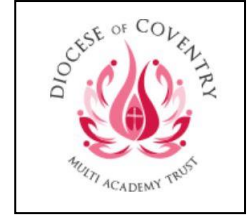




Leamington Hastings C of E Academy

Art and Design / Expressive Arts and Design

curriculum progression



At Leamington Hastings Academy our aim is to deliver an Arts and Design curriculum that engages, inspires and challenges every child. Through a wide range of opportunities, children are encouraged to develop the basic skills and knowledge to enable them to experiment creatively and express themselves through personal works of art, craft and design. Through art and design, children will develop creative and critical thinking, both of their own and their peers work, and through study of creative outcomes throughout history and across varied cultures. Within KS1 art, children will learn the skills and techniques, before applying them to create a final piece at the end of a unit.

All children in school will have the opportunity to study the work of famous artists.

In KS1, children will study drawing and painting each year. Sculpture, printing, collage and textiles will be studied once within a two year cycle.

Aims

At Leamington Hastings C of E Academy we aim that children:

- enjoy taking part in artistic activities
- develop the ability to express themselves creatively, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- develop competence to excel in a broad range of artistic activities
- develop creative critical thinking
- evaluate and analyse creative works
- know about the work of a range of artists and make links between artists work and their own
- study of creative outcomes throughout history and across varied cultures

Skills and knowledge taught as part of Art sessions:

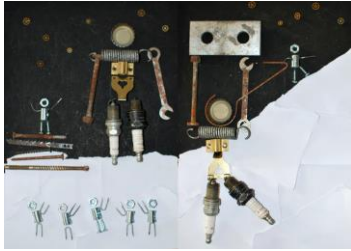
	Rising 3	Pre-School	Reception	Year 1	Year 2
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Work of famous artists, craft makers and designers

Children will study the following artists in cycle A

Superheroes

Clare Thompson (Junk DNA - transient art)



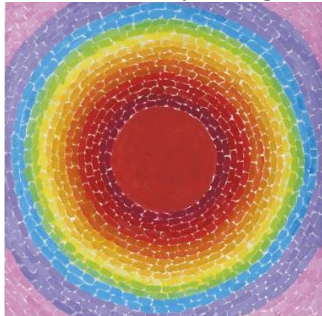
Mighty Minibeasts

Joan Miro (The Garden - drawing)



We're All Going on a Summer Holiday

Alma Thomas (printing and painting)



Children will study the following artists in cycle B

Food, glorious food!

Yayoi Kusama (painting)

Children will study the following artists in cycle A

Lisa McKenna (Local artist) Rugby High Street 1902



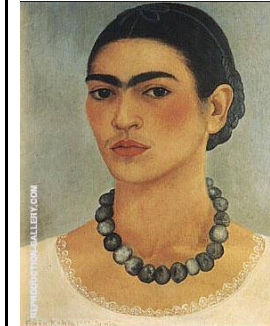
(landscapes)

Queenie McKenzie Hills on Texas Downs Country



Discoveries (self-portraits)

Frieda Kahlo



Toys

Paul Klee (stamping and printing)



Children will study the following artists in cycle B

Fire, Fire



Marvellous Me!

Jackson Pollock (exploring colour mixing and texture)



Dinosaur Discovery

Cave Paintings (drawing)



Andy Goldsworthy (natural sculpture)

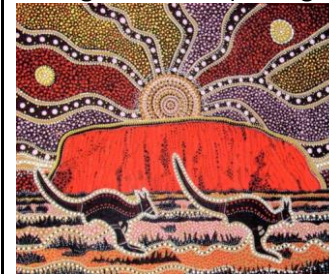


Here or There

Moon Collage (Dada art in the style of Hannah Hoch)



Let's go on Safari (Aboriginal Art e.g. Danny Eastwood)



	Begin to notice some features of artists work such as colour, line or movement.		Notice some features of artists work such as colour, line or movement.	Orally make factual comments about the work of an artist studied, notice features such as objects, colours, size or materials used.	
				Notice and explore why artists used particular colours, shades or media.	
				Identify techniques that have been used by an artist such as marks, direction, brush strokes and blending of colours.	
				Make comparisons between the work of different artists studied, and between different works created by the same artist. Compare colours, media, brush stokes, objects etc.	
	Begin to make simple choices with regards to things that are liked or disliked in a piece of art work.		State what is liked or disliked about a piece of art.	State what is liked or disliked about a piece of art, giving reasons for their choices.	
Exploring and developing ideas	Use imagination as they consider what to do with different materials.	Experiment with a range of art materials in continuous provision.	Develop their ideas about how to use materials and what to make.	Produce creative work, exploring ideas and recording experiences with increasing accuracy.	
	Make simple models which express their ideas.	Decide which materials to use when creating.	Decide which materials to use to express ideas	Try different materials and methods to improve.	
	Respond imaginatively to art work and objects.			Understand how ideas are developed through processes and show resilience through getting things wrong and trying again.	
Drawing	Children will be provided with opportunities to use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.				
	Begin to make marks intentionally.	Use drawing to represent ideas like movement or loud noises.	Develop a tripod grip.	Hold a pencil with a tripod grip with control and know how to adjust grip to make effects.	Know how to use HB, 3B, 3H to make light and dark lines and shaded areas.
	Express ideas and feelings through making marks, and sometimes give a	Draw with increasing complexity and detail, such as representing a	Look closely at objects and images to copy shape and position to represent what they see.	Draw outlines of objects / features with increasing accuracy.	Know how to press hard for a clear, strong outline. Know how to press lightly to make a lighter mark.

	meaning to the marks they make.	face with a circle and including details.	Begin to show accuracy and care when drawing.		
		Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Begin to accurately copy step by step instructions to draw a familiar object.	Draw objects by using knowledge of prepositions to locate objects accurately- on, behind, next to, in front, under etc.	Shade inside shapes, keeping inside the lines. Use finger as a guide to help stay inside the lines / slow down towards the line
	Enjoy drawing freely.	Show different emotions in their drawings – happiness, sadness, fear etc.	Notice some detail and include it in their drawing, e.g. eyelashes, spokes on a bicycle wheel, funnels on a train, petals on a flower.	Know that the eyes are level with ears on a portrait	Correctly place the facial features with an understanding of scale
	Draw and shade on different surfaces, with adults supporting children to notice the effect that this has.		Draw and shade on different surfaces, noticing the effect that this has.	To draw vertical lines and horizontal lines to place features of the face accurately	Draw so that the background and foreground touch
		Create thick and thin lines using a range of pencils.		Size of the object in the foreground are proportional to the objects in the background	
				Begin to use dots and lines to demonstrate pattern and texture.	Use dots and lines to demonstrate pattern and texture.
					Blend and smudge drawing materials such as oil pastels to create effects.
Painting	Children explore using a variety of different brushes and other objects to create paintings using poster paint, ready mixed paint, water colours and acrylic paint.				
	Paints with large muscle movements.	Holds a paintbrush comfortably.	Explores and safely uses a paintbrush with increasing control.	Hold a paintbrush with a tripod grip for control.	
	Notices colours change when they mix them together	Explore colour and colour-mixing by experimentation.	Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, following pictorial or adult guidance.	Know the names of the primary colours - red, yellow and blue and know that you cannot make these colours by mixing.	Add black to a colour make a shade, gradually increasing the quantity of black to make the tone darker.
Name the primary and secondary colours of red,			Name and know how to mix the secondary colours of	Add white to a colour to make a tint, gradually	

			yellow, blue, orange, green and purple.	orange, green and purple by mixing primary colours.	increasing the quantity of white to make the tint lighter.
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Experiment with colour to represent ideas.	Begin to understand how to clean and dry a paintbrush when switching colours.	Know how to wipe off excess paint	Keep the paint within an intended area without crossing over the lines.
				Know how to clean a brush to avoid colour contamination.	Select a suitable sized brush for the area to be covered.
				To fill a large area with a consistent thickness of paint.	Create a colourwash using watercolour paints as a background.
Printing	Children will have the opportunity to experiment with shape and pattern, using different materials to create textures.				
	Use parts of the body to make prints.		Use a range of stamps and explore the marks they make (use blocks, sponges, fruits etc.)	Make stamps (using blocks, sponges, fruits etc.), varying the textures by using fabric, glue / other materials	
	Notice prints in the natural world, e.g. muddy food prints, bark rubbings, tooth marks in fruit	Uses rollers/ textured paintbrushes to print, noticing the differences and effect of the marks made	Prints using 3D shapes, exploring the shapes they make	Create a repeated pattern that repeats at different intervals	
	Create own patterns using print.		To copy and create a simple repeated pattern using print.	Vary print by applying knowledge of colour mixing.	
			Uses paint and folded paper to explore symmetry print	Combine and layer block prints within the same design.	
	Explores the prints objects make in sand/dough.		Create mono prints by drawing onto foil, painting then pressing paper to reveal the pattern.	Demonstrate a range of printing techniques – rolling, pressing, stamping and rubbing.	
Collage	Children will have the opportunity to explore creating a variety of images with a range of media. They will experiment with sorting and arranging materials and refine these to create their work.				
	Experiment with cutting and layering resources to find out what they can do.	Layer materials e.g. tape, chalk, wax, paint sticks and explore the effects these create.	Collage with a range of materials in continuous provision, beginning to select purposefully for colour, texture or effect.	Select / tear appropriately sized paper or other materials.	
				Cover a designated area by collaging (no gaps unless intended).	

	Enjoy sticking pieces of paper or other materials together.	Experiment with collaging, e.g. using glue and masking tape to stick pieces of scrap materials onto old cardboard boxes.	Use different types of tape and glue to join materials and create effects.	Layer dry media (charcoal / pastels / oil pastels / cardboard / paper etc.) to add texture and create shapes. Select texture for a purpose, sorting and arranging materials to produce effects.
	Glue a variety of resources onto paper using glue sticks.	Begin to create a scene with adult support, including pictures from magazines and a range of resources e.g. sequins might be added to represent stars in the sky or fabric added for clothing.	Create a scene, including pictures from magazines and a range of resources e.g. sequins might be added to represent stars in the sky or fabric added for clothing.	Mix materials to embellish collages with textures using paper / card / wool / fabric etc.
Sculpture	Children will have the opportunity to use a variety of materials (natural, man made and recycled) for sculpting and experimenting with joining and constructing.			
	Make sandcastles and mud pies to support their play.	Adds items to dough or clay to extend meaning. E.g. puts in bits of straw to be candles. Adds buttons for eyes.	Creates transient art with loose parts.	Select natural resources for their different textures e.g. pebble = smooth , moss = fluffy.
	Explore different materials such as sand, card, playdough and mud, using all their senses to investigate them. Manipulate/play with different materials.		Joins natural materials to represent things, e.g. to make stick man	Combine different natural resources (leaves, stones, bark) to create shapes and objects for a purpose.
				Select resources to create different heights and textures.
	Choose from a wide range of found materials ('junk') clay, soft wood, card, off-cuts of fabrics and materials with different textures.	Begin to link colour when creating, e.g. makes a snowman from white dough	Selects colours appropriately for purpose.	Select natural resources for block colours e.g. leaves, grass are green. Mud and twigs are brown.
	Make simple models to express their ideas such as making 'cakes' and rolling sausages using dough.	Develop creative ideas when using dough or clay, giving meaning to what they make	Experiments with various tools and found things to create textures and patterns in clay and dough.	To use tools (fork, blunt knife, rolling pin, toothbrush, etc.) to create textures and patterns in clay, including rolling, cutting and pinching.

		Makes familiar items from dough or other materials, e.g. snowmen and food.		Use a variety of shapes in clay, including lines, patterns and textures.
Textiles	Children have the opportunity to explore a variety of techniques with textiles, such as weaving and dyeing.			
	Take part in a group project of weaving with adult support.	Demonstrate a pattern by weaving.	Use a dyeing technique to alter a textile's colour and pattern.	
			Decorate textiles by embellishing with other materials to add detail, colour and effect, using glue or stitching, exploring which will produce the best results.	
Evaluation	Share their creations with others.	Share their creations explaining the process they used.	Compare work created against design brief.	Identify techniques that have been used to create a piece of artwork e.g. marks, direction, brush strokes, blending of colours
		Orally state what they like about the work they have created.	State what is liked or disliked about a piece of work.	State what is liked or disliked about a piece of work and stating what they would change next time
			Make links between the work of artists studied, and own work. Compare and contrast.	
				Receive and offer feedback in order to improve.