

Art and design

Progression Map



Intent	At Inglehurst Infant school, we aim for all children to access high quality art lessons that enable them to develop their skills and explore their creativity so that they can reach and exceed their potential. Our Art curriculum encourages our children to develop their skills by exploring a range of media and materials. Children learn the skills of drawing, painting, collage and sculpture and are given the opportunities to explore and evaluate their ideas. Children will be introduced to a range of different artists to develop their own styles. They will have the opportunities to broaden their knowledge and understanding about the differences and similarities of these artists and be able to make links to their own work. The skills they acquire are then applied to their cross-curricular topics, allowing children to use their art skills to explore topics at greater depth.
Implementation	We understand that Art is a great starting point for children to develop language and communication between their peers and members of staff. During art lessons, children are expected to reflect and evaluate their own work as well as others, thinking about how they can make changes and keep improving. This is always meaningful and personalised to the child and enables all children to recognise that art can be subjective. We encourage children to express themselves through a range of different media and materials. We intend to continue this love of Art throughout their journey at school by celebrating as a school - through our corridor displays, annual whole art curriculum event and taking part in competitions. We aim for our children to meet the aims of the National Curriculum by: •Producing creative work, exploring their ideas and recording their experiences. •Developing their skills in drawing, painting, sculpture and other art, craft and design techniques. •Evaluating and analysing 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.
Impact	Our art curriculum provides our children with hands on experiences and opportunities to explore their creativity through the use of a range of different materials and tools. The children become reflective of their own work as well as others and are developing their critical thinking to develop that skills and work further. The children are able to learn and recognise the work and styles of a range of different artists and take inspiration for their own work. The children understand that art is subjective and that their opinions and reasoning's are valued. The children enjoy their art lessons and are supported by staff to develop and improve their skills.

Experience for all children	
- All children are given the opportunity to use a range of different tools and materials. - Art competitions.	

Making Skills				
		Year 1	Year 2	Year 3
Drawing		Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.
Painting		Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.
Craft, design, materials and techniques		Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.
Knowing and applying the formal elements	Colour	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.
	Form	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.
	Line	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.
	Pattern	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.
	Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.

	Texture	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.
	Tone	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.

Generating ideas			
	Year 1	Year 2	Year 3
Sketchbooks	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.
Creating original artwork	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.

Knowledge			
	Year 1	Year 2	Year 3
Creating original artwork	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.
Artists, craftspeople, designers	Study the work of the artists: Mondrian Van Gogh	Study the work of the artists: Picasso Kandinsky Monet	Study the work of the artists: Carl Giles Diego Velazquez Puppets Prehistoric Artists

Evaluation			
	Year 1	Year 2	Year 3
Identify similarities and differences to others' work	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).
Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.

Vocabulary

	Year 1	Year 2	Year 3
	Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours, 3-dimensional, sculpture, natural, junk, shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.	Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate, pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch, Puppet, shadow-puppet, decorate, detail, observation, tint, shade, light and dark, negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.

KS1

Term	Cycle A	Cycle B
Autumn	Shape, space and lines • Learn about the class artist and be inspired by their style. Still life Sketching lines and printing • Winter trees and landscapes • Creating prints from a variety of materials	Shape, space and lines • Self Portraits • Learn about the class artist and be inspired by their style. Sketching lines and printing • Animation in the style of Walt Disney • Create a pop art inspired picture inspired by the work of Andy Warhol Autumn leaves-collage, printing and rubbing
Spring	Sketching lines, using a range of different materials and textures. Drawings fruit and vegetables focussing on size, shape and colour Artist – Arcimboldo Colour mixing – using warm tones and cool tones • What are primary and secondary colours • Spinning colour wheels Space art	Sketching lines, using a range of different materials and textures. Colours, shape, line, texture and form. Collage. • Creating seascape art inspired by the artists Monet, Van Gogh and Winslow Homer Colour mixing – creating different colours • What are primary and secondary colours • Spinning colour wheels • Inventing own new colours
Summer	Shape, space, form and line. • Paint an African Sunset silhouette pictures. • Drawing animals/features of animals and their prints Colours, shape, line, texture and form. Collage. • Look at the work of Henri Rousseau • Create jungle collage	Shape, space form and line. • Look at the work of comic book illustrators. • Drawing people - Designing a super hero character and comic strip. Sketching - shape, space form and line. • Drawing common plants inspired by Artist – Georgia O’Keefe

