

## Exploring and Developing Ideas

<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<p><b>Expressive Arts and Design: Exploring and using media and materials.</b></p> <p>Children explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand different media can be combined to create new effects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Select appropriate resources and adapt work where necessary.</p> <p><b>Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</b></p>	<p><b>KS1 Art and Design National Curriculum</b></p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>● respond positively to ideas and starting points;</li> <li>● explore ideas and collect information;</li> <li>● describe differences and similarities and make links to their own work;</li> <li>● try different materials and methods to improve.</li> <li>● use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>● review and revisit ideas in their sketchbooks;</li> <li>● offer feedback using technical vocabulary;</li> <li>● think critically about their art and design work;</li> <li>● use digital technology as sources for developing ideas;</li> <li>● use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</li> </ul>

## WORK OF OTHER ARTISTS, ARCHITECTS & CRAFTSPEOPLE

### EYFS

- To know that art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.
- To know how to explain what they are doing when they make art.

### Year 1

- To know how to recognise and describe some simple characteristics of different kinds of art, craft and design.
- To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.

### Year 2

- To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.
- To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).

### End of KS1 Expectation

- To know about the work of a range of artists, craft makers and designers.
- To describe the differences and similarities between different practices and disciplines, and making links to their own work.

### Year 3

- To know about and describe the work of some artists, craftspeople, architects and designers.
- To be able to explain how to use some of the tools and techniques they have chosen to work with.

### Year 4

- To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.
- To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

### End of KS2 Expectation

- To know about great artists, architects and designers in history.



# Whole School Curriculum Design: Art Sequence of Learning & Progression of Skills



Genre	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Draw ing	<ul style="list-style-type: none"> <li>● Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>● Use drawings to tell a story retelling or from imagination.</li> <li>● Investigate different lines - thick, thin, wavy, straight.</li> <li>● Explore different textures and experiment with mark making to illustrate these.</li> <li>● Encourage more accurate drawing of people that include visible parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>● To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>● To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.</li> <li>● To name, match and draw lines/marks from observations.</li> <li>● To investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul style="list-style-type: none"> <li>· To invent new lines and create patterns and textures.</li> <li>· To draw on different surfaces with a range of media</li> <li>· To observe and draw shapes from observation</li> <li>· To draw shapes in between objects and to invent new shapes</li> <li>· To investigate tone by drawing light/dark lines, patterns and shapes.</li> <li>· Choose and use different grades of pencil when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>· To experiment with ways in which surface detail can be added to drawings.</li> <li>· To use sketchbooks to collect and record visual information from different sources.</li> <li>· Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>· Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>· Create textures with a wide range of drawing implements.</li> <li>· Apply a simple use of pattern and texture in a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>· To draw for a sustained period of time at an appropriate level.</li> <li>· Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>· Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects.</li> <li>· Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>· Apply tone in a drawing in a simple way.</li> </ul>
Key voca bular y	drawing, thick, thin, wavy, straight, mark	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	



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Painting / Using Colour	<ul style="list-style-type: none"> <li>· To experiment with and use primary colours.</li> <li>· To name colours and mix them (not formal mixing).</li> <li>· To use a range of tools to make colours.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a variety of tools and techniques including different brush sizes and types.</li> <li>· To identify primary colours by name.</li> <li>· To mix colours and know which primary colours make secondary colours, for example making colours wheels.</li> <li>· Mix and match colours to artefacts and objects and to find collections of colours.</li> <li>· To work on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>· To experiment with tools and techniques e.g. layering, mixing media, scraping through layers.</li> <li>· To name different types of paint and their properties.</li> <li>· To investigate colour by mixing primary colour shades.</li> <li>· To investigate making as many tones of one colour as possible (using white).</li> <li>· To investigate how to darken colours without using black.</li> <li>· To create textured paint by adding sand, plaster and investigating different effects.</li> </ul>	<ul style="list-style-type: none"> <li>· Use light and dark within painting and begin to explore complimentary colours.</li> <li>· To work on a range of scales e.g. thin brush on small picture etc.</li> <li>· Use light and dark within painting and begin to explore complimentary colours.</li> <li>· Mix colours, shades and tones with increased confidence.</li> <li>· To introduce different types of brush techniques- apply colour using e.g. dotting, scratching, splashing.</li> <li>· To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>	<ul style="list-style-type: none"> <li>· To be able to identify and use primary and secondary, complementary and contrasting colours.</li> <li>· To create different effects and textures with paint according to what they need for the task.</li> <li>· To use more specific colour language.</li> <li>· To mix and use tints and shades and observe changes in colour.</li> <li>· To choose suitable equipment for the task.</li> <li>· To use colour to reflect mood.</li> </ul>
Key vocabulary	colour, paint, brush, primary colours, mixing	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brush stroke, acrylic paint.	blend, mix, line, tone, shape, abstract, absorb, colour.		



## Whole School Curriculum Design: Art Sequence of Learning & Progression of Skills



Sculp ture/ 3D Form	<ul style="list-style-type: none"><li>· To handle, feel, enjoy and manipulate materials.</li><li>· To construct, build simple objects using a variety of materials.</li><li>· Pull apart and reconstruct objects.</li><li>· To shape and to model materials.</li></ul>	Look at sculptures and create using a range of materials including natural, recycled and manmade materials. Know how to cut, roll, kneed and coil materials {clay/dough} Use both hands and tools to build Carve into media using tools. Use materials to make known objects for a purpose. Construct from found junk materials. Make simple joins by manipulating modelling material or pasting carefully.	<ul style="list-style-type: none"><li>o Investigate clay; pinch, cut, roll, coil, add detail using tools.</li><li>o Also able to shape and form from direct observation</li><li>o Use a range of decorative techniques: applied, impressed, painted, etc.</li><li>o Use a range of tools for shaping, mark making, etc.</li><li>o Replicate patterns and textures in a 3 -D form.</li><li>o Awareness of natural and man -made forms and environments</li><li>o Begin to make simple thoughts about own work and that of other sculptors</li></ul>	<ul style="list-style-type: none"><li>o Develop confidence in clay by adding greater detail</li><li>o Investigate ways of joining– scratch and slip</li><li>o Use the equipment and media with increasing confidence.</li><li>o Shape, form, model and construct from observation and / or imagination with increasing confidence.</li><li>o Plan and develop ideas in sketchbook and make simple choices about media.</li><li>o Have an understanding of different adhesives and methods of construction</li><li>o Begin to have some thought towards size</li></ul>	<ul style="list-style-type: none"><li>o Use wire/pipe cleaners to give strength and stability to 3D clay sculptures.</li><li>o Plan and develop ideas in sketchbooks and make informed choices about media.</li><li>o Experienced surface patterns / textures.</li><li>o Work safely, to organise working areas and clear away.</li><li>o Discuss own work and work of other sculptors with comparisons made.</li><li>o Consider light and shadow, space and size.</li><li>o Investigate, analyse and interpret natural and manmade forms of construction.</li></ul>
Key voca bular y	model, shape, sculpture, materials	sculpture, statue, model, work, work of art, 3D, sculptor, installation, shapes, materials, abstract.		form, structure, texture, shape, mark, soft, join, cast, natural, manmade, form, construction, comparison, light, shadow, space, size.	



# Whole School Curriculum Design: Art Sequence of Learning & Progression of Skills



Printi ng	<ul style="list-style-type: none"> <li>· To make simple rubbings</li> <li>· To print with variety of objects</li> <li>· To print with block printing</li> </ul>	<ul style="list-style-type: none"> <li>● Create a repeating pattern in print.</li> <li>● Experiment with; finger, sponge, press print.</li> <li>● Create patterns and pictures by printing from objects using more than one colour.</li> <li>● Develop impressed images with some added pencil or decorative detail.</li> <li>● Use appropriate language to describe tools, process, etc.</li> </ul>	<ul style="list-style-type: none"> <li>o Create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>o Create order, symmetry, irregularity</li> <li>o Extends repeating patterns - overlapping, using two contrasting colours etc</li> <li>o Still prints with a growing range of objects, including manmade and natural printing tools</li> <li>o Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>o Take prints from objects to show texture eg. Make string print, corrugated card, leaves. Use to create a repeated pattern.</li> <li>o Use the equipment and media with increasing confidence.</li> <li>o Use relief and impressed printing processes.</li> <li>o Use sketchbook for recording textures/patterns.</li> <li>o Discuss own work and that of other artists.</li> <li>o Explores images through monoprinting on a variety of papers</li> <li>o Explore colour mixing through overlapping colour prints deliberately.</li> </ul>	<ul style="list-style-type: none"> <li>o Blend 2 colours when printing.</li> <li>o Use sketchbooks for recording textures/patterns.</li> <li>o Interpret environmental and man made patterns and form</li> <li>o Discuss the nature of effects able to modify and adapt print as work progresses.</li> <li>o Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</li> </ul>
Key voca bular y	rubbings, block, printing, objects	colour, shape, printing, printmaking, woodcut, relief printing, objects.	KS2 key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		



# Whole School Curriculum Design: Art Sequence of Learning & Progression of Skills



Textiles	<ul style="list-style-type: none"> <li>· To handle, manipulate and enjoy using materials.</li> <li>· To investigate sensory experience.</li> <li>· To make simple weaving.</li> </ul>	<ul style="list-style-type: none"> <li>● Simple paper and/or material weaving using a card loom.</li> <li>● Use texture to provide information – e.g. manmade/natural materials</li> <li>● Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</li> <li>● Discuss how textiles create things – curtains, clothing, decoration</li> </ul>	<p>Weave using different materials, eg. paper, recycled materials, natural, wool.</p> <ul style="list-style-type: none"> <li>o Use natural dyes for colour fabrics e.g. tea, red cabbage, beetroot, onion, spinach.</li> <li>o Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> </ul>	<ul style="list-style-type: none"> <li>o Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> <li>o Simple appliqué work attaching material shapes to fabric with running stitches.</li> <li>o Start to explore other simple stitches - backstitch, cross - stitch.</li> </ul>	<ul style="list-style-type: none"> <li>o Use smaller eyed needles and finer threads.</li> <li>o Use colour to express an idea - seasons, moods, or create a picture - swamp, seascape.</li> <li>o Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</li> <li>o Awareness of the nature of materials and surfaces – fragile, tough, durable.</li> <li>o Tie dying – ways of colouring or patterning material.</li> <li>o Sew simple stitches using a variety of threads and wools.</li> </ul>
Key vocabulary	textiles, material, weaving	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, resist, apply, set.	Colour, fabric, weave, pattern, printing, dyeing, weaving and stitching, cutting and joining;		



## Whole School Curriculum Design: Art Sequence of Learning & Progression of Skills



Collage	<ul style="list-style-type: none"> <li>· To make simple collages using paper, pasta, beans and larger tactile things.</li> <li>· Handling, manipulating and enjoying using materials</li> <li>o Selects, sorts, tears and glues items down.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to cut, roll and coil materials {paper}</li> <li>• Develop collage from a simple drawing using papers and materials</li> <li>• To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• To arrange and glue materials to different backgrounds.</li> <li>• Developing layering, cutting and tearing to create different</li> <li>• To sort and group materials for different purposes e.g. colour texture.</li> <li>• Build on skills of using various materials to make collages –using some smaller items.</li> </ul>	<ul style="list-style-type: none"> <li>· To fold, crumple, tear and overlap and overlaying papers</li> <li>To experiment with bold colour, shape and pattern.</li> <li>· To collect, sort, name match colours appropriate for an image.</li> <li>o Use various collage materials to make a specific picture.</li> </ul>	<ul style="list-style-type: none"> <li>o Develop skills of overlapping and overlaying to create effects and to add texture and depth.</li> <li>· To work on different scales.</li> <li>o Use various collage materials to make a specific picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of individual collages using a more abstract artist</li> <li>• Trying to show collage in a more abstract way.</li> <li>• Continue experimenting with creating mood, feeling, movement and areas of interest.</li> <li>• Select colours for collage and reasons.</li> <li>• Learn how to overlap, and tessellate shapes</li> </ul>
Key vocabulary	collage, sort, tear, glue, cut	layering, tearing, cutting, colour, texture, materials, squares, gaps, mosaic, features, place, arrange, fold, crumple, overlap, overlaying, overlapping.	scale, texture, depth, mood, form, feeling, movement, tessellation, montage; shape, form, arrange, fix.		