



Mount Hawke Academy Art Curriculum Progression of Skills

	EYFS	KS1	LKS2	UKS2
<p>DRAWING (pencils, biros, chalk pastels, oil pastels, charcoal, graphite, rubbers, felt pens, ink)</p> <p>USEFUL ARTISTS Degas, Escher, Holbein, Toulouse – Lautrec, Picasso, Durer, Seurat, Klee, Calder, Moore, Da Vinci</p>	<ul style="list-style-type: none"> *A kinaesthetic response starting to build up symbolic marks. *Mark making. *Enjoyment of making marks using drawing tools, fingers and hands. *Experiment with a wide range of tools and materials on different surfaces. *Gain control of marks and tools. *Produce different thicknesses of line and tones. *Explore different scales of mark making. *Start to look at different shapes, patterns and textures. * Draw from observation, imagination and experiences. 	<ul style="list-style-type: none"> *Experiment with a variety of media. * Show an increasing awareness of the types of marks that can be made with a range of media. *Demonstrate increased control of drawing tools. *Draw on a range of different surfaces with a range of media. *Start to use a drawing book to record exploration, ideas and plans. *Continue to investigate tone – look at lines, shapes and patterns using different media. *Make drawings from observations – looking closely at lines and shapes. *Continue to explore textures and how marks can reflect these. 	<ul style="list-style-type: none"> *Draw with increased concentration over a longer period of time. *Develop their awareness of natural and man-made environment. * Analyse the qualities of line, shape, pattern, texture and form in the environment and reflect these in their drawings. * Start to use art vocabulary to talk about their work e.g. line, shape, tone, texture. *Give opportunities for children to develop fantasy and imaginative ideas. *Use drawing as a way to communicate their thoughts and work through their ideas (use of the drawing book as a practice/ideas/process book). *Begin to show that objects have a third dimension. * Develop the use of tone in their drawings. *Use drawing as a way to communicate their thoughts and work through their ideas (use of the drawing book as a practice/ideas/process book). * Use their drawing book to explore and experiment with different media and techniques. 	<ul style="list-style-type: none"> *Work independently with concentration to create detailed drawings. *Continue to develop the key elements of line, shape, tone, pattern, texture and form in their drawings (using a variety of media) and think carefully about using these when developing drawings of natural and man-made objects. *Develop use of art vocabulary when talking about their work and work of others and begin to use these when annotating work *Give children opportunities to create fantasy and imaginative art. *Ensure children have opportunities to draw and record what they choose. *Continue to use their drawing books as a way to communicate their thoughts, ideas and plans. *Use their drawing book to explore and experiment with different media and techniques.

PAINTING

(ready mixed, watercolour, acrylic)

USEFUL ARTISTS

Van Gogh, Cezanne, Picasso, O'Keefe, Kandinsky, Klee, Klimt, Monet, Rothko, Lowry, Magritte, Rembrandt, Pollock, Mondrian

- * Enjoy using a variety of tools - different sized brushes, sponges, fingers, twigs etc.
- * Recognise and name different colours – begin to understand that you can get lighter/darker tones of the same colour.

- * Explore colours (as mixed by the teacher – ensuring differing ranges on offer at different times).

- * Create collections of colour, colour sorting etc.

- * Describing colours and marks.

- * Explore painting on different surfaces.

- * Explore using surfaces and tools of different scales.

- * Know the primary and secondary colours.

- * Explore colour mixing and know how the secondary colours are created.

- * Recognise a colour wheel and show understanding of how it is made up.

- * Recognise and mix different tones of a colour - adding white and black to a colour.

- * Continue to work with different tools on a variety of different surfaces and scales.

- * Show more control over tools and the marks that are made.

- * Begin to use drawing books as a way to test and experiment with paint and colour.

- * Know what cool and warm colours are.

- * Show awareness of the varieties of colours in their environment and to begin to talk about these using appropriate art vocabulary.

- * Use light and dark within painting and explore complimentary colours.

- * Continue to apply and use their knowledge and understanding of colour mixing for their own work.

- * Show growing control over both tools and paint.

- * Start to consider appropriateness of colours for different purposes.

- * Gain confidence and independence when selecting and resourcing own projects.

- * To use drawing books as a way to experiment with colour, paint styles, brushes etc.

- * Continue to use the colour wheel to aid their understanding of colour.

- * To show an understanding of the different sizes and types of brushes and the suitability for different purposes.

- * Apply their understanding of mixing, tones and mood to their own work by building on previous experiences.

- * Show growing confidence whilst working with different tools, paints on different surfaces/scales.

- * To select appropriate resources for their work.

- * Continue to use drawing books as a way to develop ideas through experimenting and exploring paint.

- * Use appropriate art/colour vocabulary when discussing/annotating their own and others' work.

<p style="text-align: center;">TEXTILES</p> <p style="text-align: center;">(fabrics, threads, collage materials, weaving, fabric paint/dye, batik, tie dye, embellishments)</p> <p style="text-align: center;">USEFUL ARTISTS</p> <p style="text-align: center;">Kaffe Fassett, Charlotte Ashley, Maxine Bristow, African/Indian textiles, fashion designers, innovative textile artists – Sandra Chung Nga- Shan, Karen Dodd.</p>	<p>*Enjoy handling, feeling and manipulating a variety of fabrics and textiles.</p> <p>*Start to build up an awareness of surface textures and the different qualities of fabrics/textiles.</p> <p>*Enjoy collecting, sorting and playing with a wide variety of textiles and fabrics.</p> <p>*Begin to explore collage and put different textures together, layering fabrics etc.</p> <p>*Decorate fabric.</p> <p>*Begin to understand what/how a stitch is made – explore stitches of different sizes.</p> <p>*Explore weaving of different materials.</p> <p>*Start to build up vocabulary linked to textures.</p>	<p>* Enjoy and show awareness of the surface texture of fabrics and discuss these.</p> <p>*Use of fabrics and threads in collage work – overlapping/layering, arranging and rearranging.</p> <p>*Create stitches – explore different threads, colours and different lengths of stitches.</p> <p>*Explore weaving – use of different materials.</p> <p>* Gain experience in applying colour to fabrics- fabric crayons/pens.</p>	<p>* Continue to development enjoyment of fabrics/threads. Look at the construction and destruction of materials to learn about qualities e.g. twisting, fraying, knotting, plaiting etc.</p> <p>*Select own fabrics / materials to create collages.</p> <p>*Weaving – use of paper, explore different patterns and shapes.</p> <p>* Explore design and making a template for a sewing project.</p> <p>*Explore embellishments – adding buttons, sequins and beads to fabric.</p> <p>* Explore and experience tie-dye.</p> <p>* Gain experience of creating and using natural dyes.</p>	<p>*Use an increasing amount of different materials and methods to create collages.</p> <p>*Weaving – using threads and fabric.</p> <p>* Design and create a print for fabric.</p> <p>* Use a variety of stitches to create different effects.</p> <p>*Explore the effects of stitching and embellishments.</p> <p>* Explore and experience batik.</p> <p>* Show an understanding of textiles when talking about their own work and that of others.</p>
<p style="text-align: center;">PRINT</p> <p style="text-align: center;">(rubblings, found natural/man- made objects, stencils, string, fruit/vegetable, relief prints, monoprints, block prints, rollers, impressed printing)</p> <p style="text-align: center;">USEFUL ARTISTS</p> <p style="text-align: center;">Warhol, Hokusai, Morris, Toulouse-Lautrec, Mark Heard</p>	<p>*Rubblings – use a variety of objects to create rubbing of natural and man-made objects such as coins and leaves,</p> <p>*Print using leaves, fruits and vegetables.</p> <p>*Print using 'found objects' – natural and man-made.</p> <p>*Stencils – enjoy the creation of a print using stencils – look at/discuss shapes used to create the pictures.</p> <p>*Create pictures from printing – use of an object to create an image.</p> <p>*Create patterns.</p> <p>*Explore finger, hand and foot printing.</p>	<p>*Print using 'found objects' – natural and man-made, hard and soft materials.</p> <p>*Impressed print – using play dough.</p> <p>* Identifying objects that have printed images –books, comics, posters etc.</p> <p>*Create pictures from printing objects – use of different objects to portray different things in image.</p> <p>*Create patterns – random, repeat.</p> <p>* Explore String, tyre and roller printing.</p>	<p>*Create pictures from printing using the edges of cardboard – differing in length and thicknesses.</p> <p>*Create a range of printed patterns -circular/Mandalas,</p> <p>*Discuss print and patterns, look at regular and irregular printing.</p> <p>* Explore, design and create a print for a purpose e.g. wrapping paper, tee shirt.</p> <p>*Create relief prints using card, string, pipe cleaners.</p>	<p>* Explore and create a variety of monoprints (a method where no two prints will be the same).</p> <p>* Continue to develop understanding of relief prints and introduce the use of foam shapes to the relief plate.</p> <p>* Create a block print suitable for a repeat pattern.</p> <p>* Explore use of more than one colour when printing.</p> <p>* Create impressed prints using polystyrene tiles.</p>

SCULPTURE

(clay, paper mache, wire, pipe cleaners, plaster of Paris, Mod roc, dough, paper, recycled, soap, recycled)

USEFUL ARTISTS

Hepworth, Moore, Giacometti, Calder

- * Explore a variety of 3D experiences, play and experiment with a range of tools and materials – build and take things apart. Talk about what they are doing.
- * Development of skills in relation to purposes, solve problems.
- * Talk, write, and draw ideas.
- * Manipulate and explore a range of malleable materials in a variety of ways e.g. rolling, kneading, joining, pinching etc.
- * Impress and apply decoration.
- * Experiment with constructing and joining recycled, natural and man-made materials.
- * Use scissors and tools safely.

- * Continue to experiment with malleable media.
- * Shape, form and model for a purpose, from observation and imagination.
- * Manipulate malleable materials e.g. rolling, kneading, and pinching.
- * Impress and apply different decorative techniques – impressed, painting, applied.
- * Be aware of using tools and equipment safely.
- * Explore creating with recycled materials.
- * Use pipe cleaners, paper, card etc. to create forms.
- * Shape, form, construct and model from observation and imagination.

- * Work in a safe, organized way, caring for equipment.
- * Work with increased confidence with malleable materials.
- * Construct a simple base for extending and modelling other shapes.
- * Develop techniques to join two parts successfully.
- * Develop language appropriate to sculpting techniques and skills.
- * Begin to adapt work as and when necessary and explain why.
- * Start to record and develop ideas from different sources to help with planning and creating.

- * Continue to model and develop work through a combination of methods e.g. pinch, roll, slab, coil etc.
- * Gain experience in modelling over an armature e.g. newspaper frame for mod roc.
- * Use drawing books to develop ideas, plans and annotate these.
- * Recognise sculptural forms in the environment.
- * Explore carving with soap or candles – experiment with shapes and textures.
- * Wire work – exploring line and shapes.
- * Solve problems and adapt methods/designs as they are needed and explain why.

<p style="text-align: center;">GENERAL OBJECTIVES and RESPONSE TO ART</p>	<ul style="list-style-type: none"> *Build up a confidence and enjoyment of materials and tools. *Encourage exploration of new tools and materials. *Encourage communication and expression of own ideas. * Build up experiences by seeing, touching and doing. Personal Response. *Introduce art and design in different forms - talking about likes and dislikes – personal response. 	<ul style="list-style-type: none"> *Build up confidence in approaching new situations, tools and materials. *Motivate communication and expression of ideas. *Show a response to experiences. * Develop creative thought and the ability to persevere through problems through to a conclusion. * Develop a visual and tactile awareness and language. Personal response. *Talk about likes and dislikes of their work and work of others. * Begin to use a range of 'art' vocabulary when discussing works of art. 	<ul style="list-style-type: none"> * Continue to build on objectives from earlier years. Personal response. * Develop their ability to recognise and discuss different approaches to their own work and that of others. * Begin to show an awareness of self-assessment during discussion and reflection. *Develop use of 'art' vocabulary and use whilst working on their own artwork and when discussing pieces of art. 	<ul style="list-style-type: none"> * Continue to build on objectives from earlier years. * Start to consider challenges and respond to them, selecting appropriate tools and materials. *Gain an understanding of the nature and possibilities of art experiences in all its forms. Personal response. *Self-assess and reflect on their work and discuss reasons for choices. *Peer assessment – think about constructive comments and back up with explanations. *Start to develop and talk about their work and the work other artists and preferred methods of working.
<p style="text-align: center;">EXPLORATION OF IDEAS</p>	<p>Exploration of ideas whilst working and playing only recording through choice.</p>	<p>During KS1 introduce a Drawing Book and use when appropriate to the children's' needs. Use to record useful information, to practise work, exploration of media and artist information.</p>	<p>To continue to use a drawing as a tool as in KS1. In addition to this, encourage children to bring in work from home, photographs etc. that they like/have done in order to build a 'picture' of their own art. Encourage some short, written reviews of their work and key points that they have learned in lessons.</p>	<p>To continue to use a drawing as a tool as in KS1 and LKS2. In addition to this encourage children to review different pieces of art – make comparisons and research artists of interest for themselves. Annotate work. Continue to bring in examples of artwork from home.</p>

Throughout all these areas, children will be given the opportunity to discuss and review their own and the work of others. They should develop the ability to express thoughts and feelings about artworks and explore a range of artists, craft makers, architects and designers both current and through history.