

The Art and Design Curriculum at John T Rice Infant and Nursery School

KS1 Progression

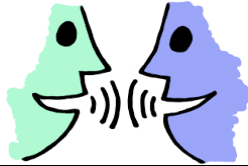





Our Art and Design Curriculum Intent

At John T Rice Infant and Nursery School, it is our intention that our Art and Design Curriculum is uniquely designed for our school. Through the Art & Design Curriculum we aim to deliver exciting, engaging, high quality lessons within which pupils develop skills, knowledge and attitudes of curiosity, exploration and experimentation. The children recognise how Art & Design has shaped history, contributed to culture, creativity and the wealth of the nation. Children respectfully appreciate diversity and express their preferences within Art and Design. It is our intention that children become equipped with skills, knowledge, attitudes and opportunities which unlock their talent and fulfil their potential.

Our Curriculum Drivers.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

<p>Communication Skills</p> 	<p>Mental Health and Resilience</p>  	<p>The Wider World</p> 
<p>Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.</p>	<p>Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners</p>	<p>Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.</p>

An Artist leaving John T Rice Infant and Nursery School will be able to work individually and collaboratively, experimenting, inventing and creating their own works of art, craft and design. They will be able to showcase their own Art and view that of others. They will have become critiques using visual language - line, shape, pattern, colour, texture, form, when making observations, expressing the impact of Art & Design on their emotions, conveying ideas and when accentuating their individuality.

Progression Document: Art and Design

EYFS ELG: Expressive Arts and Design-Creating with Materials	National Curriculum Subject Content
EYFS	KEY STAGE ONE
<ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Pupils should be taught: <ul style="list-style-type: none"> 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 Design Themes over the year

Cycle A

	Autumn	Spring	Summer	
KS1	Artist-Frida Kahlo Pencil skills-Self-portraits	Artist-Peter Clark Collage dragons	Artist-Caroline Bell Printing and Painting from natural materials.	Artist-Michelle Reader Sculpture from rubbish and plastic


Art and Design Themes over the year

Cycle B




	Autumn	Spring	Summer
KS1	Artist-Quentin Blake Pencil skills-Drawing of a fairy tale character	Artist-Judy Watson Napangardi Aboriginal Art	Artist-Henri Rousseau Collage and Paint skills-The tiger picture

	Progression in Key Art and Design Vocabulary	
	YEAR 1	YEAR 2
Sculpture	shape, clay, salt dough, plasticine, play dough, pressure, tools, materials, cornflour, manipulated, forms, rolling, stretching, pressing, reclaimed items, forms, reassembled, painted, collage, sticking, backing, sticking, creative collages	clay, natural material, rolling, stretching, pressing, pulling, clay sculpture, manipulate, air dried clay, join, hatching, tools, texture, reclaimed items, sculpture, collage, sticking, backing
Drawing and Painting	pencil, crayon, pincer grip, tracing, lines, shapes, patterns, accuracy, coordination, drawing tools, pencil, chalk, different shapes, circles, ovals, triangles, observe facial features, layer up shapes composition, grip, paint brush, easel painting, paint pots colour, poster paint, brush, washed, blotted, select, copy, primary colours, dilute, wash	pencil, variation in pressure, pincer grip, different densities, line, drawing tools, chalk, pastels, charcoal, different shapes, circles, ovals, triangles, observe, composition, proportion, facial features, drawing self-portrait, paint, poster paint, watercolour, brush, washed, blotted, effects, textures, vibrant, muted, subdued, observe, select, copy, primary colours, secondary colours, dilute, wash
Artists, Architects and Designers	artist, paintings, drawings, colour selection, shape, famous, abstract art, architect, designs	artist, paintings, drawings, abstract art, primary colours, secondary colours, mixed, architect, designs, architectural features, explore creatively, art media

Skills and Knowledge progression

Breadth of Study	Year 1	Year 2
Drawing 	<ul style="list-style-type: none"> To be able to draw lines of different sizes and thickness. To be able to begin showing different tones by using coloured pencils. To be able to begin to show pattern and texture by adding dots and lines. 	<ul style="list-style-type: none"> To be able to draw with different types of pencils such as charcoal and pastels. To be able to create tones and textures.
Painting	<ul style="list-style-type: none"> To know the name of the primary colours. To be able to use thick and thin brushes. 	<ul style="list-style-type: none"> To know how to mix primary colours to create all the secondary colours.

	<ul style="list-style-type: none"> To be able to begin to mix primary colours to make secondary colours. To be able to add white to colours to make tints and black to colours to make tones. To be able to create colour wheels with support. 	<ul style="list-style-type: none"> To be able to make tints and tones by adding white and black, to make a wide spectrum of colours. To be able to independently create colour wheels.
<p>Printing</p>	<ul style="list-style-type: none"> To be able to use different objects to create prints e.g., vegetables, natural materials. With support be able to create a print in the style of Caroline Bell. 	<ul style="list-style-type: none"> To be able to create a print by pressing, rolling, rubbing and stamping. To be able to use repeating or overlapping shapes. To be able to independently create a print in the style of Caroline Bell.
<p>Collage</p>	<ul style="list-style-type: none"> To be able to independently choose a selection of materials that can be cut, torn and glued. To be able to sort and arrange materials in a particular way. 	<ul style="list-style-type: none"> To be able to use a combination of materials that are cut, torn and glued and explain why they have chosen them. To be able to mix materials to create texture.
<p>Textiles (Linked to Design and) Technology</p>	<ul style="list-style-type: none"> To be able to join two materials using glue. To be able to use fabric crayons to create individual designs. 	<ul style="list-style-type: none"> To be able to join two fabrics together by sewing them. To be able to use fabric crayons to create patterns.

<p>Sculpture</p> 	<ul style="list-style-type: none"> To begin to be able to use techniques such as rolling, cutting, and moulding. To begin to be able to explore sculpture with a range of malleable material, e.g., plasticine. To begin to be able to experiment with, and construct with, recyclable, natural and man-made materials 	<ul style="list-style-type: none"> To be able to use techniques such as rolling, cutting, moulding and carving. To be able to explore sculpture with a range of malleable material, e.g., plasticine and clay. To be able to use a combination of shapes when creating 3D sculptures.
<p>Knowledge of Artists</p> 	<ul style="list-style-type: none"> To know the name and describe the work of some artists and designers. 	<ul style="list-style-type: none"> To know how to respond to the ideas of artists studied and use some these to create their own pieces, explaining their choices.
<p>Use of ICT</p> 	<ul style="list-style-type: none"> To be able to with support, use a simple painting program to create a picture. (Sketch Book) To be able to start to use a few ICT tools to create different textures, lines, colours, tones and shapes. 	<ul style="list-style-type: none"> To be able to independently, use a simple painting program to create a picture. (Chrome Canvas) To be able to use a wide range of ICT tools to create different textures, lines, colours, tones and shapes.