

# Curriculum Progression



## Subject Expressive Arts and Design / Art & Design

Year Group	Statutory Document	Supporting Materials	Objectives (INTENT)	Key skills / knowledge (INTENT)	Key supporting activities (IMPLEMENTATION)
Sunbeams	Early Years Foundation Stage Curriculum	Development Matters	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  *Links to Physical Development, Literacy, Mathematics and Understand the world.		<b>Exploring media and materials as part of their exploration of the world around them.</b>
Nursery			Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing.  *Links to Mathematics, Understand the world and Personal and Social Development		<b>Autumn 1</b> - Paper plate collage faces - Picasso <b>Autumn 2</b> – Firework splat painting – Jackson Pollack. Hand printing painting – Christmas Cards Christmas craft activities <b>Spring 1</b> – Vegetable print painting – William Morris Making sock puppets <b>Spring 2</b> – Easter craft activities. Painting nursery rhyme characters – George Seurat <b>Summer 1</b> – Sculpture – rolling and cutting – making farm animals <b>Summer 2</b> – Transient art (beach art/sculptures) – Richard Long. Africa masks
Reception			Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  <b>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.</b>  *Links to Physical Development and Mathematics.		<b>Autumn1</b> - Line drawing – Ourselves <b>Autumn 2</b> – Explore colour - Kandinsky <b>Spring 1</b> – Exploring paint - Monet <b>Spring 2</b> – Printing – William Morris <b>Summer 1</b> – Sculpture – African Animals <b>Summer 2</b> – Beach art – Sand sculptures – Sudarsan Puttnaik
Year 1	National Curriculum 2014	Twinkl Units plans (dip in and adapt lessons as appropriate)	Pupils should be taught to: AR1/ 1:1 To use a range of materials creatively to design and make products Ar1/1.2 To use drawing, painting and sculpture to develop and share their idea, experiences and imagination  Ar1/ 1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Ar1/ 1.4 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.	<b>Key Skills.</b> To ask questions about a piece of art To suggest how artists have used colour, pattern and shape To describe what I see and give an opinion about the work of the artist To create a piece of art in response to the work of another artist <b>Drawing</b> To show how people feel in drawings To create moods in art work Use pencil to create lines of different thickness <b>Painting</b> Name primary and secondary colours Create tints with paint by adding white & create tones by adding black <b>Printing</b> Print using a variety of different materials To create a repeating pattern in print, overlapping and rotating shapes <b>Collage</b> To roll, cut and coil materials To create using textures and fabric <b>Sculpture</b> To create a clay slab adding details with tools <b>Textiles</b> To create using textiles and fabrics.	<b>Autumn 1</b> Portraits Drawing / painting in the style of Lowry <b>Autumn 2</b> Tints and tones Tonal Winter – Christmas cards Georges Seurat - Pointism seasonal calendars <b>Spring 1</b> Quilling <b>Spring 2</b> Textiles Jack and the Beanstalk. Weave an Easter egg – Easter cards <b>Summer 1</b> Clay tile animals <b>Summer 2</b> Andy Goldsworthy – Beach art
Year 2			<b>Key Skills.</b> To ask questions about a piece of art To suggest how artists have used colour, pattern and shape To describe what I see and give an opinion about the work of the artist To create a piece of art in response to the work of another artist <b>Drawing</b> Choose and use 3 different grades of pencil Use charcoals, pencils and pastels to create art <b>Painting</b> To mix paint to create all of the secondary colours To work in a colour family <b>Printing</b> To create a printed piece of art by pressing, rolling, rubbing and stamping <b>Collage</b> To fold, curl, fan and twist paper <b>Sculpture</b> To join clay to make a sculpture <b>Textiles</b> To use sewing, plaiting and weaving techniques in textiles	<b>Autumn 1</b> Andy Warhol Pop art portraits <b>Autumn 2</b> Colour families Colour family baubles – cards Colour wheel calendars <b>Spring 1</b> Van Gogh Starry Night <b>Spring 2</b> Line Drawing Dragons Sewing Easter eggs – textiles <b>Summer 1</b> 3D Clay <b>Summer 2</b> Michael Grab Beach Art – pictures using various media	

Grässlöt  
Schööl