

**Art & Design Progression of Skills**

****OUR VISION FOR TREWIRGIE INFANTS’SCHOOL**

**‘We care, we help, we succeed’**

**OUR MISSION:**

* To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
* For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
* To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.
* ***At Trewirgie Infants’ and Nursery School, we believe that*** Teaching and learning in art & design shouldStimulate creativity and imagination. Our children will have the opportunity to experience visual, tactile and sensory experiences. We will provide an environment in which children have the opportunity to communication about what they see, feel and think and offer unique ways for them to respond to the world around them.

We believe in the importance of understanding how to use different materials and the processes of creating Art & Design. We will encourage the children to explore shape, line, pattern, colour, form space, tone and texture through exciting opportunities and offer them insights into how artists, craftspeople and designers work. We will offer a cultural context for art and design and provide an opportunity for the children to understand and enjoy the arts.

***“Creativity is intelligence having fun” Albert Einstein***

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| **INTENT**  (curriculum design, coverage and appropriateness) | **IMPLEMENTATION**  (curriculum delivery, teaching and assessment) | **IMPACT**  (attainment and progress) |
| Our aim for the Art & Design curriculum is to ensure that all children are inspired to create their own works of art, craft and design and become fascinated with Art & Design within the world. Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. Our children will develop a wide range of art and design techniques and skills in using colour, pattern, texture, line, shape, form and space. They will use a range of tools and materials. Our children will be equipped with the vocabulary that they need to become artists and ask questions about our world. Our children will learn about the work of artists, craft makers and designers, describing the different practices and disciplines and making links to their own work. | To ensure that high quality Art & Design is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. Medium term plans are regularly reviewed by subject leader and teachers to ensure that the skills based approach remains engaging and exciting to the children. Art & Design lessons are planned with a half termly focus on formal elements of art, developing knowledge, understanding and skills. Art & Design lessons provide children with the opportunity to explore and respond to artistic ideas, use a range of materials, evaluate their work and the work of others and, to develop control and expertise of skills and techniques. The subject leader works closely alongside the PPA Art HLTA and teachers to ensure that knowledge, understanding and skills within Art & Design lessons are progressive through the school. Pupil conferencing, self-evaluation and retrieval of knowledge through class based projects is used across all of the year groups to assess the children’s knowledge and skills. In the EYFS Art & Design is taught through adult led: whole class, group or the individual where the focus is on introducing a new skill or embedding, discussion/art appreciation, safety. Adult supervised: Adults stepping in to discuss and suggest ideas, next steps and question-I wonder what would happen if? Continuous provision: Indoors/outdoors. Art area with easy access, a range of resources available all year round with enhancements when appropriate. Children are able to revisit, retrieve and explore ideas. | Children will be able to talk about being an artist. They will be able to talk about the skills, techniques and process they have learnt and relate this to their own pieces of art and design, reflecting on the progress they have made. Children will be able to talk about Art & Design and use subject specific language to discuss what they have learnt. They will be able to evaluate their own work. Evidence will show progress in knowledge and skills from the beginning of EYFS to the end of Year 2. Children will feel inspired and curious about Art & Design and want to find out more about it in their world. Children will be aware of great artists, craft makers and designers and understand the historical development of art forms. |

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| **Generating Ideas-Skills of Designing & Developing ideas**  **National Curriculum aim:**  ** produce creative work, exploring their ideas and recording their experiences** | | | | | |
| **EYFS** | | **YEAR 1** | | | **YEAR 2** |
| * I can work purposefully responding to colours, shapes, materials etc. * I can create simple representations of people and other things | | |  | | --- | | * I can recognise that ideas can be expressed in art work * I can experiment with an open mind *(for instance, they enthusiastically try out and use all materials that are presented to them)* | | | | |  | | --- | | * I can try out different activities and make sensible choices about what to do next * I can use drawing to record ideas and experiences | |
| **Making-Skills of making art, craft and design**  **National Curriculum aim:**  **To become proficient in drawing, painting, sculpture and other art, craft and design techniques** | | | | | |
| **EYFS** | | **YEAR 1** | | | **YEAR 2** |
| * I can work spontaneously and enjoy the act of making/creating * I can sustain concentration and control when experimenting with tools and materials | | * I can try out a range of materials and processes and recognise that they have different qualities * I can use materials purposefully to achieve particular characteristics or qualities | | | * I can deliberately choose to use particular techniques for a given purpose * I can develop and exercise some care and control over the range of materials they use. *(for instance, they do not accept the first mark but seek to refine and improve)* |
| **Evaluating-(Skills of Judgement and Evaluation)**  **National Curriculum aim:**   * To evaluate and analyse creative works using the language of art, craft and design | | | | | |
| **EYFS** | | **YEAR 1** | | | **YEAR 2** |
| \*I can recognise and describe key features of my own and others’ work | | |  | | --- | | \*I can show interest in and describe what they think about the work of others | | | | |  | | --- | | \*I can look at creative work and express clear preferences and give some reasons for these *(for instance, be able to say “I like that because…”)* | |  | |
| **Knowledge and Understanding-Acquiring and applying knowledge to inform progress**  **National Curriculum aim:**  To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | | | | | | **Knowledge and Understanding:** Investigate artistswork, traditional &contemporary.  **National Curriculum aim:**  To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. |
|  | **EYFS** | | **YEAR 1** | **YEAR 2** | |
|  | * I can understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. * I can explain what I am doing | | * I can recognise and describe some simple characteristics of different kinds of art, craft and design * I can say the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that I use. | * I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. * I can talk about the materials, techniques and processes I have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) | |
| Formal Elementsss | EYFS | | Year 1 | Year 2 | |
| Shape & Line | Talking, collecting, recording shape. Experimenting with line.  Reception-Matisse | | Body shapes, drawing heads & faces. Experimenting with marks & movement/sound.  Black History Week-an artist a day  Soldier drawing | Shapes inside shapes, drawing a building. Artist’s line drawing, drawing focusing on line & mark.  Henry Moore line drawing portrait  Drawing a Mosque R.E. | |
| Colour | Hand colour mixing, experiments with colour mixing. Pastel/paint fruit. Fruit & veg still life.  Reception-Van Gogh-Starry Night | | Mixing pastels/paints, Artists painting, imaginative painting.  Kandinsky, powder paint | Mixing pastels/paints, green experiments, painting a landscape to move easily over the ground.  Remembrance Poppy Pastels | |
| Pattern | Repeating games, patterns in classroom, natural patterns. Printing patterns.  Nursery- Yayoi Kusama  Reception-Terry Frost | | Experiments with printing tiles, designing & printing. | Collecting, recording fabric patterns. Designing & drawing painting on fabric.  Creating a patterned fabric bag  William Morris | |
| Form and Texture | Experimenting with clay forms. Collecting textures, recording. Printing textures.  Nursery-Anish Kapoor/Barbara Hepworth | | Artists clay work, coil pots. Textures in clay.  Creating an animal using coil pot skills | Observing sculpture, experiments with wire. Construction. | |
| Space and Tone | Drawing objects/space. Experiments with light & dark. Tonal scale.  Reception-Alfred Wallace | | Drawing objects near & far away. Artist’s light/dark work. Tonal drawing. | Space in landscape painting. Portraits with tone. Imaginative drawings using light/dark tones.  Giuseppe Archbold Miners Portraits | |
|  | Revisiting of skills & enhancements to the curriculum through class projects & learning from the greats. | | | | |

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| **EYFS- Shape and Line** | **YEAR 1-Shape & Line** | **YEAR 2-Shape & Line** |
| **Technical knowledge**   * **I can find and talk about shapes and lines in my environment** * **I can begin to use a variety of drawing tools** * **I can use drawings to tell a story** * **I can Investigate using different lines**   Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Shape and line\Reception photos\Reception.JPG | **Technical knowledge**   * **I know how to make different shapes with my body** * **I can draw body shapes by looking** * **I can draw heads and faces** * **I can experiment with marks and sound and draw sounds**   Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Shape and line\Year 1 photos\DSCF1869.JPG | **Technical knowledge**   * I can talk about shapes I see inside shapes * I can think carefully about shapes and the size I will use in my drawing * I can draw a way of recording experiences and feelings   Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Shape and line\Year 2 photos\DSCF1816.JPG |
| Lesson 1 Focus: Outlines and shapes  Q; Look around the room, can you see any shapes?  Builds on: Continuous provision exploration  Intent: L.O: To collect shapes  Implementation: See lesson plan  Future learning: exploring line  Lesson 2 Focus: Exploring line  Q; Can you draw a line in the air with your finger?  Builds on: Collecting shapes  Intent: L.O: To experiment with line  Implementation: See lesson plan  Future learning: Drawing body shapes | **Lesson 1: Focus:** Figures and portraits  **Q; Can you draw a shape in the air with your finger?**  Builds on: Exploring line  Intent: L.O: To draw body shapes  Implementation: See lesson plan  Future learning: Linking line to movement & sound  **Lesson 2:** Focus: Exploring line.  **Q; Look around the room, can you see any lines?**  Builds on: events.  Intent: L.O: To link movement, sound and marks  Implementation: See lesson plan  Future learning: observational drawing-shape outlines | **Lesson 1:** Focus: Drawing buildings  **Q; Who can tell us some things in the classroom that have large outside shapes and some smaller shapes inside them?**  Builds on: Linking line to movement & sound  Intent: L.O: To draw a building from observation  Implementation: See lesson plan  Future learning: Using line skills to create a response to a text  **Lesson 2: Focus: Drawing with line**  **Q; (In sketchbooks) Can you draw me a…long bumpy line….short straight line..etc?**  Builds on:  Intent: L.O: To create a drawing using my line & mark skills  Implementation: See lesson plan  Future learning: Collage with shape |

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| **EYFS - Colour** | **YEAR 1-Colour** | **YEAR 2-Colour** |
| **Technical knowledge**   * **I can experiment with the ‘magic’ three primary colours** * **I can name the primary colours** * **I can use a range of tools to make coloured marks on paper** * **I understand that I can represent the colours I see by mixing colours**   Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Colour\Reception photos\DSCF1903.JPGY:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Colour\Reception photos\DSCF1905.JPG | **Technical knowledge**   * **I can experiment with the ‘magic’ three primary colours** * **I can talk create and talk about the secondary colours I create** * **I can talk about a landscape painting and the similarities and differences in colour** * **I can use my imagination to create an imaginative painting**   Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Colour\Year 1 Photos\DSCF2020.JPG | **Technical knowledge**   * **I can experiment with the ‘magic’ three primary colours** * **I can talk create and talk about the secondary colours I create** * **I can identify the differences in a range of greens** * **I can create as many tones of green as possible** * **I know how to recreate a landscape using my colour experiments**     Y:\2019-20\Newsletter Info\Curriculum\Art\Art PPA 2014-15\Colour\Year 2 photos\DSCF1923.JPG |
| **Lesson 1: Exploring colour mixing**  **Q; Can you show me your ‘magic’ hands?**  Builds on: Continuous provision exploration  Intent: L.O: To use the ‘magic’ colours  Implementation: See lesson plan  Future learning: to paint a still life  **Lesson 2: Drawing and painting**  **Q; What is your favourite colour?**  Builds on: using the ‘magic’ colours  Intent: L.O: To paint a still life  Implementation: See lesson plan  Future learning: Extending colour mixing experiments | **Lesson 1: Exploring colour mixing**  **Q; Can you point to something that is…emerald green…bright yellow…etc?**  Builds on: To paint a still life  Intent: L.O: To explore colour mixing  Implementation: See lesson plan  Future learning: To create an imaginative painitng  **Lesson 2: Imaginative painting**  **Q; (Using an artist’s still life painting) What can you see?**  Builds on: Extending colour mixing experiments  Intent: L.O: To create an imaginative painting  Implementation: See lesson plan  Future learning: To experiment with colour tone | **Lesson 1: Exploring colour mixing**  **Q; Do you know any exciting names for ‘blue’ ‘red’ or ‘green?**  Builds on: creating an imaginative painting  Intent: L.O: To experiment with making green  Implementation: See lesson plan  Future learning: Painting a landscape  **Lesson 2: Painting and drawing a landscape**  **Q; Tell me everything you can see in this painting.**  Builds on: experimenting with colour tone  Intent: L.O: To paint a landscape  Implementation: See lesson plan  Future learning: Experiment with a range of colour tone |

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| **EYFS- Pattern** | **YEAR 1-Pattern** | **YEAR 2-Pattern** |
| **Technical knowledge**   * **I can recognise patterns in my environment** * **I can create patterns** * **I can print with a variety of objects** | **Technical knowledge**   * **I have an awareness of pattern and can discuss** * **I can create my own pattern** * **I can develop impressed images using a polystyrene tile** | **Technical knowledge**   * **I can discuss regular and irregular patterns** * **I can design my own pattern** * **I can share and refine my design ideas** * **I can create fabric from my design** |
| **Lesson 1: Repeating Patterns**  **Q; Can you hear my sound?**  Builds on: Continuous provision exploration  Intent: L.O: To create patterns  Implementation: See lesson plan  Future learning: Creating a printed pattern  **Lesson 2: Patterns and Printing**  **Q; Can you see a pattern? (show collection on natural patterns)**  Builds on: Creating patterns  Intent: L.O: To create a printed pattern  Implementation: See lesson plan  Future learning: Relief printing | **Lesson 1: Experimenting with printing**  **Q; Can you print your hand onto the table/floor?**  Builds on: Creating a printed pattern  Intent: L.O: To experiment with relief printing  Implementation: See lesson plan  Future learning: Designing and printing a pattern  **Lesson 2: Designing and printing**  **Q; What can you see? (display a range of artists prints)**  Builds on: Experimenting with relief printing  Intent: L.O: To design and print a pattern  Implementation: See lesson plan  Future learning: Designing a fabric pattern | **Lesson 1: Exploring fabric design**  **Q; Can you tell me about a pattern?**  Builds on: Designing and printing a pattern with relief printing  Intent: L.O: To design a fabric pattern  Implementation: See lesson plan  Future learning: Creating a patterned fabric  **Lesson 2: Creating fabric from a design**  **Q; Which design to you like the best and why?**  Builds on: Designing a fabric pattern  Intent: L.O: To create a patterned fabric  Implementation: See lesson plan  Future learning: Creating from the patterned fabric |

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| **EYFS- Form & Texture** | **YEAR 1-Form & Texture** | **YEAR 2- Form & Texture** |
| **Technical knowledge**   * **I can talk about simple forms** * **I can handle and manipulate clay** * **I can talk about and experiment with changing a simple form** * **I begin to use ‘slip’ to join** * **I can experiment with marks to create texture** | **Technical knowledge**   * **I can pinch, role and smooth using clay** * **I can construct** * **I can join using slip** * **I can create texture on a clay slab** | **Technical knowledge**   * **I have an awareness of natural and man-made forms** * **I have an awareness of artists work** * **I can express personal experiences and ideas when discussing sculpture** * **I can experiment with wire and clay** * **I can create simple joins using wire and clay** |
| **Lesson 1: Form and clay**  **Q; Can you see a difference in my two shapes?**  Builds on: Continuous provision exploration  Intent: L.O: To create a clay form  Implementation: See lesson plan  Future learning: Collecting and printing textures  **Lesson 2: Exploring texture**  **Q; What does your jumper/shoes/floor feel like?**  Builds on: Creating a clay form  Intent: L.O: To collect and print textures  Implementation: See lesson plan  Future learning: Creating a coil pot | **Lesson 1: Coiling**  **Q; Can you think of anything that can contain liquid e.g.water?**  Builds on: Collecting and printing textures  Intent: L.O: To create a coil pot  Implementation: See lesson plan  Future learning: Creating texture in a clay slab  **Lesson 2: Texture**  **Q; What can you tell me about texture?**  Builds on: Creating a coil pot  Intent: L.O: To create texture in a clay slab  Implementation: See lesson plan  Future learning: Experimenting with sculpture | **Lesson 1: Experimenting with construction**  **Q; What can you see? (Look at a sculpture)**  Builds on: Creating texture in a clay slab  Intent: L.O: To experiment with sculpture  Implementation: See lesson plan  Future learning: Creating a construction  **Lesson 2: Making a construction**  **Q; What can you see? (Look at an image of an Anthony Caro sculpture)**  Builds on: Experimenting with sculpture  Intent: L.O: To create a construction  Implementation: See lesson plan  Future learning: Combining objects to create a shared sculpture |

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| **EYFS- Space & Tone** | **YEAR 1-Space & Tone** | **YEAR 2- Space & Tone** |
| **Technical knowledge**   * **I can talk about objects that are close to me and further away** * **I have an understanding of dark, light and shadows in my environment** * **I can experiment with charcoal to create different tones** | **Technical knowledge**   * **I am beginning to have an understanding of perspective by discussing my environment** * **I can draw objects that are in the distance and close to me** * **I have am beginning to understand ‘darkest tone’ and ‘lightest tone’** | **Technical knowledge**   * **I am beginning to understand ‘foreground’ and ‘background’** * **I can use my imagination to create with a focus on ‘foreground’ & ‘background’** * **I can use my imagination to create with a focus on ‘light’ & ‘dark’ tones** |
| **Lesson 1: Space**  **Q; Can you see a shape that is bigger than I am? Who can see a shape that is smaller than your hand?**  Builds on: Continuous provision exploration  Intent: L.O: To draw space  Implementation: See lesson plan  Future learning: Creating a tonal scale  **Lesson 2: Tone**  **Q;** There are some dark places in this classroom. Where are the darkest places?  Builds on: Drawing space  Intent: L.O: To create a tonal scale  Implementation: See lesson plan  Future learning: Drawing things near to and far away | **Lesson 1: Space**  **Q; Look outside and tell me something that is far away that you can see**  Builds on: Creating a tonal scale  Intent: L.O: To draw things near to and far away  Implementation: See lesson plan  Future learning: Drawing using tone  **Lesson 2: Tone**  **Q;** There are some dark places in this classroom. Where are the darkest places? Where are the lightest places?  Builds on: Drawing things near to and far away  Intent: L.O: To draw using tone  Implementation: See lesson plan  Future learning: drawing showing foreground, middle ground and background | **Lesson 1: Space**  **Q; What can you see? (landscape painting)**  Builds on: Drawing using tone  Intent: L.O: To create an imaginative drawing showing foreground, middle ground and background  Implementation: See lesson plan  Future learning: Imaginative drawing using light and dark tones  **Lesson 2: Space**  **Q; Can you see any dark/light tones? (Display a range of tonal paintings)**  Builds on: Drawing showing foreground, middle ground and background  Intent: L.O: To create an imaginative drawing using light and dark tones  Implementation: See lesson plan  Future learning: Using tone to create depth |

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| **YEAR GROUP VOCABULARY—Art** |

thin

sharp

smooth

feathery

tall

rounded

hollow

curved

wide

narrow

Clay slab

flat

coil

shadows

distance

design

tiles

printing

imaginative

landscape

observation

Build up

diagonal

figures

portraits

different

similar

Experiment

middle

background

foreground

designers

fabric design

stability

structure

support

abstract

sculpture

strength

pivot

stability

balance

construction

ground