



*'Roots to Grow and Wings to Fly'*

Curriculum Progression Document

# **Art & Design**

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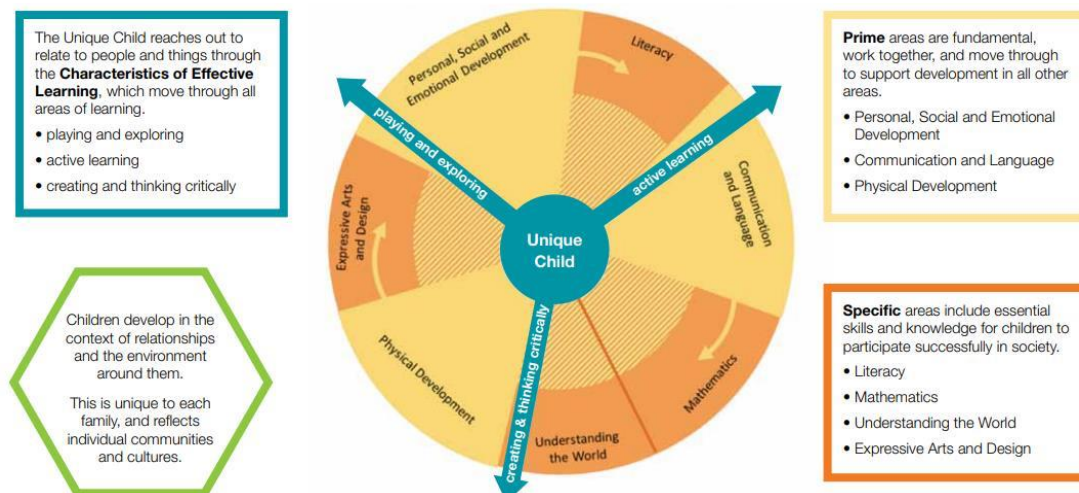
## Curriculum Intent

**Intent** - At St. Bartholomew's CE First School we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables children to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values.

The focus of Art and Design at St. Bartholomew's is in developing proficiency in drawing, painting, and understanding sculpture, printing, textiles and collage with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape & 3D form) will be developed through carefully thought out sequences of lessons and experiences derived from an accessible and engaging curriculum which will enable all children to reach their full potential. Furthermore, the art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history. This in turn will help our children to become world citizens with an understanding of how art impacts and enhances societies and our surroundings.

# Art in the Early Years Foundation Stage

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.



The following link to the teaching and learning of Design Technology in our EYFS:

## ELG 16: Expressive arts and design: Exploring and using media and materials

Children at the expected level of development will:

- Children sing songs, make music and dance, and experiment with ways of changing them.
- Children safely use and explore a variety of materials, tools and techniques.
- They experiment with colour, design, texture, form and function.

**EELG 16: Expressive arts and design: Being imaginative**

Children at the expected level of development will:

- Children use what they have learnt about media and materials in original ways.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs	
<b>Creating with Materials</b>	<p>Drawing To draw portraits of themselves.</p> <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given</p>	<p>Textiles To use a needle and thread to make a Poppy.</p> <p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p>	<p>Painting and Printing To use stylofoam to make a leaf print.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p>	<p>Food To follow a simple recipe to make a sweet treat.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for</p>	<p>Sculpture To use recycling to make plant pots and sculptures for the outside space.</p> <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p>	<p>Mechanisms To make a sand buggy.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists ?????????</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>	<p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p>	<p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p> <p>Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>	<p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p> <p>Sandwiches, Fruit Kebab, Biscuits, Salads</p>	<p>creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	
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<b>Being Imaginative and Expressive</b>	To sing and perform nursery rhymes	To perform a song in the Christmas Play	To join in with whole school singing assemblies	To perform songs at the Easter Concert	To move in time to music	To listen to poems and create their own	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
	To join in with whole school singing assemblies	To learn and perform a poem at the Christmas Concert	To create musical patterns using untuned instruments	To join in with whole school singing assemblies	To learn dance routines	To join in with whole school singing assemblies	
	To experiment with different instruments and their sounds	To join in with whole school singing assemblies	To begin to create costumes and resources for role play	To associate genres of music with characters and stories	To join in with whole school singing assemblies	To create own compositions using tuned instruments	
	To talk about whether the like or dislike a piece of music	To pitch match		To create costumes and resources for role play	To act out well know stories	To invent their won narratives, making costumes and resources	
	To create musical patterns using body percussion	To sing the melodic shape of familiar songs			To follow a musical pattern to play tuned instruments		
	To use costumes and resources to act out narratives	To begin to build up a repertoire of songs			To create narratives based around stores		
		To sing entire songs					
		To use costumes and resources to act out narratives					

## **Art and the National Curriculum: Key Stage One**

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

## **Art and the National Curriculum: Key Stage Two**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



# Whole School Programme of Study

Year C = 2022 – 2023

KS2 YEAR C (2022-23)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Over the hills and far away	From Crewkerne to the rainforest	Reduce, Reuse, Recycle
KS1	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Sculpture</b> Experiment and create The legacy of art and artists
KS2	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Sculpture</b> Experiment and create The legacy of art and artists

KS1 YEAR D (2023-24)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Maps and beyond	Feeling hot, hot, hot	Water, Water Everywhere
KS1	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Collage and Textiles</b> Experiment and create The legacy of art and artists
KS2	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Collage and Textiles</b> Experiment and create The legacy of art and artists

KS2 YEAR A (2024-25)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Everyone Needs Good Neighbours	We Are United	Our extreme wild world
KS1	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Sculpture</b> Experiment and create The legacy of art and artists
KS2	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Sculpture</b> Experiment and create The legacy of art and artists

KS2 YEAR B (2025-26)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Oh the places you’ll go!	All At Sea	The Americas
KS1	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Collage and Textiles</b> Experiment and create The legacy of art and artists
KS2	<b>Drawing</b> Experiment and create The legacy of art and artists	<b>Painting and Printing</b> Experiment and create The legacy of art and artists	<b>Collage and Textiles</b> Experiment and create The legacy of art and artists

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## Reasoning Behind our Art Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
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STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
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# Art Vocabulary

# Progression in Art

	Year 1	Year 2	Lower KS2	UKS2
Experiment invent and create	To explore a range of materials	To use a range of materials creatively to design and make products	To develop my control and use of materials	To use a range of materials with precision and proficiency
	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation	To produce creative work through exploring ideas and recording my experiences
	To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work	To use a range of art and design techniques with precision, proficiency and control
	To think about what I want to create before I start	To develop my ideas for my art work over several pieces	To create sketch books to record my observations	To use my sketch book to review and evaluate my work
	To say what I think about my own and other's work	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline	To evaluate and analyse creative works using the language of art, craft and design
	To imitate a particular style	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied	To create original pieces that show a range of influences combined in a harmonious way

	Year 1	Year 2	LKS2	UKS2
The legacy of art and artists	To study the work of a famous artist	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work	To know about great artists, craft makers and designers
	To study art from a different culture	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history	To know and understand the historical and cultural development of different art forms
	To say what I have done to match a particular style or discipline	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures	To show an increasing awareness of different kinds of art craft and design

	<b><u>Drawing</u></b>	<b><u>Painting</u></b>	<b><u>General Art Skills (ongoing)</u></b>
<b><u>EYFS</u></b>	<p>Experiment with a variety of drawing tools such as fingers, pencils, crayons, chalk, felt tips.</p> <ul style="list-style-type: none"> <li>· Draw on different surfaces and types and colours of paper.</li> <li>· Produce lines of different thicknesses.</li> <li>· Start to produce different patterns and shapes from observation and imaginations.</li> </ul>	<ul style="list-style-type: none"> <li>· Name the primary colours.</li> <li>· Investigate the effects when colours are mixed.</li> <li>· Explore painting on different surfaces (painting with mud on trees, rolls of textured wallpaper for handprints etc.)</li> <li>· Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers.</li> </ul>	<ul style="list-style-type: none"> <li>· Look at and talk about what I have produced.</li> <li>· Describe simple techniques and media used.</li> </ul>
<b><u>KS1</u></b>	<ul style="list-style-type: none"> <li>· Experiment with a greater variety of drawing tools such as rubbers, charcoal, ballpoint pen, pastels.</li> <li>· Investigate developing a range of tones using pencils, pastels or charcoal.</li> <li>· Use dots and lines to demonstrate pattern and texture.</li> <li>· Draw lines, patterns and shapes from observation and imagination on different surfaces.</li> <li>· Observe and draw landscapes.</li> <li>· Observe anatomy (faces, limbs).</li> </ul>	<ul style="list-style-type: none"> <li>· Name the secondary colours and know how to create them.</li> <li>· Create a colour wheel independently.</li> <li>· Create different tints (adding white) and shades (adding black) and describe them – e.g. sunshine yellow, pale blue, flame red, bright orange etc.</li> <li>· Spread and apply paint to make a background.</li> <li>· Work on different scales – beginning to select appropriately sized paintbrushes.</li> <li>· Create textured paint by adding sand, sawdust, flour etc.</li> </ul>	<ul style="list-style-type: none"> <li>· Know about the work of a range of artists, craft makers and designers from different times and cultures.</li> <li>· Describe simple similarities and differences between different artists, craft makers and designers work.</li> <li>· Start to make simple links between my own work and the work of artists.</li> <li>· Use own thoughts and feelings when responding to my own work and the work of others and the work of artists.</li> <li>· Identify what I might change in my current work or develop in future work; use my consideration of artist's work to identify what I might change in my current work.</li> </ul>
<b><u>LKS2</u></b>	<ul style="list-style-type: none"> <li>· Explore tone using different pencil grades – create a tonal ladder.</li> <li>· Use different grades of pencils to show line, tone and texture.</li> <li>· Produce an expanding range of patterns and textures, increasing in levels of detail, using a range of implements.</li> <li>· Explore a variety of drawing techniques such as hatching, scribbling, stippling and blending.</li> <li>· Use shading to show light and shadow effects.</li> <li>· Show an awareness of space when drawing.</li> <li>· Draw familiar items from different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>· Mix and match colours to artefacts and objects.</li> <li>· Create tones (by adding different greys) for the primary colours and name them - e.g. pink, burgundy, mint green, navy blue etc.</li> <li>· Begin to understand how to create the tertiary colours.</li> <li>· Understand that the representation of colour can be used to express emotions.</li> <li>· Work on different scales – independently selecting appropriately sized paintbrushes.</li> <li>· Develop wash techniques using water colours.</li> </ul>	<ul style="list-style-type: none"> <li>· Know about the work of a range of artists, craft makers and designers from different times and cultures.</li> <li>· Identify different art forms and elements of art.</li> <li>· Make a range of links between my own work, the work of others and the work of artists using knowledge and understanding of art forms, elements of art and artistic techniques.</li> <li>· Record and explore ideas in a variety of ways.</li> </ul>

## ‘Roots to Grow and Wings to Fly’

	<ul style="list-style-type: none"> <li>· Create drawings, concentrating on proportion.</li> </ul>	<ul style="list-style-type: none"> <li>· Experiment with textured paint by adding sand, sawdust, pencil shavings etc.</li> <li>· Create different effects by using a variety of tools and techniques such as dots, scratches, splashes and applying paint in layers.</li> </ul>	<ul style="list-style-type: none"> <li>· Review and revisit ideas; use my consideration of artist’s work to improve my own work.</li> <li>· Record my thoughts and feelings when responding to own work, the work of others and the work of artists.</li> </ul>
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	<u>Printing</u>	<u>Collage</u>	<u>Textiles</u>	<u>3D Work</u>
<b><u>EYFS</u></b>	<ul style="list-style-type: none"> <li>· Enjoy taking rubbings of bricks, leaves, coins, concrete etc.</li> <li>· Experiment printing with a range of everyday objects.</li> <li>· Develop simple printing patterns.</li> <li>· Use a stencil to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>· Create own fabric by weaving materials e.g. ribbon through the railings, grass through twigs etc.</li> <li>· Complete a fabric collage by layering fabrics.</li> <li>· Experiment with simple stitch work.</li> </ul>	<ul style="list-style-type: none"> <li>· Create images from a variety of media e.g. photocopies, tissue paper, foil, magazines, fabric.</li> </ul>	<ul style="list-style-type: none"> <li>· Enjoy using a range of malleable media such as Papier Mache, salt dough, playdough.</li> <li>· Impress and apply simple decorations.</li> <li>· Cut shapes using a cutting knife.</li> <li>· Create a sculpture using natural or recycled materials.</li> </ul>
<b><u>KS1</u></b>	<ul style="list-style-type: none"> <li>· Print with a range of hard and soft materials, e.g. corks, sponge, vegetables.</li> <li>· Create a simple mono-print (apply printing ink to a surface, draw into the ink and take a print).</li> <li>· Create repeated patterns using print.</li> <li>· Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>· Replicate print from the environment</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to identify, discuss and compare different forms of textiles.</li> <li>· Cut and shape fabrics using scissors.</li> <li>· Have a go at threading a needle and sewing two pieces of material together.</li> <li>· Apply shapes using glue.</li> <li>· Weave pape</li> </ul>	<ul style="list-style-type: none"> <li>· Collect, sort and group materials according to texture, colour, pattern etc.</li> <li>· Arrange and glue materials to different backgrounds.</li> <li>· Fold and crumple paper to create different textures.</li> <li>· Experiment creating and using different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</li> <li>· Shape and model materials for a purpose e.g. a pot, tile etc.</li> <li>· Impress materials and apply simple decorations adding pattern and texture.</li> <li>· Manipulate materials in a variety of ways such as rolling, cutting and pinching.</li> <li>· Compare and recreate form and shape of natural and man-made sculptures.</li> </ul>
<b><u>LKS2</u></b>	<ul style="list-style-type: none"> <li>· Create simple printing blocks (adding string shapes or pieces of wood to corrugated cardboard).</li> </ul>	<ul style="list-style-type: none"> <li>· Develop a running stitch and cross stitch.</li> </ul>	<ul style="list-style-type: none"> <li>· Fold, crumple, tear and overlap a variety of papers to create texture and form.</li> </ul>	<ul style="list-style-type: none"> <li>· Show an awareness of texture, form and shape by recreating an image in 3D form.</li> <li>· Join two pieces of clay together.</li> </ul>

	<ul style="list-style-type: none"><li>· Create a simple polystyrene printing tile.</li><li>· Combine prints taken from different objects to produce an end piece.</li><li>· Print with 2 colour overlays.</li><li>· Replicates patterns observed in natural or built environments.</li><li>· Produce patterns and shapes based on the study of cultural influences using geometric shapes and lines</li></ul>	<ul style="list-style-type: none"><li>· Add shapes to fabrics by stitching.</li><li>· Investigate using resist tape and dying fabric.</li><li>· Change and modify threads by splitting, fraying, twisting, plaiting, fringing, knotting etc.</li><li>· Add texture to textiles by adding decoration (beads, buttons, sequin etc.)</li></ul>	<ul style="list-style-type: none"><li>· Use complimentary and contrasting colours for effect.</li><li>· Use coiling, tessellation, mosaic and montage.</li></ul>	<ul style="list-style-type: none"><li>· Construct a simple clay base for extending and modelling other shapes.</li><li>· Create larger pottery by using slab, pinch or coil techniques.</li><li>· Add texture to sculptures by using tools.</li><li>· Add materials to sculptures to create detail.</li></ul>
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## What will Art look like in the classroom?

### Strategies for Art

1. Teaching methods reflect a balance between individual, small group and whole class organisation.
2. There is a balance between teacher directed and child centred experiences.
3. Our approach is to combine the teaching of skills and themes and to draw links with other subjects wherever possible.
4. A wide variety of resources are available to all children to stimulate ideas for practical work.
5. Children must be responsible for their own careful clearing away at the end of a session

## Reading in Art

## **Assessment**

Assessment provides opportunities to give helpful and constructive comments with the aim of guiding children's development in Art and Design. Teacher assessment of children's attainment is a continuous process. Formative and summative assessments of the children's development can be based on teacher observations and monitoring of progress and should be linked to the framework of the Assessment, Marking and Record Keeping Policy. Pieces of work and photographic evidence are kept by the art co-ordinator and on the school ICT network.

## **SEN**

Children of all ages and abilities are catered for within the framework of the QCA scheme. Those with special needs are provided with a programme of study related to their own needs wherever possible. Work is differentiated or children grouped in such a way as to allow each child to progress at their own rate or level.

## **Monitoring and review**