

Progression of Skills in Art and Design

Saltersgate Infant School

Curriculum Intent

At Saltersgate Infant School, we believe that art, craft and design embody some of the highest forms of creativity. Our Art and Design curriculum provides our pupils with opportunities to develop a range of ways in which they can share and express their individual imagination and creativity, independence, judgement and self-reflection, developing a natural sense of wonder and curiosity about the world around them. Our intent is to instil an appreciation and enjoyment of art, involving children in a range of visual, tactile and sensory experiences. Through studying the work of artists and designers, children will explore the ideas and meanings of contemporary art, and of that during different periods in time and of different cultures.

Curriculum Implementation

Art and Design at Saltersgate Infant School is taught through a skill-based curriculum focussing on the key processes of art: drawing, painting, printing, textiles and sculpture. The work of famous local, national and international artists and designers is explored to enhance the children's knowledge and understanding further. In order for children to know more and remember more from each unit of work, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision is built into lessons and classroom provision. This revision is part of good practice and ultimately helps build a depth to children's creative understanding. Through revisiting and consolidating skills and knowledge, our lessons and resources help our children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson and is then reinforced in display materials and additional resources to ensure that children are provided with opportunities to repeat and revise this knowledge. Using research from Rosenshine's Principles of Instruction, we understand cognitive development, and use the structure of reviewing prior learning in readiness to build upon it during subsequent lessons. Provision both inside and outside each classroom helps our children review, retrieve and consolidate their learning through revisiting topics in their independent activities and play. The local area and educational visits are also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Throughout school we use Knowledge Organisers to focus on the core knowledge we would like our children to learn for each topic, summarising key facts and essential knowledge for each unit of work. Previous learning within an earlier unit of work is also included to demonstrate the next sequential skills and progression within each subject. Knowledge Organisers are used to support both parents and

children alike to understand what we are teaching, what previous knowledge this builds upon, and the learning outcomes for the end of each unit of work.

Statements from New 2020 EYFS Framework

Physical Development
Fine Motor Skills

Expressive Arts and Design
Creating with Materials

3 to 4 year olds will be learning to:

- Use large muscle-movements to paint.
- Use one-handed tools and equipment, using a comfortable grip.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Use drawing to represent ideas.
- Show different emotions in their drawings and paintings.
- Explore colour and colour mixing.

Children in Reception will be learning to:

- Develop small motor skills to use a range of tools competently.
- 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.

ELG:

- Use a range of small tools including paintbrushes.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations and explain the process they have used.

KS1 Statement from National Curriculum Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught:

- 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.

EYFS

Year 1

Year 2

Exploring and Developing Ideas

Children represent their own ideas, thought and feelings through art.	Children ask and answer questions about the starting points for their work and the processes they have used.	Children can talk about how other artists/ craft makers/ designers have used colour pattern and shape. Children can create a piece of work in response to another artist's work (not a copy).	
Evaluating and Developing Work			
Select appropriate resources and adapts work where necessary. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Review what they and others have done, and say what they think and feel about it.	When looking at creative work, express clear preferences and give some reasons for these. Identify what might change in their current work/future work.	
General Art Skills			
Review and discuss what they have produced. Be able to describe simple techniques and media.	Record and explore ideas using first-hand observations. Ask and answer questions about the starting point for their work. Explore the work of artists, craft makers and designers from different times and cultures, looking for similarities and differences. Review what they and others have done, and discuss their feelings about the work. Identify what might change in their current work or what might develop in their future work.		
Nursery	Reception	Year 1	Year 2
Drawing			
At Saltersgate Infants our children will:			
Begin to develop a basic understanding of how to use a variety of drawing tools and equipment. Use drawings to re-tell a story or event, or to represent something from their imagination. Make rubbings to collect patterns and textures.	Draw lines and shapes on different paper surfaces. Investigate how to draw different lines; wavy, straight etc. Explore how to make different marks to represent textures. To add detail to drawings such as eyelashes and a mouth to a representation of themselves.	Represent moods in drawings. Draw with increased confidence using a wide variety of pencil, pens and crayons. Use lines of different shapes and thickness. Create different tones using light and dark. Use 2 different grades of pencil for pencil sketching. Observe and draw landscapes, patterns and anatomy (faces, limbs). Use wooden mannequin for poses.	Begin to control the types of marks made with the wider range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Use 3 three different grades of pencil in their drawing. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing it. Develop and understanding of foreground/background. Start to record simple media explorations in a sketch book/jotter.

Vocab	Draw, line, shape, size, thick, thin, sketches, texture, outline, detail, light, dark, tone, shade, smudge, blend, hatching, scribbling, stippling, observational drawing, portraits, self-portraits, still life, dot, zig zag, straight, wavy, curved, spiral, cross
Resources	HB, B pencils, coloured crayons, pastels, black/red/blue felt pens, assorted coloured felt pens/ chalks/ charcoal
Suggested Artists Pablo Picasso, Keith Haring, Louise Bourgeois, Leonardo Da Vinci, Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassatt, Joan Miro, Bridget Riley, Escher, Paul Klee. https://www.tate.org.uk/kids/explore	

Painting

At Saltersgate Infants our children will:

<p>Basic exploration of what happens when they mix colours. Chooses particular colours to use for a purpose. Explore painting on different surfaces, (painting with mud on trees, rolls of textured wallpaper for handprints etc.) Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers. Learn the painting sequence for mixing powder paints -Water/sponge/paint/palette/paper. Use a range of tools to make coloured marks on paper of different shapes, colour, sizes and texture.</p>	<p>Have a better understanding of what colours can be created by mixing. Know the primary colours. Communicate something about themselves in their painting. Begin to control the types of marks made with the range of media. Paint a picture of something they can see. Use a variety of tools and techniques i.e. brush sizes and types.</p>	<p>Mix paint to create all the secondary colours. Name and mix primary colours, shades and tones. Create moods in their painting. Identify and mix warm and cool colours. Observe how colours can create different feelings and how certain colours can seem 'warm' (red, orange, yellow) or 'cool' (blue, green, grey). Explore how artists use warm and cool colours to create feeling. Experiment with tools and techniques e.g. layering, mixing. Create textured paint by adding material, i.e. sand.</p>	<p>To have a confident understanding of colour mixing. Know the names of the secondary colours and can accurately predict how to create them. Make tints by adding white and tones, tones, darkening colours without adding black. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Work on different scales – selecting appropriately sized paintbrushes/ paper. Work on a range of scales e.g. thin brush on small picture etc. Add visual texture with different brush strokes.</p>
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Vocab	Paintbrush, palette, sponge, roller, paint, colour, mix, consistency; thick, thin and watery, painting, technique, brush size, primary/secondary colours, shade, watercolour, artefact, motif, wash, mural
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Resources	Powder paints, Ready Mix(limited use-printing), watercolours
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<p>Suggested artists Wassily, Kandinsky, Henri Matisse, Romero Britto, Vincent Van Gogh, Pollock, Claude Monet, Chagall, Ben Moseley, Klimt, Marc, Klee, Hockney, Pollock, Riley, Rothko, Rivera, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Magritte and Andrew Farmer – Doncaster- The Royal Institute of Oil Painters</p> <p>https://www.tate.org.uk/kids/explore</p>
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Print making

At Saltersgate Infants our children will:

<p>Create rubbings of and simple prints using a range of materials. Print with block colours. Create simple patterns.</p>	<p>Understand how an image can be printed. Use simple tools and techniques competently and appropriately. Create a repeating pattern.</p>	<p>Develop skills in making and producing a printed image, using relief printing. Print with a range of hard and soft materials onto paper and textiles. Design own printing block. Develop impressed images.</p>	<p>Display confidence and understanding of how to manipulate printing materials to create a complex image. Create a print using pressing, rolling, rubbing and stamping.</p>
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			Create a pattern like a designer – wallpaper, wrapping paper, material. Experiment with overprinting motifs and colour.
Vocab	Press, roller, stamp, printing, technique, primary/secondary colours, gouge, scrape, mono-printing, motif, wash		
Resources	Using found materials, leaves etc, fruit/veg, wood blocks, press print, string		
Suggested artists Giuseppe Arcimboldo, Cornelius Kreighoff, Andy Warhol, Georgia O’Keefe			
3D Sculpture/Playdough/Clay/Transient Art Work At Saltersgate Infants our children will:			
Enjoy handling, feeling, and manipulating materials. Assemble and dis-assemble component parts of a range of construction kits. Combine boxes and other recycled materials to create models. Use simple tools to impress patterns and textures in a range of materials such as clay, playdough.	Show a basic understanding of 3D art work. Select tools and techniques needed to shape, assemble and join materials. Shape, model and construct with a wider range of materials. Manipulate malleable materials in a variety of ways including rolling and kneading. Add texture using tools.	Develop a better understanding of how to think in 3D form and function. Cut, roll, carve, pinch and coil materials such as clay, dough or modelling media to create with a purpose. Use materials to make known objects for a purpose.	Display confidence in developing, defining and producing 3D artworks. To shape and form from direct observation (malleable and rigid materials). Develop decorative techniques, adding line and shape to work. Replicate patterns and textures in a 3-D form.
Vocab	Soft, squashy, sticky, press, pinch, poke, roll, join, roll, knead, mould sculpt/sculpture, texture, construct, join, slip, form, malleable, carving, surface, transparent, opaque, manipulate, recycled, length, depth, width		
Suggested artists Joan Miro, Barbara Hepworth, Fernand Leger, Edgar Degas, Andy Goldsworthy, Richard Long, Henry Moore https://www.tate.org.uk/kids/explore Examples of sculptures and information about famous artists and styles of art.			
Textiles/Collage/ Texture/ Art/Sewing At Saltersgate Infants our children will:			
Handle and manipulate a wide range of natural and man-made materials, talking about their colours and textures. Create simple collages using a wide range of materials. Thread large objects.	Understand that different materials have different colours and surface textures. Understand that different media can be combined and/or reassembled to create new effects. Thread and weave using simple techniques. Use large-eyed needles and the ‘pinch and pull’ method to overstretch onto hessian.	Sort materials into colours and surface textures. Weave with fabric and thread. Accurately cut straight and curved lines from a range of materials. Use the ‘pinch and pull’ method to stitch onto a range of fabrics.	Have a good understanding of how to classify materials by shape, colour and texture. Use a range of materials on a collage and explain why they have been used. Display proficient skills in cutting, gluing and sticking to create high quality art work. Join fabric using glue and sewing techniques.

	<p>Manipulate scissors to effectively shape a range of materials. Apply adhesive sparingly and place glued surfaces together accurately.</p>	<p>Understand that materials can be selected or created to reflect the colour and surface texture of the subject. Understand that a range of different materials can be combined in one piece of work. Create collages using a range of objects together to create new textures.</p>	<p>Make creative decisions to create collage choosing and applying various coloured, textured and patterned materials. Talk confidently about work produced by themselves and others, and use language appropriate to the visual elements of shape, texture and colour.</p>
Vocab	<p>Rough, smooth, bumpy, ridged, material, card, lace, thread, beads, feather, sequins, wool, needle, pin, cotton, fabric, texture, tactile, construct, join, natural, man-made, form, recycle, surface</p>		
<p>Suggested artists Ben Lewis Giles, Hannah Hoch, Beatrix Milhazes, Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>			
<p>Curriculum Impact</p>			
<p>The impact and measure of our Art and Design curriculum is that our children leave Saltersgate Infant School with an appreciation and enjoyment of the arts, as well as a firm understanding of how art and design has both reflected and shaped our history, and contributed to the culture, creativity and wealth of nations. Assessment research from Dylan Wiliam, demonstrates that short cycles of formative assessment have the biggest impact on student learning, encouraging retrieval and retention of knowledge, skills and understanding. Key questioning skills are built into lessons to assess attainment and identify any gaps in learning. Impact is also measured through our learning environments, encouraging technical vocabulary and helping to ‘create intelligence’ continually across school. The impact of our subject progression can be seen via our ‘know it’ facts, documented within each unit of work and in our Art and Design Knowledge Organisers.</p>			