



Art

Art Curriculum Intent: *That all children should enjoy the experience and develop their skills in order to ensure they leave with a positive memory, a lasting love of the creative and an appreciation for others' art work and design. We intend all children are challenged to self-reflect so they can discover their own style and medium within the variety taught and strengthen their resilience, building their self-esteem. We intend they should understand how art fits into their own culture and community and learn how to express themselves in this way. We intend for them to experience art and contribute to the school's unique environment and beyond.*

Implementation: Lessons are designed to ensure coverage of the expectations set out in the 2020 Early Adopters EYFS Curriculum Framework and National Curriculum and offer the opportunity for both knowledge and skills progression. Children are also encouraged to develop their emotional expression through their artwork and analyse their own work and that of others, increase their vocabulary by learning the technical language of art – knowing, applying and understanding these terms but by also applying their character education to their work by developing their character muscles.

Impact: *When children leave Barley Croft they will know that:*

- *Art and design are about expressing yourself and your ideas and experiences in a 2D or 3D form.*
- *A sketch book is a gathering of ideas and thoughts*
- *Light and shade provide tone and are used to draw the viewers focus.*
- *Texture can be physical or visual and provides depth to the work*
- *The sky meets the earth at the horizon, there is no white space between.*
- *Size and colour can change the perspective within a piece of art*
- *A pencil can create a light line or a bold line*
- *Art can be created using anything and everything*
- *Art and design is everywhere, from the house you live in, the clothes you wear, the cartoon you enjoy reading, the animation you enjoy on tv, the films you enjoy watching to the picture you choose to hang in your bedroom.*
- *Art has developed and changed through time, reflecting the changes and stories in history and can be seen in the work of famous artists.*

Art & Design
Progression &
Skills Map

EYFS F1

EYFS F2

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

EYFSP &
Dev.
Matters &
National
Curriculum

Expressive Art & Design – ELG's:

- *They safely use and explore a variety of materials, tools & techniques, experimenting with colour, design, textures, form & function.*

Key Stage 1 Pupils should be taught:

- *To use a range of materials creatively to design and make products.*
- *To use drawing, painting & sculpture to develop and share*

Key Stage 2 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 & design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint & clay).*

	• They share their creations, explaining the process they have used. EYFS 2012 (Previous) Curriculum ELG = Being Imaginative and Expressive: • Children use what they have learnt about media & materials in original ways, thinking about uses & purposes. • They represent their own ideas, thoughts & feelings through art.		their ideas, experiences & imagination. • To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space. • To learn about the work of a range of artists, craft makers & designers – describing the differences & similarities between different practices & disciplines and making links to their own learning.		• To be taught about great artists, architects and designers in history. • 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 & design. By the end of Year 6 pupils should: • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting & sculpture and other art & craft techniques. • Evaluate & analyse creative works using the language of art, craft & design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			
Exploring and Developing ideas – producing creative & imaginative work	Nursery – DM Children are supported in making things they want to create – self-selection & choices of resources are available. Children are taught to use a variety of resources to create their own masterpiece.	Reception – DM New techniques are demonstrated and taught. Such as paint mixing, combining & joining different media & creating new effects. Children build upon their previous knowledge to continue to develop their ideas and produce their own masterpieces.	• Children are given the opportunity to learn from the works of others – famous artists, craft makers, architect & designers from different times and cultures. • Explore their ideas and practice implementing their techniques and skills.	• Children are exposed to a wider range of artists throughout history. • Study and learn new techniques & processes including colour, pattern, texture, line, shape, form and space. • When creating their own, respond positively to a starting point & begin to adapt and refine ideas.	Continue to study the works of others – so they have more opportunity to offer an opinion & begin to compare and contrast artists work. Collect & develop ideas in a sketch book exploring ideas. Autumn A – Who Made Britain? Kate Rattray – mosaics – compare to Roman mosaics Children to design and make a mosaic from materials. Spring A – Greatest Show – Digital Art Spring A – Greatest Show – David Hockney – use digital Art Apps to create still-life works – consider	Use inspiration to replicate a piece of famous art work – reflecting on the work inspired by a famous notable artist – referring to their techniques & effect. Make thoughtful observations. Autumn B – Gunter Stolzi (textiles) Spring B – Architects: Brunel & Zaha Hadid Summer B – Michelle Reader - recycled sculpture, Picasso	Expand the knowledge further by looking at a wider range of artists, such as architects, designers and craft workers. Practice and share ideas with others, give and receive feedback	To improve their mastery and improve techniques demonstrating proficiency. Uses language to demonstrate knowledge & understanding. Is able to think critically, to analyse.

					light and shade changes the image. Summer A – Frida Kahlo			
Drawing	Nursery – DM Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness Children to begin to make simple representational drawings of themselves. To create firework based pictures to represent movement and noise.	Reception – DM 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. Children to draw more detailed self portraits to include additional features. To create a masterpiece with their friend sharing ideas and working together.	<i>Annegret Solatu</i> Henri Rousseau – To develop and share ideas from their imagination	Henri Rousseau – <i>Annegret Solatu</i> Drawings of animals inspired like Rousseau from books (Science) Using their drawings, explore and discuss their ideas, being open to change	Four rules of shading - to work evenly and neatly - in one direction - with straight edges - no gaps Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin	<i>Arthur Wakerley</i> <i>Visiting the Turkey Café to look at the work of Arthur Wakerley. Children will sketch and look at the techniques used to create the turkey on top of the café. Will explore the materials he used and the colours. Using sketch books to record their observations and using them to review and revisit ideas_</i> Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition

	To begin to represent emotions when mark making.					to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition	
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Painting	Nursery – DM Explore colour and colour mixing. To explore mixing the 3 primary colours.	Reception – DM They return to exploring what happens when they mix colours, refining a variety of artistic effects to express their ideas and feelings – Building on prior learning, refining ideas and developing their ability to represent them. To be able to talk about what happens when they mix specific colours. To be able to choose correct tool for the effect they want to make. To be able to use paint to represent their ideas.	- Explore a range of artwork by Roy Lichenstein – oral response to describe what they like about the artwork and how it makes them - Feel. - Know the primary colours - Outline of their face – decide on primary colours for each part and label – practise using dot technique with cotton bud using primary colours Jean-Michel/Salvador Dali Claude Monet/Arciboldo	- Explore a range of artwork by Roy Lichenstein – - Experimenting with different paints, brushes and brush strokes, water colours and ready mixed paints and other tools. - Know the primary colours and how to make secondary colours - Creating pallets of colour mixing – naming new shades using their knowledge of primary and secondary colours Jean-Michel/Salvador Dali Claude Monet/Arciboldo	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).	Pop art – paint with dots - Lichtenstein – (British/Female – founder of British Pop Art – Pauline Boty) or compare dot art with Georges Seurat – ‘Sunday afternoon on the Island of La Grande Jatte’ & Royal Portraits – Francisco de Goya (Spanish) Royals Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary/secondary, complementary and contrasting colours Work with complementary colours	Compare & Contrast – Abstract & colours Jasper Johns & Frank Bowling. Create a visually interesting piece in the style of one of these abstract artist. Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary/secondary, complementary and contrasting colours Work with complementary colours
Sculpture	Nursery – DM Explore different materials freely, in order to develop their ideas about how to	Reception – DM They return to exploring different materials freely, refining a variety of artistic	Clay sculptures – polar bears - manipulating clay, joining	Clay sculptures – polar bears - manipulating clay, joining and	Use equipment and media with confidence.	Work in a safe, organised way, caring for equipment.	Ai Wei Wei – Asian Sculptor	Dan Flavin and Brendan Jamison – DF – Light sculptures

	use them and what to make. - Develop their own ideas and then decide which materials to use to express them. To sculpt using wet sand and playdough to make simple representations.	effects to express their ideas and feelings and deciding what to make – Building on prior learning, refining ideas and developing their ability to decide on which materials to use. To sculpt using wet sand, playdough and clay to make representations.	<i>and extending where necessary – Cycle A - Autumn</i> • <i>Planning, designing and making a model - sticking it together, adding texture, moulding, scoring etc - Cycle A - Autumn</i> • Textiles using cutting & stitching on pre-made binka designs in the sketch book. Linked with Science, DT & PSHE Recycling – Cycle B <i>Yayoi Kesami</i>	<i>extending where necessary and creating their own sculpture using learnt techniques - Cycle A - Autumn</i> • DT links– links to recycled materials (Michelle Reader) / Junk modelling. Joining techniques, using manipulative skills & resources– Cycle B • Textiles using cutting & stitching using running stitch to join two pieces - designs in the sketch book and label. Linked with Science, DT & PSHE Recycling. - Cycle B <i>Yayoi Kesami</i>	Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.	Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art.	Sculptor – phases in life / moods – inspire sculpture – Chairs/paper folding/Everyday objects. Mod rock/Mache Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Produce intricate patterns and textures in a malleable media	BJ – Abstract sculptures Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Produce intricate patterns and textures in a malleable media
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					Use language appropriate to skill and technique.	Show awareness of the effect of time upon sculptures.		
Craft skills - Collage- Textiles Weaving - Printing Photography & Digital Artwork	Nursery – DM Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. Children to explore a variety of materials and choose which they want to use.	Reception – DM They return to exploring different materials and textures freely, refining a variety of artistic effects to express their ideas and feelings and deciding what to make – Building on prior learning, refining ideas and developing their ability to decide on which materials to use and represent them. Children to explore a variety of materials and choose what they want to use and explain their choice.	<i>Create a collage of a Tiger's habitat. Provide a variety of materials and the children to choose which ones to use to make a habitat collage. E.G sticks for trees, green mountains. Cycle A Autumn</i> Gunta Stolzi – Weaving, paper & then fabrics. William Morris – Printing – making wrapping paper – like his wallpaper Computing link – digital media	<i>Create a layered collage of a Tiger's habitat. Plan the different layers. Provide a variety of materials and the children to choose which ones to use to make a habitat and be precise with their allocations collage. E.G sticks for trees, green mountains. Cycle A Autumn</i> Gunta Stolzi – Weaving, paper & then fabrics. William Morris – Printing – making wrapping paper – like his wallpaper Computing link – digital media	Print simple pictures using different printing techniques. Continue to explore both monoprinting and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.	Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.	Street Art – Is graffiti street art or vandalism? Banksy (English) – v's Hokusai (Japanese) PSHE link. Photograph local graffiti in order to debate the street art or vandalism enquiry question. Photography & Digital Art	Jasper Johns – abstract American artist –print / art that inspired pop art. Andy Warhol – American (History link) – Printing / digital media. Pop Art Compare with David Hockney (British) Pop Art Digital Art
Knowledge of famous artists, designers, architects & craft makers and understand the historical and cultural development of their art forms	They are offered pictures of objects, real objects, photographs & examples of artwork to inspire & to help pupils. *Encourage them to ask for resources. Van Gogh	Jackson Pollock – use of paint Paul Klee – uses of shapes / shapes & stencils to make pictures, block print model/sculpture – junk modelling Henri Matisse – The Snail - collage Ustad Ahmad Lahouri – architect Taj Mahal	<i>Roy Lichenstein – use of paint</i> <i>Yayoi Kusami</i> <i>Alma Thomas</i> <i>Kurt Schwitters</i> <i>Jean-Michel Basquiat</i> <i>Salvador Dali</i> <i>Andy Goldsworthy</i>	<i>Roy Lichenstein – use of paint</i> <i>Yayoi Kusami</i> <i>Alma Thomas</i> <i>Kurt Schwitters</i> <i>Jean-Michel Basquiat</i> <i>Salvador Dali</i> <i>Andy Goldsworthy</i>	<i>Mosaic – Kate Rattray, Smartsy Art</i> <i>Digital art - David Hockney</i> <i>Art (South America) - Frida Kahlo</i>	<i>Art (textiles) - Gunter Stolzi</i> <i>Art – Architects: Brunel, Zaha Hadid</i> <i>Art – Michelle Reader - recycled sculpture, Picasso</i>	<i>Dan Flavin/ Brendan Jamison/</i> <i>Arthur Wakerley (Architect)</i>	<i>Banksy</i> <i>Anish Kapoor- British Sculptor</i> <i>Pauline Boty and Andy Warhol</i>

			<i>Archimboldo</i> <i>Claude Monet</i>	<i>Archimboldo</i> <i>Claude Monet</i>				
Key Vocabulary/ Technical vocabulary – know, use, apply and understand	Jump, stack, build, squeeze, sprinkle, throw, spread, mix, paint, brush, drip, glue, tape, tear, join, paper, box, material, string, ribbon, colour, white, black, grey, red, yellow, blue, orange, green, purple, brown. (PSHCE – emotions)	Wet, dry, flaky, smooth, shiny, rough, jagged, prickly, flat, soft, hard, bumpy, fluffy, hot, cold, warm, cool, sticky, collage, glitter, Play dough, sand, flick, splatter, drip, spots, splash, print, pattern, patterned, repeated pattern	Primary/ secondary colours, neutral, line, fixed, thin, thick, shape, flat, tone, outline, solid colour, mix, mixed, straight, horizontal, vertical, square, rectangle, sides, corners, circles	Weaving, dyeing, textiles, fabrics, woven, placemat, loom, alternate, over, under, decoration, decorative, stitching, pattern, fix, arrange, print, repeat, texture, tessellate, symmetry, cover, still life, enlarge,	Landscapes, cityscapes, background, middle ground, fore ground, fresco, abstract, blend, tone, architect, sculptor, combine, connect, join, brim, edge, trim, carve, cast, mould, sculpt	Sketching pencils, hard – soft – shading, texture, light, shadow, construct, join, pyramid, blocks, substance, paste, stable, space – positive, negative, silhouette, symbolism, gold, valuable, incorporates	Local, landmarks, architect, design, structure, building, façade, Pop art, dots, phases, moods, period, street art, graffiti, vandalism, enquiry, debate, discuss, argue, appeal, spray can, consequences, mod rock, Mache	Mastery, proficient, critically, critic, critique, analyse, shadows, depicting, perspective, value, compare, contrast, abstract, mobile, digital media, large scale, personal.
Evaluating and analysing their own work and that of others	Nursery - They come back to their work – adding & adapting. Saying -“I wonder what will happen if I ...” “I like how I” “I like how ‘they’ ...” “I can’t ... (yet)” “Next time I will” Ask them if they like or are happy with their work, encourage them to express an opinion about others work and of pictures, photographs & objects – ask them to talk about what they see or think about artwork.	Reception – They continue to come back to their work – adding & adapting, refining it as they go along - They are encouraged to think about how they feel about their own work and that in paintings & of sculptures that are unfamiliar to them & talk about them & express an opinion. Take photographs of their own work and the work their friends do /make or build and display them – discussing what they like, don’t like or would change.	They begin to compare their own work to that of the work of others they have studied. They learn the new vocabulary and begin to use it to demonstrate their knowledge & understanding. They are able to express an opinion about their own work and that of others.	They make links & comparisons between their own work and that of others they have studied. They use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can describe their own work. They can express an opinion. They can use inspiration to create their own work.	They compare ideas, methods and approaches they have selected in their own work compared to that selected by others, saying what they think and feel about it. They adapt their work according to their views and can describe how they may develop it further.	They continue to develop their evaluating and analysing skills. They are able to compare ideas, methods and approaches in their own and others work. Describe how they may develop their work further. They are able to annotate their work in their sketchbooks, recording their ideas, thoughts and feelings.	They confidently make links & comparisons between their own work and that of others they have studied. They confidently use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can describe their own work. They can express an opinion. They can use inspiration to create their own work.	They confidently make links & comparisons between their own work and that of others they have studied. They confidently use the vocabulary that they have been taught in their own descriptions, explanations and comparisons to demonstrate their knowledge & understanding. They can critically describe their own work. They can express a reasoned opinion. They can use inspiration to create their own work.
Recommended Artists, Sculptors, Craft workers,	Eric Carle – ‘Brown Bear’ – colours - Polar Bear / Hungry Caterpillar & Illustrations from other books	Jackson Pollock Paul Klee	<i>Ustad Ahmad Lahauri / Roy Lichenstein</i>	<i>Jean-Michel Basquiat</i> <i>Salvador Dali</i>	<i>Mosaic – Kate Rattray, Smartsy Art</i>	<i>Art (textiles) - Gunter Stolzi</i>	<i>Dan Flavin/ Brendan Jamison/ Arthur Wakerley</i>	<i>Dan Flavin/ Brendan Jamison/ Arthur Wakerley</i>

Architects & Designers	Photographs of real things for inspiration – photos of other pupils work/builds/makes to inspire the work of others.	Henri Matisse Ustad Ahmad Lahouri	<i>Yayoi Kusami / Alma Thomas/ Kurt Schwitters</i>	<i>Andy Goldsworthy Archimboldo Claude Monet</i>	<i>Digital art – Nam June Paik, David Mcleod, David Hockney Art (South America) - Frida Kahlo</i>	<i>Art – Architects: Brunel, Zaha Hadid Art – Michelle Reader - recycled sculpture, Picasso</i>	<i>Anish Kapoor- British Sculptor Pauline Boty and Andy Warhol Banksy</i>	<i>Banksy Anish Kapoor- British Sculptor Pauline Boty and Andy Warhol</i>
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