

Art Progression Map

“Art is something that makes you breathe with a different kind of happiness.”

Anni Alders



Art Curriculum Map



Art technique



Artist appreciation



Painting, drawing and sculpture



Using materials

Self portrait

Giuseppe Arcimboldo

Super sculptures



Y2

Andy Goldsworthy

Paper art

Colour creations



Y1

Creative Area

Painting and Printing

Collage



EYFS

Drawing

Sculpture

Artists

Objective

To explore the resources available in the creative area and to understand how to use them appropriately.

Enquiry

What can we do in the creative area?



Substantive Knowledge (Content)

- We can make marks with different resources: pens, pencils, markers, crayons, pastels.
- Different resources make different kinds of marks.
- We can join materials in different ways: PVA glue, pritt-stick, Sellotape, masking tape, staples.
- We can create marks and colour using different kinds of paint and different tools.
- We can use tools to effect changes to paper in different ways: scissors, hole punches, shape cutters
- We can combine resources to create models and sculptures –loose parts, treasure modelling: boxes (various sizes), cardboard tubes, ribbons, tissue paper, fabric, bottles, lids, corks

Future Learning

EYFS

Children will use the creative area throughout the year, applying and developing their drawing, painting, sculpting and collage skills in different contexts and using different resources in the context of their current learning and interests.

KS1

Children will continue to apply and develop their drawing, painting, sculpting and collage skills through the different units in KS1.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Drawing	The act of making a picture with a pencil or pen
Painting	The act of making artwork with paint
Sculpting	To create solid objects that represent a thing, person, idea etc out of materials such as wood, clay, metal or stone

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art
Texture	A tactile quality of an object’s surface

Key vocabulary

pen, pencil, marker, crayon, pastel	Resources to make marks
draw	To make a picture of something or someone with pencil, pen, crayon etc
picture	A drawing, painting, photograph etc
paint	To make a picture using paints. A coloured liquid applied for decoration.
paintbrush	Tool used to apply paint.
painting	A picture created with paint.
glue, pritt-stick, Sellotape, masking tape, staples, stapler	Resources and tools to join materials
stick	To adhere something, e.g. with glue or tape
join	To connect or fasten things together
scissors, hole punch, shape cutter	Tools to effect changes to paper
cut	To shape or make something smaller e.g. with scissors
box, tube, ribbon, tissue paper, fabric	Resources to be used in treasure modelling and collage
treasure modelling	Creating sculptures or models from repurposed resources
Loose parts	Open-ended materials that can be combined and recombined in a variety of ways
collage	A piece of art in which various materials or objects are stuck onto a larger surface.

Assessment points

- **Explore** different ways of making marks.
- **Explore** different ways of joining materials
- **Explore** different ways of effecting changes to paper
- **Explore** different ways of combining resources

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

SEN/D minimum expectations


- **Explore** different ways of making marks.
- **Explore** different ways of joining materials
- **Explore** different ways of effecting changes to paper
- **Explore** different ways of combining resources

High prior attainment and extension opportunities

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective
To explore different techniques, resources and stimuli for drawing.

Enquiry
What would you like to draw?


Substantive Knowledge (Content)

- We can draw with a range of resources: pencils (graphite and coloured), crayons, pens, markers, pastels.
- We can use drawing to represent things we can see.
- When we represent things we can see, we need to look very closely (observational drawing).
- We can use drawing to represent ideas from our imaginations.
- Drawings can be abstract.
- We can draw outlines or we can fill in the space inside the outline.
- Drawings can be black and white or coloured

Prior Learning

EYFS
Children have been introduced to the creative area, resource by resource, in term 1. This is an ongoing, exploratory unit, across the year.

Future Learning

EYFS
Children will apply and develop their drawing skills in different contexts and using different resources in the context of their current learning and interests. Children will often combine their drawing skills with skills from other units, such as painting and collage.

KS1
Children will apply their drawing skills in Y2 unit 1 when they will draw self-portraits and again in Y2 unit 2 when they learn about Arcimboldo.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Drawing	The act of making a picture with a pencil or pen

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art

Key vocabulary

pen, pencil, marker, crayon, pastel	Resources to make marks
draw	To make a picture of something or someone with pencil, pen, crayon etc
picture	A drawing, painting, photograph etc
outline	The main shape of something
imagination	The ability to form pictures in the mind
abstract	Not representing the appearance of people or objects

Assessment points

- Explore different ways of making marks.
- Make drawings from imagination
- Make drawings from observation
- Make drawings that are realistic
- Make drawings that are abstract
- Make line drawings
- Make drawings and colour them in
- Make black and white drawings
- Make coloured drawings
- Make large scale drawings
- Make small scale drawings

EYFS Coverage


- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

SEN/D minimum expectations

- Explore different ways of making marks.
- Make drawings from imagination
- Make drawings from observation
- Make drawings that are realistic
- Make drawings that are abstract
- Make line drawings
- Make drawings and colour them in
- Make black and white drawings
- Make coloured drawings
- Make large scale drawings
- Make small scale drawings

High prior attainment and extension opportunities

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.




Objective

To explore different techniques, resources and stimuli for painting.

Enquiry

How can you use the paint to create a piece of art?



Substantive Knowledge (Content)

- We can paint with a range of resources: watercolours, poster paints, block paints, powder paints, natural or artificial dyes...
- We can use a range of tools to work with paint: paintbrushes of different sizes, pipettes, toothbrushes, sponges, sticks, fingers...
- We can use painting to represent things we can see.
- When we represent things we can see, we need to look very closely (observational painting).
- We can use painting to represent ideas from our imaginations.
- Paintings can be abstract
- We can paint outlines and we can fill in the space inside the outline.

Prior Learning

EYFS

Children have been introduced to the creative area, resource by resource, in term 1. This is an ongoing, exploratory unit, across the year.

Future Learning

EYFS

Children will apply and develop their painting skills in different contexts and using different resources in the context of their current learning and interests. Children will often combine their painting skills with skills from other units, such as drawing and collage.

Y1

Children will apply their painting skills in Y1 unit 1 when they explore the work of Mondrian.

Y2

Children will apply their painting skills in Y2 unit 1 when they create self-portraits, and again in unit 2 when they learn about Arcimboldo.

Skills	
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Painting	The act of making artwork with paint

Concepts	
Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art

Key vocabulary	
Watercolours, poster paint, block paint, powder paint, dye	Resources to paint with
Paintbrush, pipette, toothbrush, sponge, stick...	Tools to paint with
painting	A picture created with paint
paint	To make a picture using paint
print	To leave a mark on a surface where a painted object has been pressed on it
picture	A drawing, painting, photograph etc
outline	The main shape of something
imagination	The ability to form pictures in the mind
abstract	Not representing the appearance of people or objects
squeeze	To press firmly from all sides
press	To push something firmly
squirt	To force a liquid quickly through a narrow opening
flick	To move something with a short, sudden movement
splatter	To cover a surface with small drops
drop	A small, round-shaped amount of liquid
Thick / thin	Having a large / small distance between two sides

Assessment points

- Explore different ways of making marks with paint.
- Explore different types of paint
- Explore mixing colours of paint.
- Make paintings from imagination
- Make paintings from observation
- Make paintings that are realistic
- Make paintings that are abstract
- Make outline paintings
- Make paintings with outlines filled in
- Make large scale paintings
- Make small scale paintings

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*


SEN/D minimum expectations

- Explore different ways of making marks with paint.
- Explore different types of paint
- Explore mixing colours of paint.
- Make paintings from imagination
- Make paintings from observation
- Make paintings that are realistic
- Make paintings that are abstract
- Make outline paintings
- Make paintings with outlines filled in
- Make large scale paintings
- Make small scale paintings

High prior attainment and extension opportunities

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.

Motcombe School



Flying high together

Objective

To explore different techniques, resources and stimuli for sculpture.

Enquiry

How can you use these resources to create a piece of art?



Substantive Knowledge (Content)

- We can use a range of resources to create sculptures: playdough, clay, natural resources, treasure modelling resources (repurposed items e.g. egg boxes), fabric, ribbons, buttons, other loose parts...
- We can use a range of tools to help us to create sculptures, to join, combine and shape materials
- We can use sculpture to represent things we can see.
- When we represent things we can see, we need to look very closely (observational sculpture).
- We can use sculpture to represent ideas from our imaginations.
- Sculpture can be abstract

Prior Learning

EYFS

Children have been introduced to the creative area, resource by resource, in term 1. This is an ongoing, exploratory unit, across the year.

Future Learning

EYFS

Children will apply and develop their sculpting skills in different contexts and using different resources in the context of their current learning and interests. Children will often combine their sculpting skills with skills from other units, such as drawing and painting.

Y1

Children will apply and develop their skills with loose parts in Y1 unit 3 when they learn about Andy Goldsworthy.

Y2

They will apply and develop their skills with loose parts in Y2 unit 2 when they learn about Arcimboldo. Children will develop their sculpting skills in Y2 unit 3.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Sculpting	To create solid objects that represent a thing, person, idea etc out of materials such as wood, clay, metal or stone

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art
Texture	A tactile quality of an object's surface

Key vocabulary

sculpture	A solid object representing a thing or concept
play dough, clay	Resources to sculpt with
loose parts	Open-ended materials that can be combined and recombined in a variety of ways
treasure modelling	Creating sculptures or models from repurposed resources
join	To connect or fasten things together
cut	To shape or make something smaller e.g. with scissors
stick	To adhere something, e.g. with glue or tape
glue, pritt-stick, Sellotape, masking tape, staples, stapler	Resources and tools to join materials
squeeze	To press firmly from all sides
press	To push something firmly
arrange	To put objects in particular places
soft	Not hard or firm
hard	Not easy to bend, cut or break
imagination	The ability to form pictures in the mind
abstract	Not representing the appearance of people or objects

Assessment points

- **Explore** different ways of manipulating sculpture resources
- **Explore** different sculpture resources
- **Explore** different ways to combine sculpture resources
- **Make** sculptures from imagination
- **Make** sculptures from observation
- **Make** sculptures that are realistic
- **Make** sculptures that are abstract
- **Make** large scale sculptures
- **Make** small scale sculptures

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

SEN/D minimum expectations

- **Explore** different ways of manipulating sculpture resources
- **Explore** different sculpture resources
- **Explore** different ways to combine sculpture resources
- **Make** sculptures from imagination
- **Make** sculptures from observation
- **Make** sculptures that are realistic
- **Make** sculptures that are abstract
- **Make** large scale sculptures
- **Make** small scale sculptures

High prior attainment and extension opportunities

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.




Objective

To explore different techniques, resources and stimuli for collage

Enquiry

How can you use these resources to create a piece of art?



Substantive Knowledge (Content)

- We can combine a range of resources to create collages: paper, card, fabric, ribbons, wool, buttons, natural resources...
- We can use a range of tools to help us to create collages, to join, combine and shape materials
- We can use collage to represent things we can see.
- When we represent things we can see, we need to look very closely (observational collage).
- We can use collage to represent ideas from our imaginations.
- Collage can be abstract

Prior Learning

EYFS

Children have been introduced to the creative area, resource by resource, in term 1. This is an ongoing, exploratory unit, across the year.

Future Learning

EYFS

Children will apply and develop their sculpting skills in different contexts and using different resources in the context of their current learning and interests. Children will often combine their sculpting skills with skills from other units, such as drawing and painting.

Y1

Children will apply and develop their collage skills in Y1 unit 2 – Paper Art.

Y2

Children will apply and develop their collage skills in Y2 unit 2 when they learn about Arcimboldo.

Skills	
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Collaging	To create a piece of art in which various materials or objects are stuck onto a larger surface.

Concepts	
Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art
Texture	A tactile quality of an object’s surface

Key vocabulary	
collage	A piece of art in which various materials or objects are stuck onto a larger surface.
Fabric, card, paper, wool, ribbon, buttons...	Resources to use for collage
scissors, hole punch, shape cutter	Tools to effect changes to paper
glue, pritt-stick, Sellotape, masking tape, staples, stapler	Resources and tools to join materials
cut	To shape or make something smaller e.g. with scissors
stick	To adhere something, e.g. with glue or tape
soft	Not hard or firm
hard	Not easy to bend, cut or break
furry	Looking and feeling like fur
smooth	A surface with no lumps, bumps, ridges...
rough	Not smooth
shiny	Bright, glossy, reflecting light
transparent	See-through
imagination	The ability to form pictures in the mind
abstract	Not representing the appearance of people or objects

Assessment points

- Explore different collage resources
- Explore different ways to combine collage resources
- Explore different ways to join and shape collage resources
- Make collages from imagination
- Make collages from observation
- Make collages that are realistic
- Make collages that are abstract
- Make large scale collages
- Make small scale collages

EYFS Coverage


- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

SEN/D minimum expectations

- Explore different collage resources
- Explore different ways to combine collage resources
- Explore different ways to join and shape collage resources
- Make collages from imagination
- Make collages from observation
- Make collages that are realistic
- Make collages that are abstract
- Make large scale collages
- Make small scale collages

High prior attainment and extension opportunities

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective

To experience the work of a wide range of artists

Enquiry

Do you like this picture / sculpture?



Substantive Knowledge (Content)

- Adults who create artworks for their job are called artists or sculptors.
- Some famous artists and sculptors are Van Gogh, Roy Lichtenstein, Paul Landowski.....
- Just like us, artists use lots of different tools and resources to create their art.
- We can use other artists’ work to give us ideas for our own artwork.
- We all have different opinions and preferences about different works of art and all our opinions are valuable.
- Art makes the world a beautiful and interesting place – it is an important part of our world.

Future Learning

EYFS

This is an ongoing unit throughout the year, with different artists and sculptors being introduced to the children as their learning and interests dictate.

Y1

Children will learn about Mondrian and Kandinsky in Y1 unit 1 and Andy Goldsworthy in Y1 unit 3.

Y2

Children will learn about Arcimboldo in Y2 unit 2.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Space	Where positive and negative areas are defined or a sense of shallowness or depth achieved in a work of art
Texture	A tactile quality of an object’s surface
Significance	Some artists and artworks are of great importance in terms of their impact.

Key vocabulary

artist	Someone who creates works of art
sculptor	Someone who creates sculptures
inspiration	Something that gives you ideas for doing something
technique	A way of doing something
beautiful	Pleasing or delightful in some way
interesting	Engaging, exciting and holding the attention or curiosity
realistic	Accurate and true-to-life
abstract	Not representing the appearance of people or objects
Happy / sad / scared	Emotions that may be provoked by artworks

Assessment points

- **Know** the names of some artists and sculptors and be familiar with some of their work.
- **Explore** using artists’ techniques and compositions in their own artwork
- **Explore** ideas about artworks through discussion, expressing preferences
- **Make** artworks inspired by other artists

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

SEN/D minimum expectations

- **Explore** using artists’ techniques and compositions in their own artwork
- **Explore** ideas about artworks through discussion, expressing preferences

High prior attainment and extension opportunities

Children to compare and contrast the work of different artists using similar themes or techniques and to express preferences.

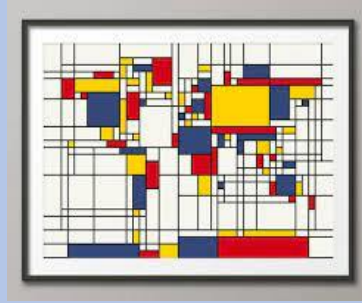


Objective

To be able to use colour to produce a piece of art

Enquiry

How do artists use colour to create art?



Substantive Knowledge (Content)

- What an artist is
- Who Piet Mondrian and Wassily Kandinsky are
- What the primary colours are
- How to make secondary colours
- What the word shade means in art
- How to create art in the style of another artist

Prior Learning

EYFS

Children can name a variety of colours. They will also have experimented with producing their own artwork in the form of drawings and paintings. They have also looked at the work of other artists.

Future Learning

Y1

Children to study the work of other artists including Andy Goldsworthy.

Y2

The use of shade will be explored further when learning about self-portraits.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Painting	The action or skill of using paint

Concepts

Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Colour	The name, darkness and brightness used
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Tone	The lightness and darkness of a colour

Key vocabulary

primary colour	Red, yellow and blue
secondary colour	A colour made by mixing primary colours
shade	How light or dark something is
Piet Mondrian	A famous artist
Wassily Kandinsky	A famous artist
line	A long, narrow mark
mixing	Combining things together
tone	The lightness and darkness of a colour

Assessment points

- **Know** who Piet Mondrian and Wassily Kandinsky were
- **Evaluate** the choices the artists made
- **Explore** how to make different colours and shades
- **Make** a piece of art in the style of Mondrian or Kandinsky

National Curriculum Coverage

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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

Target Tracker statements

- Know the names of tools, techniques and elements that he/she uses
- Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.
- Explore mark-making using a variety of tools

SEN/D minimum expectations

Children to be able to create a piece of art using different colours. With support, children to be able to make new colours by mixing.


High prior attainment and extension opportunities

Children to explore accurate colour matching.



Objective
To be able to create a piece of art using paper

Enquiry
How can we create a piece art without a pencil or paint brush?



Substantive Knowledge (Content)

- What collage is
- Name different types of paper
- How to cut and rip paper and other materials
- Understand the properties of some materials
- Make choices about the paper they use
- Know what a sculpture is
- Can use paper to make sculptures
- How to evaluate artwork

Prior Learning

EYFS
Children have explored ways of effecting changes to paper. Children have created collages and sculptures using paper and other resources.

Y1
The children have explored the use of colour through the work of significant artists to create their own artwork.

Future Learning

Y1
The children will be creating art in a variety of ways including using nature

Y2
Children will develop their sculpture making using different materials.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Collage	Making art by combining different materials

Concepts

Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Form	An element of art that is three-dimensional
Colour	The name, darkness and brightness used
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Texture	An element of art that refers to the way things feel, or look as if they might feel if touched
Tone	The lightness and darkness of a colour

Key vocabulary

collage	A piece of art made using different materials
cut	Using a sharp object to slice material
rip	Tearing something
scrunch	squashing something into a ball shape
tear	Pulling something apart
evaluate	To say what you like or dislike about something
materials	The items used to make something
sculpture	Making a model of something
stained glass window	A colourful window showing a pattern, design or picture

Assessment points

- **Know** the names of different types of paper
- **Explore** how to use different types of paper
- **Make** a collage using different materials
- **Evaluate** their own and others artwork

National Curriculum Coverage

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Target Tracker statements

- Use artwork to record ideas, observations and experiences
- Experiment with different materials to design and make products in two and three dimensions
- Explain what he/she likes about the work of others
- Make structures by joining simple objects together
- Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines
- Sort, cut and shape fabrics and experiment with ways of joining them

SEN/D minimum expectations
Children can identify different materials and know they can be used to make a collage

High prior attainment and extension opportunities
Children to reason why they have chosen certain colours or materials within their picture

Motcombe School



Flying high together

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Drawing	A picture made with a pencil or pen
Painting	The action or skill of using paint
Concepts	
Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Form	An element of art that is three-dimensional
Colour	The name, darkness and brightness used
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Texture	An element of art that refers to the way things feel, or look as if they might feel if touched
Tone	The lightness and darkness of a colour
Key vocabulary	
Andy Goldsworthy	An artist
Manipulate	How things can be moved or changed
Nature	Things in the world such as stones, plants and animals
Pattern	Something that is repeated
Reflection	A flipped version of a picture
Mixing	Combining things together
Shape	The outline of something

<p>Assessment points</p> <ul style="list-style-type: none"> • Know the art style of Andy Goldsworthy • Explore different types of materials to use • Make a piece of art in the style of Andy Goldsworthy • Evaluate the colours and patterns used
<p>National Curriculum Coverage</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Know 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.
<p>Target Tracker statements</p> <ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences • Experiment with different materials to design and make products in two and three dimensions • Know the names of tools, techniques and elements that he/she uses • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. • Explore mark-making using a variety of tools • Make marks in print using found objects and basic tools and use these to create repeating patterns
<p>SEN/D minimum expectations</p> <p>Children to make patterns using a variety of materials and objects.</p>
<p>High prior attainment and extension opportunities</p> <p>Children to think about, discuss and reason the similarities and differences of art between Andy Goldsworthy and the other artists studies so far.</p>

Motcombe School

Flying high together

Objective

To be able to make a self-portrait

Enquiry

How many ways can you make a self-portrait?



Substantive Knowledge (Content)

- What a portrait and self-portrait is
- How to make a face shape
- Know the features of a face
- How to use space for facial features
- The use of tone and shading
- Using a mirror or picture to create a self portrait
- How colour can be used to show mood and emotion

Prior Learning

EYFS

Children have explored different ways to make art – drawing, painting, sculpture and collage. Children have drawn self-portraits when first starting school.

Y1

The children have learnt about tone and shading when study Kandinsky and Mondrian. They also look at shape when studying Andy Goldsworthy.

Future Learning

Y2

Children will deepen their learning and understanding of portraits when studying Arcimboldo.

KS2

Children will be exploring shading using different media.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Drawing	A picture made with a pencil or pen

Concepts

Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Colour	The name, darkness and brightness used
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Texture	An element of art that refers to the way things feel, or look as if they might feel if touched
Tone	The lightness and darkness of a colour

Key vocabulary

Portrait	A picture of somebody
Self portrait	A picture of yourself
Facial features	The parts of the face
Mood/emotion	How you are feeling
Shade	How light or dark something is
Drawing	Making a picture using a pencil
Shape	The outline of something
Tone	The lightness and darkness of a colour

Assessment points

- **Know** what a self-portrait is
- **Explore** how to use colour, shading and tone for facial features
- **Make** a self-portrait using different tools
- **Evaluate** a selection of self portraits

National Curriculum Coverage

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Target Tracker statements

- Experiment with tones using pencils, chalk or charcoal
- Represent things observed, remembered or imagined using colour/tools in two and three dimensions
- Try out different activities and make sensible choices about what to do next

SEN/D minimum expectations

Children to use photos of facial features to create a self-portrait. Children to use colours to show mood/emotion.


High prior attainment and extension opportunities

Children to look at portraits by Picasso and discuss what they can see. Can they create their own self portrait in the style of Picasso?



Objective
To know about the work of Giuseppe Arcimboldo

Enquiry
How did Giuseppe Arcimboldo use grapes to make a portrait?



Substantive Knowledge (Content)

- Who Giuseppe Arcimboldo was
- What types of pictures he painted
- The similarities and differences between his portraits and those of other artists
- How he used real objects to make pictures
- How his image choices portrayed personality
- Select appropriate images to make portraits in the style of Arcimboldo

Prior Learning

EYFS
Children have used loose parts to create artworks. Children have looked at the work of other artists. Children have drawn self-portraits when first starting school.

Y1
Made collages using different materials. Compare and contrasted the styles and ideas of different artists.

Y2
Explored the idea of portraits.

Future Learning

KS2
Children will experiment with different materials to create a range of effects and use these techniques in the completed piece of work.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Painting	The action or skill of using paint
Drawing	A picture made with a pencil or pen
Collage	Making art by combining different materials

Concepts

Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Form	An element of art that is three-dimensional
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Texture	An element of art that refers to the way things feel, or look as if they might feel if touched

Key vocabulary

Giuseppe Arcimboldo	An artist
Collage	A piece of art made using different materials
Personality	What a person is like
Fruit	Food that contains a seed
Vegetables	A plant used as food
Compare	What is the same or different between things
Model	A 3-D object of something
Portrait	A picture of somebody

Assessment points

- Know** who Giuseppe Arcimboldo was and what made his art different
- Explore** real objects and how they can be used to make a portrait
- Make** a portrait or model of somebody
- Evaluate** the choices they have made including its relevance

National Curriculum Coverage


- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

Target Tracker statements

- Try out different activities and make sensible choices about what to do next
- Select particular techniques to create a chosen product and develop some care and control over materials and their use
- Give reasons for his/her preferences when looking at art/craft or design work
- Know that different artistic works are made by craftspeople from different cultures and times
- Represent things observed, remembered or imagined using colour/tools in two and three dimensions

SEN/D minimum expectations
Children can make a portrait of a person using real objects that reflect that person’s personality

High prior attainment and extension opportunities
Children to think about, discuss and reason the similarities and differences of style between Arcimboldo, Andy Goldsworthy (Y1) and the other artists studied so far. Which do they prefer and why?




Objective

To be able to make a sculpture

Enquiry

Are these twins?



Substantive Knowledge (Content)

- What a sculpture is
- The different types of sculpture
- How sculptures are made
- What materials and tools to use to make a sculpture

Prior Learning

EYFS

Children have used a variety of resources to make sculptures. Children have looked at the work of other sculptors.

Y1

Children can name a variety of materials and know how they can be used to make a piece of art. They can recognise the differences between sculptures and paintings/drawings. The children have also compared the work of differing artists.

Y2

Children know what sculptures are and have begun to make their own when studying Andy Goldsworthy. They understand the effect that colour choices can have on a piece of art. The children have also learnt about portraits.

Future Learning

KS2

Children will further explore and create sculptures in KS2.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary
Sculpting	Create something using shaping techniques
Concepts	
Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
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Texture	An element of art that refers to the way things feel, or look as if they might feel if touched
Tone	The lightness and darkness of a colour
Key vocabulary	
Alexander Calder	An artist
Antony Gormley	An artist
Henry Moore	An artist
Model	A 3-D object of something
Sculpture	Making a model of something
Material	The item used to make something
Mood/emotion	How you are feeling

Assessment points

- Know** what sculpture is and the materials you can use
- Explore** different techniques for making models
- Make** a model of something
- Evaluate** the effectiveness of the choices made

National Curriculum Coverage

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Target Tracker statements

- Try out different activities and make sensible choices about what to do next
- Select particular techniques to create a chosen product and develop some care and control over materials and their use
- Represent things observed, remembered or imagined using colour/tools in two and three dimensions
- Experiment with basic tools on rigid and flexible materials
- He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials


SEN/D minimum expectations

Children to make individual elements of a sculpture that can be combined to make a finished piece of art

High prior attainment and extension opportunities

Children to think about, discuss and reason how they can use colour for emotion or images for personality when making their sculpture.

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