

ART AND DESIGN CURRICULUM AND PROGRESSION

Curriculum Intent: To 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.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>THIS IS ME!</p> <ul style="list-style-type: none"> *Explore colour and colour mixing EA&D *Draw with increasing complexity and detail, such as representing a face with a circle and including details EA&D *Show different emotions in their drawings – happiness, sadness, fear etc. EA&D *Use a comfortable grip with good control when holding pens PD <p>Drawing pictures of myself and my family. Large scale drawing e.g. on large rolled out paper, translucent paper/cling film or water-based paints outside.</p> <p>Exploring using different materials/tools that colour – paint, felt tips, crayons, chalk</p> <p>Shape pictures of ‘my house’. Create a house by using pre-cut shapes.</p> <p>Paper-plate witch (Halloween)</p>	<p>SPECIAL TIMES</p> <ul style="list-style-type: none"> *Explore colour and colour mixing EA&D *Use drawing to represent ideas like movement or loud noises EA&D *Create shapes with continuous lines, and begin to use these shapes to represent objects. EA&D *Join different materials and explore different textures. EA&D *Use one-handed tools and equipment, for example, making snips in paper with scissors. PD <p>Firework pictures – talk about the use of colour, the differences between colours and the effect they can have.</p> <p>What are colours used for? What colour do we associate with Father Christmas’ suit etc? Demonstrate and teach skills and techniques associated with the things children are doing, e.g. show them how to stop the paint from dripping, how to wash the brush, selecting the appropriate sized brush to use, alternatives to brushes etc.</p>	<p>ONCE UPON A TIME</p> <ul style="list-style-type: none"> *Explore colour and colour mixing EA&D *Explore different materials freely, in order to develop my ideas about how to use them and what to make EA&D *Explore different materials and techniques to develop my own creative ideas designing EA&D *Join different materials and explore different textures. EA&D *Show different emotions in their drawings – happiness, sadness, fear etc. EA&D *Use a comfortable grip with good control when holding pens PD *Choose the right resources to carry out their own plan. PD <p>Junk modelling furniture for the 3 bears. Drawing and collaging pictures of Goldilocks – vocab taught and materials explored e.g. ‘smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’</p> <p>Recognising why safety is an important facton handling tools, and moving equipment and materials. Establish clear and sensible rules for everybody to follow.</p> <p>Mondrian-using primary colours. Explore colour mixing and what happens?</p>	<p>OUT OF THIS WORLD</p> <ul style="list-style-type: none"> *Explore colour and colour mixing (monochrome) EA&D *Explore different materials freely, in order to develop my ideas about how to use them and what to make EA&D *Explore different materials and techniques to develop my own creative ideas designing EA&D *Join different materials and explore different textures. EA&D *Choose the right resources to carry out their own plan. PD <p>Junk modelling ‘rocket’</p> <p>Drawing and collage pictures of Earth/Sun/Moon planets/ – vocab taught and materials explored e.g. ‘smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’</p> <p>Moon-scape using ‘monochrome colours black/white/grey ‘stippling’ using sponges/bubble wrap/crumpets to create affect</p>	<p>NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES</p> <ul style="list-style-type: none"> *Draw with increasing complexity and detail, such as representing a face with a circle and including details EA&D *Explore different materials freely, in order to develop my ideas about how to use them and what to make EA&D *Explore different materials and techniques to develop my own creative ideas designing EA&D *Join different materials and explore different textures. EA&D *Create closed shapes with continuous lines , and begin to use these shapes to represent objects EA&D *Choose the right resources to carry out their own plan. PD *Use a comfortable grip with good control when holding pens PD <p>Junk modelling mini-beasts (e.g.3D spider) Revisit vocabulary to enable children to talk about observations and experiences, e.g. ‘smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ and encourage thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the mini-beast looks like.</p> <p>Observational drawing/painting of flowers/plants</p> <p>Pebble painting/mini-beasts</p>	<p>PIRATES / A LIFE ON THE OCEAN WAVE</p> <ul style="list-style-type: none"> *Draw with increasing complexity and detail, such as representing a face with a circle and including details EA&D *Explore different materials freely, in order to develop my ideas about how to use them and what to make EA&D *Explore different materials and techniques to develop my own creative ideas designing EA&D *Join different materials and explore different textures. EA&D *Create closed shapes with continuous lines , and begin to use these shapes to represent objects EA&D *Choose the right resources to carry out their own plan. PD *Use a comfortable grip with good control when holding pens PD *Use large muscle movements to wave flags and streamers, paint and marks. PD <p>Colour Mixing/seascapes/beaches/big sheets outside.</p> <p>Collage: materials/textures: create layers by tearing paper and other textured card.</p> <p>Paper Plate Pirate</p> <p>Designing ‘Pirate Flags’.</p>
R	<p>MARVELLOUS ME</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use a range of small tools, including scissors, paintbrushes and cutlery. <i>(Fine motor skills – ELG)</i> *Begin to show accuracy and care when drawing. <i>(Fine motor skills – ELG)</i> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *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. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>How to use the creative area</p> <p>Paint a face showing an emotion and match to a colour from the colour monster.</p> <p>Colour calm jar – fill jar with coloured materials.</p> <p>Kandinsky – circles</p> <p>Printing circle patterns e.g. using sponges</p> <p>Painting with large brushes – identifying colours.</p> <p>Tinting adding white or black to a colour.</p> <p>Drawing of themselves.</p>	<p>JULIA DONALDSON</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Begin to show accuracy and care when drawing. <i>(Fine motor skills – ELG)</i> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *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. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>Make a broomstick using natural materials (Forest Schools)</p> <p>In teams – make a new broom for the witch – one group with playdough/ Plasticine, Lego/Duplo, Mobilo, Junk modelling, outdoor equipment etc.</p> <p>Make a Stickman using natural objects (Forest Schools)</p> <p>Firework pictures using glitter.</p> <p>Firework printing pictures using paint and toilet rolls.</p> <p>Christmas cards using cotton buds to dab white paint on for snow, sequin shapes for tree, cut out triangles to make tree</p>	<p>THE WORLD AROUND US</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use a range of small tools, including scissors, paintbrushes and cutlery. <i>(Fine motor skills – ELG)</i> *Begin to show accuracy and care when drawing. <i>(Fine motor skills – ELG)</i> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>Make own African art patterns in the style of Esther Mahlangu</p> <p>Make a Chinese drum</p> <p>Make a Chinese money wallet</p> <p>Use junk materials and other construction kits to create their own Great Wall of China</p> <p>Look at work of Chinese artist Fang Zhaoling – create blossom tree picture using tearing and scrunching techniques</p> <p>Make a paper folding dragon</p> <p>Painting Chinese flag</p> <p>Make China flag using different materials.</p> <p>Draw numbers in Mandarin – using fine brushes and markers.</p>	<p>TRADITIONAL TALES</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases <i>(Fine motor skills – ELG)</i> *Use a range of small tools, including scissors, paintbrushes and cutlery. <i>(Fine motor skills – ELG)</i> *Begin to show accuracy and care when drawing. <i>(Fine motor skills – ELG)</i> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>Draw and paint a picture of The Big Bad Wolf or The Three Little Pigs adding black and white to explore tint and tone.</p>	<p>IN THE GARDEN</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases <i>(Fine motor skills – ELG)</i> *Use a range of small tools, including scissors, paintbrushes and cutlery. <i>(Fine motor skills – ELG)</i> *Begin to show accuracy and care when drawing. <i>(Fine motor skills – ELG)</i> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>Butterfly symmetrical picture</p> <p>Observational drawing of a butterfly – using water colours/oil pastels/chalk etc.</p> <p>Vegetable printing</p>	<p>DINOSAURS</p> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>(Creating with materials – ELG)</i> *Share their creations, explaining the process they have used. <i>(Creating with materials – ELG)</i> <p>Dinosaur clay fossil print</p> <p>Make and decorate a papier mache dinosaur egg</p> <p>Salt dough dinosaur bones</p>

		Calendar rainbow using pompoms and tweezers. Colour recognition and grip strength. Make a Gruffalo out of clay Making and painting and decorating clay snowmen.	Chinese art paint blossom trees using finger printing/pompoms/ cotton buds/short haired brush/ small sponges.			
1	<p>INTO THE WOODS Pupils should be taught</p> <ul style="list-style-type: none"> * know 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. *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Outdoor sculpture Using natural materials to make art</p>	<p>TELL ME A STORY Pupils should be taught</p> <ul style="list-style-type: none"> * use a range of materials creatively to design and make products *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Printing with ink and plasticine</p>	<p>MUCK, MESS AND MIXTURES Pupils should be taught</p> <ul style="list-style-type: none"> *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *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 <p>Quentin Blake Drawing with a continuous line Shared observational drawing – magic spell ingredients</p>	<p>PAWS, CLAWS AND WHISKERS Pupils should be taught</p> <ul style="list-style-type: none"> * use a range of materials creatively to design and make products * know 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>Observational drawing – feathers, animals Alexander Calder (wire sculptures) Using wire to follow line of own drawing Cathy Miles (wire bird sculptures) Bird sculpture using wire and foam</p>	<p>EXPLORATION AND DISCOVERY Pupils should be taught</p> <ul style="list-style-type: none"> *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 <p>Finger puppets – using cardboard, and Modroc</p>	<p>OLYMPICS Pupils should be taught</p> <ul style="list-style-type: none"> * 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 <p>Make and design a medal – using clay</p>
2	<p>ME AND MY COMMUNITY Pupils should be taught to:</p> <ul style="list-style-type: none"> *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>KEY SKILLS DRAWING Using different media to create effects in observational drawing. Ink, ball point pens, fine nib etc. Using a sketchbook to build up drawing techniques – develop independent study. Multi-media – leave it, come back and add to it using a different media. Difference between use of real life and cartoon drawing. PAINTING Naming different types of paint PAINTING Making textured paint e.g. adding flour, sand etc to paint <i>Hannah Willets (Local Artists) Sketchbooks</i></p>	<p>HORRIBLE HISTORIES Pupils should be taught to:</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design and make products * 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>TEXTILES/COLLAGE Felting (making poppies) PRINTING Design and make an architectural print in lino Making own printing tool using string</p>	<p>WHERE THE WILD THINGS ARE Pupils should be taught to:</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>TEXTILES/COLLAGE - Using materials to create and add their own appropriate detail to animal masks 3D ART - Building on skills already learned to create collaborative large scale techniques. Using Modroc, wire, recycled plastic bags. DRAWING - Multi-media – leave it, come back and add to it using a different media. Individual drawing to collaborative group drawing. PAINTING - Naming different types of paint. Natural paints that can be created e.g. dye. Making textured paint e.g. adding flour, sand etc to paint. Explore using natural materials to create painting implements</p> <p><i>Drawing in ink and mixed media</i> <i>Designing and making Wild Thing sculptures using Modroc, wire, recycled plastic</i> <i>Designing and making boats that float from recycling</i> <i>Maurice Sendak</i> <i>Paint with natural objects and dyes / tie dye</i></p>	<p>HOME AND AWAY Pupils should be taught to:</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>COLLAGE - Using materials to create images PAINTING Natural paints that can be created e.g. dye Wax resist painting using natural materials to create painting implements</p> <p><i>Forest Schools</i></p>	<p>WEIRD, WACKY AND WONDERFUL Pupils should be taught to:</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>PAINTING - Naming different types of paint. 3D - Building on skills already learned to create collaborative large scale techniques. PRINTING - Design and make an architectural print in lino. (After observing patterns) Designing, making and printing using string on card printing</p> <p><i>Hundertwasser</i></p>	