

East Preston Infant School

Art and Design Progression Overview



Intent:

At East Preston Infant School, we aspire for our children to see themselves as artists who can explore and express their emotions, thoughts and ideas through a wide range of different media. We aim for children to develop creativity, skills and knowledge of diverse artists and genres through engaging activities where all children's work and ideas are celebrated.

Implementation:

Art and Design is taught through exciting learning opportunities interwoven into our cross-curricular learning journeys. Our Art and Design curriculum is delivered through progressive, skills-based lessons focusing on drawing, painting, print-making, three-dimensional work and mixed media (including textiles, collage and digital art). Through continuous provision, children have opportunities to consolidate their learning and explore their skills independently.

Through our involvement in the nationwide project of Take One Picture, our children have the opportunity to connect with our wider creative community. Our curriculum also introduces them to a variety of artists, craft makers and designers from different times and places around the world. Evaluation of artists and their own original works of art support children's ability to reflect and make links.

We actively promote the celebration of our children's artistic achievements through displays within the local community and throughout the school.

Intended Impact:

Through Art and Design, the children will learn to:

- develop a sense of self and see themselves as artists
- enhance their appreciation and understanding of the world around them
- work with a variety of media to produce art
- appreciate the work of artists, craft makers and designers from a range of cultures of communities

	Drawing	Painting	3D	Collage/Textiles	Print	Digital
Reception ELG (EAD)	Create closed shapes with continuous lines and begin to use these shapes to represent objects	Show different emotions in their paintings	Explore different materials freely, to develop ideas about how to use them and what to make	Explore different materials freely, to develop ideas about how to use them and what to make	Experimental printing with hands, feet, found materials	Take photographs for and of art work
Emerging ELG	Draw with increasing complexity and detail	Explore colour and colour mixing	Develop ideas and then decide which materials to use to express them	Develop ideas and then decide which materials to use to express them	Repeating patterns, random or organised, with a range of blocks/stampers	Collect photographs for a theme
	Use drawing to represent ideas like movement or loud noises.	Focus artist: Frieda Kahlo	Join different materials and explore different textures	Join different materials and explore different textures	Explores and recreates patterns and textures with an extended range of materials	Uses paint programs to create marks
	Show different emotions in their drawings	Focus artist: Sam Gilliam	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		Alter images through collage
	Begin to show accuracy and care when drawing					Create images and effects with lines by changing the size of brushes in response to ideas
						Focus artist: Zara Forman

East Preston Infant School

Art and Design Progression Overview



	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function		Focus artist: Bridget Riley Share their creations, explaining the process they have used	Focus artist: Carl Warner Focus artist: Henri Matisse Use a range of small tools, including scissors, paint brushes		
Reception Key Vocabulary	colour, mark making, paint, line, paint, digital media, landscape, draw, print, shape, primary colour, sculpture, pastels, blend, form, collage, realistic					
Year One	<p>Experiment with visual elements; line, shape, pattern and colour</p> <p>Explore shading, using different media</p> <p>Draw familiar things from different viewpoints</p> <p>Focus artist: Walter Mason</p> <p>Focus artist: Franz Anthony</p>	<p>Represent things observed, remembered or imagined, using colour/ mark making tools</p> <p>Use different types of brushes for specific purposes</p> <p>Use primary and secondary colours and other hues to create tints and shades</p> <p>Focus artist: Two Faced Twins – Stella and Gemma Stevens</p>	<p>Create texture using rigid and plastic materials and a variety of tools</p> <p>Use stimuli to create simple 3D images/models using a variety of tools and materials</p> <p>Show an awareness of texture, form and shape by recreating an image in 3D form</p> <p>Focus artist: Aurora Robson</p> <p>Focus artist: Richard Long</p>	<p>Engage in more complex activities</p> <p>Has experience of adhesives and joining techniques and decides on the most effective for a given task</p> <p>Focus artist: Debora Stewart</p>	<p>Explore images through mono printing</p> <p>Explore images and recreates texture</p>	<p>Use a simple graphics package to create images and effects with lines</p> <p>Add colour and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p> <p>Focus artist: David Mcleod</p>
Year One Key Vocabulary	Build upon Reception vocabulary observational drawing, Pop Art, secondary colour, abstract, contrast, tools, experiment, smudge, digital, animation, texture, shading, structure					
Year Two	<p>Use line, tone and shade to represent things seen, remembered or imagined</p> <p>Select appropriate media and techniques to achieve a specific outcome</p> <p>Focus artists: Noemi Safir, Jessica Miller, Alice Bailly, George Littlechild</p>	<p>Use primary and secondary colours with the addition of black and white and other hues to create tints and shades</p> <p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes</p> <p>Use different methods, colour and a variety of tools and techniques to express mood</p>	<p>Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</p> <p>Look at 3D work from a variety of genres and cultures and develop own response through experimentation</p> <p>Focus artist: Andy Goldsworthy</p>	<p>Develop awareness of contrasts in texture and colour.</p> <p>Interpret stories, music, poems and other stimuli</p> <p>Use the natural environment or townscapes as a stimulus</p> <p>Embellish, using a variety of techniques, including drawing, painting and printing</p>	<p>Explore colour mixing through printing, using two colours and a variety of materials</p> <p>Use printing to represent the natural environment</p> <p>Compare own image and pattern making with that of well-known artists</p>	<p>Record visual information using digital cameras, video recorders</p> <p>Manipulate and create images for a particular purpose</p> <p>Focus artist: Arlene Klasky</p>

East Preston Infant School

Art and Design Progression Overview



		Focus artist: Maria Meriam Focus artist: Henri Rousseau	Focus artist: Darrell Wakelam	Focus artist: Robert Cook		
Year Two Key Vocabulary	Build upon Year 1 vocabulary 2D to 3D, tone, natural, stop-animation, pattern, recycled, mask, watercolour, self-portrait, exploration, embellish					
National Curriculum						
The National Curriculum for Art and Design aims to ensure that all pupils are taught: <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 						
Assessment						
Teachers observe children's artistic knowledge and skills throughout lessons and make on-going assessments against the learning intention.						