

LAYSTON ART SKILLS PROGRESSION



Rationale for our art curriculum

We intend to provide an art curriculum using the advice from The National Society for Education in Art and Design (nsead), and in line with Edwinstree and Ralph Sadleir Middle Schools. We focus on teaching pupils to **generate ideas** (the skills of designing and developing ideas), **make** (the skills of making art, craft and design), and **evaluate** (the skills of judgement and evaluation), as well as supporting their development of **knowledge** about artists, craftspeople and designers. We believe that creativity and self-expression support positive mental health as well as the development of a growth mindset and problem solving.

The National Curriculum

KS1 pupils should be taught:

- to use a range of materials creatively to design & 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 & space;
- about the work of different artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 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.

Curriculum Map Overview Art

ELGs -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 roleplaying characters in narratives and stories. -Use a range of small tools, including scissors, paintbrushes and cutlery.

Year Group	Autumn term	Spring term	Summer term
Reception	<p>Self-portraits Firework pictures Printing & rolling Painting in style of <i>Van Gogh - Sunflowers</i> Christmas cards</p> <p><i>Provision:</i></p> <p>-Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p><i>Skills:</i></p> <p>-Make marks with various resources – pens, crayons, paint, chalk, pencils -Handle malleable materials, puzzles, construction materials with safety and increasing control -Show a preference for a dominant hand -Mark make and follow patterns – pencil control -Explore colour & texture -Explore shape of facial features -Make paint from mud, clay, chalk, berries (Forest School)</p>	<p>Shapes & painting in style of <i>Kandinsky</i> Chinese decorations Adding black & white – Observational - winter scenes/spider webs Mother's Day/Easter cards</p> <p><i>Provision:</i></p> <p>-Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p><i>Skills:</i></p> <p>-Use simple tools to effect change – scissors, cutters, rollers etc. -Develop anticlockwise movements -Begin to form recognisable letters using RWI patters -Increase the range of tools used safely and with control – for woodwork and gardening -Practice letter formation using a pencil with increased control -Explore colour & texture -Explore light – sparkles on snow, frost, ice -Explore using household or found objects to create art (sponges, pine cones, toothbrushes...)</p>	<p><i>Aboriginal art work – finger painting patterns – link to Forest School</i> Camouflage Combining materials – wood work Painting in style of <i>Jackson Pollock</i> Father's Day cards</p> <p><i>Provision:</i></p> <p>-Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.</p> <p>-Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.</p> <p>-Explore colour mixing through our 'self-service' paint stations.</p> <p><i>Skills:</i></p> <p>- Select resources and tools and use purposefully before returning them safely -Write many letters using correct letter formation -Explore colour & texture -Make paint from mud, clay, chalk, berries (Forest School)</p>

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One	<p>A1: <i>Giuseppe Arcimboldo</i> -fruit & veg using different media Pencil (lines, shape, tone & texture) Paint (colour, texture) Printing using fruit/veg</p> <p>A2: Firework pictures – Paint (colour, texture) Printing using kitchen rolls</p> <p><i>Skills:</i> -Use a range of materials creatively -Use drawing, painting to develop ideas & imagination -Develop wide range of art & design techniques -Understand meaning of colour, pattern, line, shape -Record from first hand observation -Observe & draw shapes (maths) -Learn about a range of artists -Mix secondary colours from primary -Select brushes -Evaluate my own & others' work -To use a range of materials creatively</p>	<p>Sp1: Colour mixing <i>Heather Knight</i> Clay tile work with plant imprint & texture – link to Forest School 3D Clay and paint – colour & texture</p> <p>Sp2: Camouflage – colour & pattern Create camouflage design for clay animal 3D & sculpture</p> <p><i>Skills:</i> -Mix secondary colours from primary -To use a range of materials creatively -To use clay to develop ideas & imagination -I can roll, flatten and print into clay. -To explore a range of art & design techniques -To learn about a range of artists -Use a range of hard and soft materials to print -Evaluate my own & others' work -I can explore colour and pattern in relation to camouflage</p>	<p>Su1: <i>Picasso</i> – self-portraits in cubist style Developing vocab to talk about art Pencil (lines, marks, shape, tone & texture) Wax Crayon (colour, texture)</p> <p>Su2: <i>Frida Kahlo</i> Drawing in pencil Pencil (lines, marks, shape, tone & texture) Paint (colour)</p> <p><i>Skills:</i> -To use a range of materials creatively -To use drawing, painting to develop ideas & imagination -To develop wide range of art & design techniques -To learn about a range of artists -Evaluate my own & others' work</p>

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Two	<p>A1: Printing/rubbings of natural and man-made objects – looking at shape, texture & pattern – link to Forest School</p> <p>A2: Observational drawings Creating patterns – range of materials & techniques Pencil (lines, marks, shape, tone & texture)</p> <p><i>Skills:</i> -Use a range of printing/rubbing materials creatively -Use drawing & painting to develop ideas & imagination -Draw light & dark lines -Record from first hand observation -Explore a range of media -Learn a range of techniques with pencil/pen (shade, tone, shape, line) -Evaluate my own & others' work</p>	<p>Sp1: Drawing – illustrators <i>Quentin Blake</i> & <i>Axel Scheffler</i> Observational drawing from different styles in pencil & pen Pencil (lines, marks, shape, tone & texture)</p> <p>Sp2: Art from different cultures – <i>Islam</i> (geometric decorations) create clay tile 3D</p> <p><i>Skills:</i> -Draw from observation -Learn about a range of artists -Use soft, sketchy lines and bold, strong lines by differing the pressure on the pencil. -Use a range of materials creatively -Use clay to develop ideas & imagination -Understand pattern and colour and how it can be used -Investigate texture -Evaluate my own & others' work</p>	<p>S1: <i>Eva Sonaïke</i> African textile design – link to A1 printing Paint – fabric paint designs in style of ES</p> <p>S2: <i>Vincent Van Gogh</i> Mixed media Paint (colour, texture) or cut/torn paper collage</p> <p><i>Skills:</i> -Use a range of materials creatively -Use drawing and painting to develop ideas & imagination -Explore range of art & design techniques using fabric -Identify primary and mix secondary colours & tones -Design repetitive patterns -Use colour and shape for dramatic effect -Mix media -Evaluate my own & others' work</p>

KS2 Big Ideas: exploring art in multiple forms (sculpture, pottery, textiles, painting & drawing), trying different artistic methods, techniques, media & materials, developing sketch books

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Three	<p>A1: <i>Anita-Pearl Ankor</i> Paint (colour, texture) Paint mixing - shades Create a self-portrait in style of APA</p> <p>A2: <i>Celtic knots</i> Explore different pencils (lines, shape) -Create a Celtic knot design</p> <p>Skills: -Select and mix primary, secondary colours and shades of colour independently -Select the brush size & type</p> <p>-Experiment with different types of pencil to create: scribbles, dots, dashes, circles, spirals -Use pressure to create hard and soft lines -Create tone using light and dark-shade using hatch, cross hatch, stipple, smudging -Evaluate my own & others' work & say what I would change</p>	<p>Sp1: Drawing development with pencils – <i>still life</i> fossils and shells (lines, marks, shape, tone & texture) <i>Still life of natural object in Wild Wood– link to Forest School</i></p> <p>Sp2: <i>Roman mosaics</i> using paper</p> <p>Skills: -Experiment further with different types of pencil to create: dots, dashes, circles, spirals, shade using hatch, cross hatch, stipple, smudging -Use pressure to create hard and soft lines <i>-Plan a drawing recording detail in the distance, foreground</i></p> <p>-Develop cutting, tearing, sticking, selecting the right size piece for a pattern design -Select appropriate colours for a composition -Explore & create patterns or pictures using small squares</p>	<p>S2: <i>3D clay pots</i> Mould and shape clay to create bowl – air dry Paint design using 3 favourite colours</p> <p>S1: <i>Orla Kiely</i> - pattern Printing on fabric or paper</p> <p>Skills: -Investigate texture and how clay feels -Mould, shape, pinch, roll and imprint clay -Evaluate my own & others' work respectfully</p> <p>-Create simple printing blocks -Create repeating pattern using 2 colours -Compare ideas & methods -Evaluate my own & others' work respectfully</p>

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Four	<p>A1: HB pencils, sketching Pencil (lines, marks, shape, tone & texture) Austin's butterfly Line drawing & wire sculpture 3D & sculpture <i>Ruth Asawa</i></p> <p><i>Skills:</i> -Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals -Use pressure to create hard and soft lines -Manipulate wire to create images -Evaluate my own & others' work & say what I would change</p> <p>A2: <i>Andy Goldsworthy</i> links to Forest School – photograph creations 3D & sculpture Digital media</p> <p><i>Skills</i> -Design a piece of artwork considering pattern, texture and colour -Evaluate my own & others' work & say what I would change</p>	<p>Sp1: <i>Monet</i> painting use of colour & watercolour paint</p> <p><i>Skills:</i> -Layer colours to create depth of colour and tone -Select the appropriate colour/s -Select the brush size & type -Mix colours independently -Explore watercolour paint -Evaluate my own & others' work & say what I would change</p> <p>Sp2: <i>Richard Sweeney</i> paper sculpture 3D & sculpture Developing ideas in sketchbooks</p> <p><i>Skills:</i> -Develop cutting, tearing, sticking, selecting the right size piece for a pattern -Select appropriate colours for a composition -Explore & create patterns or pictures using small squares -Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals -Use pressure to create hard and soft lines -Explore pressures on the pencil tip</p>	<p>S1: <i>Mondrian</i> – pattern, shape & colour Paint (colour, texture, fabric)</p> <p>S2: <i>Andy Warhol</i> pop art Pencil (lines, marks, shape, tone & texture) Paint (colour, texture) Digital art – research</p> <p><i>Skills:</i> -Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals -Use pressure to create hard and soft lines -Explore pressures on the pencil tip -Evaluate my own & others' work & say what I would change -Create simple printing blocks -Print with 2 colours -Explore patterns around us -Create repeating patterns -Compare ideas & methods</p>