



# Rawmarsh Ryecroft Infants School – Curriculum Progression Map

## Art

### Values and Vision

#### "Secure, Happy and Successful"

**Resilience** – I always keep going

**Respect** – I value everybody and everything

**Care** – I look after my world and the people in it.

**Achievement** – I try to be the best I can be

**Community** – I am proud of where I belong

### Intent

Children will be taught high-quality art and design skills to engage, inspire and challenge them. Teaching will equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically about their own work and the work of others. They should also know how art and design both reflect and shape history, culture and creativity throughout the world.

### Implementation

At Ryecroft, we enable children to express themselves in a creative, individual and imaginative manner. Taught strategies and techniques are built upon using a progression of skills and through a topic centred curriculum, where knowledge is acquired as part of cross curricular learning. By the end of Year Two, it is expected that most children will have developed their knowledge and understanding of all the skills set out in Key Stage One.

### Impact

Children will develop their proficiency in a wide range of strategies and techniques. They will be able to evaluate and analyse creative works of their own and those of great artists, craft makers and designers. They will understand the historical and cultural development of a variety of art forms. Their knowledge and skills will develop progressively as they move through the school and they will be encouraged to reflect and take a sense of pride in their creative achievements.

## Objectives and Vocabulary

|                   | FS2                                                                                                                                                                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Objectives</b> | <p><u>ELG EA and D</u></p> <p><b>CWM</b> – To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>CWM</b> – To share creations, explaining the process they have used.</p> <p><b>CWM</b> – To make use of props and materials when role playing characters in narratives and stories.</p> | <p><u>National Curriculum</u></p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To discuss 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.</p> | <p><u>National Curriculum</u></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, text I can draw still life, landscapes and human figures in different poses and from varying perspectives. texture, line, shape, form and space</p> |
| <b>Vocabulary</b> | Pencil, Paint, Paintbrush, Paper, Materials, Collage, Fabric, Rip                                                                                                                                                                                                                                                                                                                   | Draw, Clay, Materials, Sculpt, Portrait, Landscape, Thick, Thin, Tools, Primary colour                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Observational, Texture, Light and dark, Artist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  |  |  | Observe, Tone, Model, Sketch, Shade, Structure, Smoothing, Joining, Secondary colour |
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## As Artists we need to be able to ....

|                  | FS2                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 1                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Drawing</b>   | <p>I can control a pencil confidently.</p> <p>I can use a variety of drawing materials to make marks.</p> <p>I can choose particular colours for a purpose.</p> <p>I can explore mark making and using pencils for drawing.</p>                                                                                                                                                                                                                                 | <p>I can make a variety of marks with different materials (pencils, chalk, pastels, felt tips, charcoal etc) on a variety of surfaces.</p> <p>I can hold and use drawing tools and control to represent their observations or memories.</p> <p>I can draw lines of varying thickness.</p> <p>I can use lines and dots to create pattern and texture.</p>                                              | <p>I can draw from observation recording shapes and positioning all marks and features.</p> <p>I can explore tone using different grades of pencil, pastel and chalk.</p> <p>I can make sketches from observation adding light/ dark tone, colour and texture.</p>                                                                                                                                                                                                                                                                                         |
| <b>Painting</b>  | <p>I can explore what happens when I mix colours.</p> <p>I can choose particular colours to use for a purpose.</p> <p>I can begin to experiment with different shades of colours, e.g. different shades of blue when painting the sea.</p> <p>I can explore using paintbrushes and other painting tools for different effects such as rollers.</p> <p>I can recall the colour names.</p> <p>I can name the primary colours.</p>                                 | <p>I can select different brushes to explore and make marks of different thickness.</p> <p>I can apply paint with a range of tools.</p> <p>I can name the primary and secondary colours.</p> <p>I can apply paint to make a background using wide brushes or other tools such as sponges.</p> <p>I can experiment with using different shades of one colour making it lighter or darker.</p> <p>.</p> | <p>I can use a range of different tools to investigate mark-making e.g. different sized brushes, sponges, ends of dowel to create particular effects.</p> <p>I can mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>I can explore adding other materials to paint to create different textures e.g. glue, sand, sawdust.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can add black or white to alter shades.</p> <p>I can talk about the value of colours e.g. if it is light or dark.</p> |
| <b>Sculpture</b> | <p>I can build / construct using duplo, mobilo, knex, wooden blocks and lego.</p> <p>I can enjoy using a variety of malleable media such as clay, salt dough, playdough to impress and apply simple decorations.</p> <p>I can use my fine motor skills to explore small objects of differing textures such as beads, threading/weaving, pasta on a string and cutting shapes using simple tools.</p> <p>I can attach and join materials using glue or tape.</p> | <p>I can use a variety of techniques e.g. rolling, carving, pinching and cutting.</p> <p>I can create a variety of different textures using different tools.</p> <p>I can use a wide range of natural, man-made and recycled materials to sculpt/ construct with.</p> <p>I can join objects in a variety of different ways.</p>                                                                       | <p>I can handle and manipulate rigid and malleable materials e.g. clay, card and found objects to represent something known e.g. bodies/ heads and add surface texture.</p> <p>I can control surface experimenting (create line and patterning) with basic tools.</p> <p>I can replicate pattern and texture in the style of a particular artist.</p> <p>I have an awareness of natural and man-made forms.</p>                                                                                                                                            |

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|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | I can begin to construct/ sculpt using a variety of objects.                                                                                                                    | I can shape/ construct/ model from direct observation, memory or from their imagination.                                                                                                                                                                                                                                                      | I can use clay to create a simple structure, smoothing and joining with care.                                                                                                                                                                                                                                                                                                   |
| Collage                                                                   | I can begin to rip or cut paper for a purpose.<br><br>I can use glue and glue spreaders.                                                                                        | I can experiment with sorting and combining a variety of different materials that have been cut or torn to create their own arrangement.<br><br>I can use a variety of differing backgrounds.<br><br>I can sort and use according to specific qualities eg warm, cold, shiny, rough<br><br>I can begin to cut/ rip shapes with some accuracy. | I can select different materials from set resources considering content, shape, surface and texture.<br><br>I can select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea.<br><br>I can add texture by mixing materials.<br><br>I can use glue/adhesives to place cut and torn shapes onto a surface to convey an idea. |
| As Artists we need to know ...                                            |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |
| Artists, crafts people and designers<br><br><br>Reflection and Evaluation | The name of some famous artists. (See Below)<br><br>How to begin to talk about what they like and dislike.<br><br>How to begin to talk about their work and the work of others. | The name of some famous artists and the type of art they are famous for. (See Below)<br><br>If they like or dislike the work of that artist.<br><br>How to describe how they feel about their artwork and the artwork of others.<br><br>How to talk about key features of their own artwork.                                                  | The name of some famous artists and the type of art they are famous for. (See Below)<br><br>If they like or dislike the work of that artist.<br><br>How to talk about why they like/ dislike the work of a particular artist.<br><br>To describe how they feel about their artwork using the language of art.                                                                   |
| Artists Covered in Each Year Group                                        | Lucy Strutt<br>Andy Goldsworthy                                                                                                                                                 | Paul Klee<br>Andy Warhol                                                                                                                                                                                                                                                                                                                      | Tom Martin (Local Artist)<br>Lowry                                                                                                                                                                                                                                                                                                                                              |
| Whole School Artist (picture this)                                        | Picture This - Artist to be decided                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |