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 (Creating with Materials)	**Physical Development (Fine Motor Skills)**
• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

Key Stage 1 National Curriculum Expectations	**Key Stage 2 National Curriculum Expectations**
Pupils should be taught: • 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.	Pupils should be taught: • 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.

Knowledge / Skills to be covered

Exploring and Developing Ideas	**Children can:** • Show creativity by representing 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:** • Experiment with colour, design and texture. • Sketch to create the desired effect. • Use lines to create pattern
Painting	**Children can:** • 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:** • Experiment with form and function. • Mould clay to represent an object • Manipulate and join materials for a desired effect.
Collage	**Children can:** • 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:** • 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**
Autumn 1	All About Me	**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. **Other techniques: Printing** Make a range of other prints. E.g. bubbles Choosing objects from a limited range to print with. Making patterns. Make rubbings from textured surfaces. Different objects make different prints. Different methods give different kinds of prints.	Pirates Titanic	**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. 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.	Let's get wild! Henri Rousseau	**Other techniques: 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 sparingly to a range of materials and stick them down accurately 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.

		Other techniques: 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				**Other techniques: Printing** 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.
Autumn 2	Autumn When I Grow Up Christmas	**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. **Other techniques: Collage**	Autumn/ Christmas It's a Wonderful World		Poles Apart Christmas	**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.

		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. **Sculpture** Manipulate and join different materials for effect.				
Spring 1	Winter In The Past	**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. Drawing and painting on a range of surfaces and scales. **Other techniques:** **Sculpture** Manipulate and mould the cotton buds to join with glue to form snowflake design.	Space	**Drawing and painting** 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. Looking at the drawings and paintings of other artists that represent a variety of cultures and times relating them to their own work. **Other techniques: Textiles** Simple sewing to create a surface or pattern on fabric. Straight	The Great Fire	

				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. **Other techniques: Mixed media/ Colour mixing tints and shades** Mix and match basic colours and make them lighter and darker. Making new colours and using a variety of painting techniques. Exploring terminology tints and shades. Discuss artwork of others.		
Spring 2	Paddington Easter Monet	**Other techniques: 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. **Other techniques: Drawing**	Castles	**Sculpture** **Other techniques: Printing** 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.	Twisted Tales	**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

		Exploring concept of sketching and experimenting with different shades when developing ideas. Sketching to form the desired effect of different flowers. **Other techniques: 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. **Other techniques: Exploring and Developing Ideas** Influenced from prior learning on Monet, children show creativity by representing their own ideas, talk about their and other artists work. Discuss and evaluate what they liked and would change about their art.		Building and constructing structures from separate but similar found objects by combining materials. Working on a range of scales and sizes. **Other techniques: 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 sparingly to a range of materials and stick them down accurately 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. **Other techniques: Textiles** Handling and manipulating a wide range of fabrics and threads. Using fabrics as materials for inclusion in collages. Talking about materials especially		**Other techniques: Textiles and collage** puppets Exploring textiles and embellishments to create puppets. Exploring other artists. Exploring fabrics and joining techniques. 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.

				their colour and texture.		
Summer 1	Spectacular Stories	**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. **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 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	Once Upon a Time	**Other techniques: Mixed Media - Summer flowers with printed background.** Looking at artwork of others. Exploring skills and techniques for moulding clay – pinching, rolling, flattening, pulling, twisting, imprinting. Experimenting with different tools. Sketching flowers.	Come Outside	

		and immediately dis-assembled.				
Summer 2	Under the Sea	**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. **Other techniques:** **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.	Farms		Summer Fun	**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. Mix and match basic colours and make them lighter or darker. 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.

		Recognise pattern in natural and man-made objects. Single items can be put together to create new textures. **Sculpture** Mould clay to represent an object. 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.				