

Alverstoke Art curriculum – Progression of skills and knowledge in Art

Date: July 2022

This document aims to give guidance on the progression of art knowledge, skills and techniques across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to record more independently and freely in their sketchbooks as well as be encouraged to experiment with and use materials and media of their own choice. Their increasingly critical thinking and in depth evaluation of their own and others' art work should be reflected in their sketch books and the works of art they create with increasing confidence and independence of thought.

In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Teaching sequence in Art	Starting point, hook, link to topic, stimulus Previous knowledge and skills remembered and understood.	Possible pedagogical approaches used in Art	Direct teacher instruction; modelling of skills and techniques; demonstration.
	Study of an artist/Craftsperson (Where appropriate)		Inquiry based learning; outdoor learning
	Evaluate artist to inform own work		Teacher modelling; questioning; mix of individual, paired and group work.
	Experiment and investigate with new techniques and media		Pupil-led learning; opportunities to showcase learning
	Creating own work, applying new techniques and media to own work	Learning, working like an Artist	Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking like an artist'.
	Improving work after evaluation		
	Reflect and re-cap of knowledge and skills remembered and understood		

	EYFS	Year 1	Year 2
Drawing	Explore mark making. Use a range of drawing pencils and crayons. Draw from sight and from imagination.	Develop use and control of increasing variety of media. To use lines and marks to create an increasing range of shapes, patterns and textures. Make drawings to show increasing detail.	Show increasing control of a variety of media. To use lines and marks to create an increasing range of shapes, patterns and textures with increasing detail.
Painting	Name a range of colours and know which prime colours are needed to make some secondary colours. Independently access paint materials and clear up afterwards. Choose suitable size brush for use.	'Colour in' accurately with paint. Mix and match basic colours; make them lighter/ darker.	Know and describe primary, secondary and some tertiary colours.
Printing	Create pictures and patterns with hand prints and finger prints.	Load a range of different kinds of objects with paint and print them. Make a simple printing block	Investigate a range of other techniques e.g. cutting stencils. Make a monoprint (Gelli plate printing)
Collage	Use scissors correctly and with some control. Explore different glues for joining paper and card.	Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy.	Develop overlapping and over laying skills. Apply adhesive sparingly to a range of materials and stick them down accurately Classify materials into colours and surface textures.
Sculpture	Use a range of natural materials to make art.	Mould malleable materials to create shapes that can be combined together. Use tools to create pattern in clay.	Use malleable materials to mould shapes that are more accurate. Use a wider range of tools to cut, shape and impress patterns and textures in a range of materials.
Textiles	To know some similarities and differences between materials.	Cut fabric into basic shapes. Cut threads into a variety of similar lengths. Thread large eye needle. Begin to sew in a simple running stitch. Link to DT	Sew individual straight lines as decoration on suitable materials. Weave with paper and card on a warp made from smooth threads. Link to DT

Art and computing	Explore mark and image making using paint packages	Explore ideas using digital sources. Use Purple Mash to create images and effects.	Explore ideas using digital sources. Use Purple Mash to create images and effects. Use basic selection and cropping skills.
Exploring and developing ideas	<ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through art. 	<ul style="list-style-type: none"> • Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. • Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. • Beginning to work creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> • Develop and record their ideas through painting, drawing, and sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. • Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. • Show confidence in working creatively e.g. with a range of media on different scales.
Knowledge of artists and designers	<ul style="list-style-type: none"> • Give simple opinions about the work of a chosen artist, craft maker or designer. 	<ul style="list-style-type: none"> • Describe what they think and feel about the work of a chosen artist, craft maker or designer. • Begin to talk about the style of a chosen artist, craft maker or designer 	<ul style="list-style-type: none"> • Recognise the styles of artists, craft makers or designers and use this to inform their own work. • Talk about the similarities and differences between different artists, craft makers or designers
Evaluating and developing work	<ul style="list-style-type: none"> • Children review how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes. • Review how they have represented their own ideas, thoughts and feelings through art. 	<ul style="list-style-type: none"> • Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. • Talk about the features they like in their own work and in the work of others. • Talk about what they might change in their work. 	<ul style="list-style-type: none"> • Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. • Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. • Adapt and make changes to their work and the tools they use as it develops. • Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.