Creating collages by cutting and using materials and by sticking similar objects together to create new textures. Work as a member of a group producing a single collage.</p> <p>Sculpture 1a, b, d Mould malleable materials to create shapes that can be combined to make objects. Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. Working on a range of scales and sizes. Sculptures are often completed over a period of time which involves more than one process and stage of working. Materials have their own qualities and require working with particular sets of tools.</p>	
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<p>Autumn 2</p>	<p>Toys Christmas</p>	<p>Drawing and Painting Use lines to create shapes, patterns and textures. Make drawings and paintings from observation, experience and imagination, of a wide range of subjects. A range of media appropriate to children developing motor co-ordination.</p> <p>Collage Talking about materials especially their colour and texture. Working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures.</p> <p>Sculpture Assemble and disassemble component parts of a range of construction kits.</p> <p>That structures can be made and kept for a long time, others can be made and kept for a short time and others made and immediately dis-assembled. Modelling with malleable materials. Exploring the tactile qualities of materials.</p>	<p>Autumn/ Christmas</p> <p>Around the World</p>	<p>Drawing 1 b, c, d Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</p> <p>Textiles 1c</p> <p>Simple sewing to create a surface or pattern on fabric. Fabrics can be embellished by sewing to create patterns and textures. Sewing is the main method of joining fabrics together.</p>	<p>Where in the world (China)</p>	<p>Drawing Use lines and marks to create an increasing range of shapes, patterns and textures. Planning the sequence of the work and identifying what the outcome might look like. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</p>
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<p>Spring 1</p>	<p>Winter Once upon a time</p>	<p>Textiles Handling and manipulating a wide range of fabrics and threads. Using fabrics as materials for inclusion in collages. Talking about materials especially their colour and texture.</p> <p>Collage Creating printed patterns and textures for collage Talking about their prints Printed patterns can be regular, irregular or symmetrical. Different objects make different prints. Recognise pattern in natural and man-made objects. Working on group and individual collages by cutting and using materials and by sticking similar objects together to create new textures.</p> <p>Sculpture Combine boxes and other found materials to create junk models. To appreciate structures can be made by putting separate objects or units together. That structures can be made and kept for a long</p>	<p>Space</p>	<p>Drawing and Painting 1b,d Use lines and marks to create an increasing range of shapes, patterns and textures. Looking at the drawings and paintings of other artists that represent a variety of cultures and times relating them to their own work.</p> <p>Collage 1c Cut straight and curved lines from a range of materials with some accuracy.Tear paper into strips and shapes with some accuracy.Apply adhesive sparingly to a range of materials and stick them down accurately.</p> <p>Textiles 1c Straight stitches as decoration on suitable open weave fabrics. Fabrics can be embellished by sewing to create patterns and textures. Sewing is the main method of joining fabrics together. Simple sewing to create a surface texture or pattern on fabric.</p>	<p>Great Fire of London</p>	<p>Drawing and Painting Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</p> <p>Textiles Cut fabric into basic shapes. Classify fabrics and threads for collage purposes. Selecting fabrics and threads for collage purposes in terms of colour and texture. Materials can be selected or created to reflect the colour and surface texture of the subject.Talking about their work, naming tools and the materials used and describing how their work was produced. Looking at the work of crafts people and designers in the locality. Changing their work, or its</p>
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		time, others can be made and kept for a short time and others made and immediately dis-assembled.				approach, as it develops. Use photographed textures, colours, shapes, lines, shadows to create a range of artwork.
Spring 2	The Lost World	<p>Drawing and Painting Hold and control a variety of media and use them to make and repeat various marks and lines. Name, choose and match primary and secondary colours. Use lines to create shapes, patterns and textures. Make drawings and paintings from observation, experience and imagination, of a wide range of subjects.</p> <p>Sculpture Mould and create simple shapes with malleable materials Use simple tools to cut, shape and impress patterns and textures in a range of materials. To appreciate structures can be made by putting separate objects or</p>	Farms	<p>Drawing, Painting, Sculpture 1a,b,c,d Make drawings and paintings to show increasing detail, context, and use of the visual elements. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. Choosing the subject of working from a limited range provided by the teacher. Looking at the drawings and paintings of other artists that represent a variety of cultures and times relating them to their own work. Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.</p>	Amazing animals	<p>Drawing and Painting Use lines and marks to create an increasing range of shapes, patterns and textures. Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. Working from the human figure in a range of poses and circumstances</p> <p>Collage Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Apply adhesive</p>

		<p>units together. To mould with hands or simple tools. That structures can be made and kept for a long time, others can be made and kept for a short time and others made and immediately dis-assembled.</p>			<p>sparingly to a range of materials and stick them down accurately.</p> <p>Sculpture</p> <p>Mould malleable materials to create shapes that can be combined to make objects. Fold, pleat and cut paper and thin card of varying thickness. Sculptures are often completed over a period of time which involves more than one process and stage of working. Materials have their own qualities and require working with particular sets of tools. Talking about how they think their work might look when it is finished. Use photographed textures, colours, shapes, lines, shadows to create a range of artwork.</p>
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<p>Summer 1</p>	<p>Spring Easter Mighty Minibeasts</p>	<p>Drawing and Painting Name, choose and match primary and secondary colours. Use lines to create shapes, patterns and textures. Make drawings and paintings from observation, experience and imagination, of a wide range of subjects. A range of media appropriate to children developing motor co-ordination. Drawing and painting on a range of surfaces and scales.</p> <p>Printing Load an object with paint and print it. Recognise pattern in natural and man-made objects. Talking about their prints Printed patterns can be regular, irregular or symmetrical. Different objects make different prints. Different methods give different kinds of prints. Recognise pattern in natural and man-made objects.</p>	<p>Castles</p>	<p>Printing and Sculpture 1c,d Load a range of different kinds of objects with paint and print them. Creating printed patterns and textures for collage. Working on a range of surfaces and scales. Understand that a print can be a picture in its own right and a repeated pattern or texture. Printing to make pictures, patterns and/or textures including overlaying. Mix and match basic colours and make them lighter or darker. Build junk models and prepare them for painting and decorating by covering them in layers of paper. Building and constructing structures from separate but similar found objects by combining materials. Working on a range of scales and sizes.</p> <p>Textiles 1a,d Understanding that fabrics can be created through the process of weaving and most fabrics can be deconstructed through the removal of threads. Use microscopes to explore textures, sort, classify and describe. Weave with paper and card on</p>	<p>Forces</p>	<p>Drawing and Painting Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience.</p> <p>Sculpture Build junk models and prepare them for painting and decorating by covering them in layers of paper.</p>
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		<p>Single items can be put together to create new textures.</p> <p>Sculpture Combine boxes and other found materials to create junk models. To appreciate structures can be made by putting separate objects or units together. That structures can be made and kept for a long time, others can be made and kept for a short time and others made and immediately dis-assembled. Use own photographs to cut and add to collage work. Use a microscope to explore textures</p>		<p>a warp made from smooth threads. Weaving to create textures and patterns. Cut fabric into basic shapes. Selecting fabrics and threads for collage purposes in terms of colour and texture.</p>		
Summer 2	Under the sea Summer	<p>Drawing and Painting Hold and control a variety of media and use them to make and repeat various marks and lines. Name, choose and match primary and secondary colours. Use lines to create shapes, patterns and textures. Make drawings and paintings from</p>	Wonderland and our local area	<p>Drawing and Painting 1b Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Work to the size of the paper or surface. Beginning to draw for a range of purposes. Drawing and painting on a range of surfaces and scales.</p>	Summer Fun	<p>Drawing Use lines and marks to create an increasing range of shapes, patterns and textures. 'Colour in' accurately with paint as well as drawing materials. Mix and match basic colours and make them lighter or darker.</p>

		<p>observation, experience and imagination, of a wide range of subjects. A range of media appropriate to children developing motor co-ordination. Drawing and painting on a range of surfaces and scales.</p> <p>Collage Working on a range of surfaces and scales. Hold scissors and cut a range of materials. Cut straight lines. Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately.</p>		<p>Printing 1d Understand that a print can be a picture in its own right and a repeated pattern or texture. Choosing objects from which to print to achieve specific results. Printing more regular and irregular patterns. Experiment with a growing range of printing methods Talking about their prints and how they were made. Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve An increasing range of media for drawing and painting.</p>		<p>Work to the size of the paper or surface. Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. Use photographed textures, colours, shapes, lines, shadows to create a range of artwork.</p>
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