

## **Art Curriculum Skills Progression**

**INTENT:** At Lyndhurst we aim to provide a High quality Art and Design Curriculum. Art, craft and design embody some of the highest forms of human creativity and we will strive to engage and inspire our children. We will provide opportunities to challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will continue to work with creative groups, projects and individuals within our local community to show how important and relevant these skills are. We will enable them to find out how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our Nation.

### **Our aim is for pupils to:**

- Produce creative work, exploring their ideas and recording their experiences throughout in a sketchbook.
  - Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
    - Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

### SEND Provision

- At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.
- Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.
- Due to the sensory needs of children with autism and social communication needs, some children may find it challenging to participate in messy play and activities.

	EYFS	YEAR 1	YEAR 2
<b>SKILLS IMPLEMENTATION</b>  <b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software) <b>Pattern</b> (paint, pencil, textiles, clay, printing)	At Lyndhurst we aim for the children to explore a range of media and mark making techniques. They will be given opportunities to discover the various marks that one media can make by varying the pressure and technique used. All children will develop an understanding of repeating patterns, from a simple 1212 pattern in EYFS to more complex patterns in KS1. Pattern work will link to their work in Maths and in both nature and man-made objects. They will progress to explore the use of light and dark and shadows.		
	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <b>Expected (ELG's):</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Observe patterns in the world around us, being able to describe the patterns they see</li> <li>Begin to use a sketchbook to gather ideas</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>Use a variety of mark making tools eg, pencil, charcoal, pastel, felt tip, crayons,</li> <li>Observe and draw objects, showing an awareness of shape and colour</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Observe and draw objects, applying some level of awareness of the effects that can be created by varying the pressure used to make marks</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Observe natural and manmade patterns, showing an awareness of repeated patterns and symmetry of patterns</li> <li>Begin to make quick sketches to record their observations</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>Use a variety of mark making tools to good effect, experimenting with tools and surfaces</li> <li>Understand the use of a sketchbook for gathering images and developing ideas</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Make observational sketches that include some more complex line work</li> <li>Observe and draw objects, applying some use of light and dark to create shadow</li> </ul>
<b>Vocabulary</b>	Colour, texture, pattern, repeating patterns,	Form, symmetry, shadows, light, dark, regular and irregular patterns, names of a variety of media, portrait, profile	

<b>Key People and 'real-life' links</b>	Artists, illustrators, Jane Hissey, Nadia Chalk,
<b>IMPACT:</b>	Children will be able to explore making marks with a wide range of media and be able to select an appropriate method for the effect they are after in their work. Sketchbooks will be used throughout to gather ideas and explore media and techniques. Children will be able to talk about and evaluate their work, sometimes in relation to the work of other artists and craft makers.

<b>SKILLS IMPLEMENTATION</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Painting</b> (painting, ink, dye, textiles, pencils, crayon, pastels) <b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)	At Lyndhurst we aim for the children to become confident in the use of a colour wheel to support their understanding of colour and colour mixing. Key art vocabulary will be taught to understand hues, shades and tints of colour and colour matching activities. A variety of techniques for applying paint will be explored, as well as the opportunity to try different methods of printing, including relief, rubbings and press printing.		
	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <b>Expected (ELG's):</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Begin to use a simple colour wheel to mix secondary colours</li> <li>Begin to explore textures by using different materials within their work</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>Use a range of tools and techniques to apply paint eg brush, dab, scrape</li> <li>Begin to use different printing techniques (rubbings and press printing) to create effects</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Use a colour wheel to mix secondary colours, exploring different hues of a colour by</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Begin to use a colour wheel to create hues of primary and secondary colours</li> <li>Begin to colour match objects</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>Use different techniques to record what they observe, including drawing, printing, painting and photography</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Mix a range of secondary colours, including shades (add grey scale) and tints (add white) of a colour</li> <li>Make links between their work and the work of other artists</li> </ul>

	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>	varying the ratio of primary colours used	
<b>Vocabulary</b>		Paint, consistency, shade (a colour with a grey scale added to darken it), tint (a colour with white added to lighten it), hue (the degree of colour created on a colour wheel), lighter, darker, brush, dab, scrape, relief print, press print, pressure, collage	
<b>Key people and 'real-life' links</b>		Benjamin Butler, William Morris, Orla Kiely, Two Faced Twins, Katsushika Hokusia (Eco: Global citizenship) artists of different cultures, World Ocean Day (Eco schools: Marine) paint an underwater scene add images of single use plastics to raise awareness of their impact on marine life.	
<b>IMPACT</b>	Children will be able to mix a range of hues, shades and tints of colour, using a colour wheel to support them. They will be able to mix paint of an appropriate consistency for the task and apply it using different methods, including brushing, dabbing, scraping and printing. Children will have an understanding of the work of a range of artists and print makers and will be able to discuss their work.		

<b>SKILLS IMPLEMENTATION</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>3D Work</b> <b>Texture</b> (textiles, clay, sand, plaster, stone) <b>and</b> <b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	At Lyndhurst we provide opportunities for the children to explore art in 3D form with a range of resources. Children are taught the initial skills involved with working with textiles as well as clay to create sculptures and opportunities are given to explore joining techniques with junk materials (links to DT). The work of a range of sculpture artists and craft makers is looked at as inspiration for their work.		
	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Use a needle to attach embellishments to fabric</li> <li>Use a sketchbook to gather ideas and images</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>Begin to use a simple running stitch to join two pieces of fabric</li> <li>Manipulate malleable materials to create 3D products</li> </ul>

	<p><b>Within:</b></p> <ul style="list-style-type: none"> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p><b>Expected (ELG's):</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<p><b>Within:</b></p> <ul style="list-style-type: none"> <li>Begin to explore with natural materials to create 3D art pieces</li> <li>Begin to understand the process of weaving with different materials</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Use a wide variety of media to create artwork</li> <li>Explore shape and form through a range of malleable materials, and the addition of pattern using a range of tools</li> </ul>	<p><b>Within:</b></p> <ul style="list-style-type: none"> <li>Use a running stitch effectively, threading own needle</li> <li>Use simple applique skills with textiles</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Use their imagination and a range of materials to create artwork that expresses their personal experiences and ideas</li> <li>Overlap, overlay and collage materials, using a sketchbook to explore ideas and layout</li> </ul>
<b>Vocabulary</b>		sew, thread, attach, applique, running stitch, sculpture, model, media, materials, weaving, clay, imprint, collage,	
<b>Key people and 'real life' links</b>		Shayne Greco, Wendy Tsao, Andy Goldsworthy,	
<b>IMPACT</b>	Children will have had the opportunity to explore a range of 3D sculptural techniques, learning ways to join and work with different materials including textiles and clay. Links will be made to the work of existing artists and craft makers as inspiration for their work		