

# ART AND DESIGN IMPLEMENTATION AND CURRICULUM PROGRESSION



# Art and Design Implementation and Progression at Black Horse Hill Infant School



Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share, my turn-your turn, Talk Partners, Sentence Stems</p> <p>Reading is promoted wherever possible and wider texts are used to deepen knowledge across all subject areas.</p>	<p>All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all.</p> <p>Quality first teaching for all children</p> <p>Teacher modelling and scaffolded practice for all children.</p> <p>Focus groups with adult support for children needed further support</p> <p>Pre-teach sessions</p> <p>Talk partners to build confidence</p> <p>Now and next boards to support completion of tasks</p> <p>Intervention</p> <p>External advice sought to support inclusion</p>	<p>Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions.</p> <p>Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.</p> <p>End of unit assessments/Children’s art work</p> <p>Sketch books introduced in KS1 to record thought and ideas and to experiment with media and materials.</p>
Retrieval practice (Knowing more and remembering more)	Cultural Capital opportunities	British values and SMSC
<p>Expectations for classroom working walls.</p> <p>Revisit sessions</p> <p>Retrieval/fluency sessions</p> <p>Knowledge organisers published versions and class knowledge organisers</p>	<p>Trips- Port Sunlight Village, School Art Exhibition, Gilroy Nature Reserve, Liverpool City Centre</p> <p>School assemblies: Remembrance, Gun Powder plot</p> <p>Significant figures- different artists taught in each year and revisited to build knowledge.</p>	<p>In Art and Design, children experience the freedom to express themselves as individuals in the choices they make when creating their artwork</p> <p>Children and their families are encouraged to engage with different beliefs, cultures and other diverse groups, as represented through our artwork, helping to reflect the richness of the identities in our global and local communities.</p> <p>We promote respect of other cultures and equality through the study of a diverse group of artists.</p>



## Black Horse Hill Infant School Art Curriculum Progression Map

	Foundation 1	Foundation 2	Year 1	Year 2
	<p><b>EYFS 3 and 4 year olds</b>            Explore different materials freely, to develop their ideas about how to use them and what to make.            Develop their own ideas and then decide which materials to use to express them.            Join different materials and explore different textures            Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>	<p><b>Foundation 2</b>            Explore, use and refine a variety of artistic effects to express their ideas and feelings.            Return to and build on their previous learning, refining ideas and developing their ability to represent them.            Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Key stage 1</b>            Pupils should be taught: 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            To learn 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> <p>Sketch books introduced in KS1 to record thought and ideas and to experiment with media and materials.</p>	
<b>Autumn Term</b>	<p><b><i>EAD opportunities through continuous provision activities</i></b></p> <p>To name some colours and to expand vocabulary linked to colour</p> <p>Using block paints to make marks            Use of a variety of tools-pencils, crayons, thick and thin paintbrushes e.g. self portraits, wolf painting, troll painting</p> <p>Junk modelling – bridges, giants</p> <p>Printing using simple objects e.g. using pom-poms prints to create Owl pictures</p> <p>Bonfire pictures –selecting and choosing materials for artistic effect</p>	<p><b><i>EAD opportunities through continuous provision.</i></b></p> <p>To name some colours and to expand Vocabulary linked to colour for example lighter and darker.</p> <p>Colour mixing- liquid paints, self-selection of tools and media including paintbrushes, tooth brushes, charcoal</p> <p>Kandinsky circles</p> <p>Family portraits            Junk modelling            Leaf decorations            Bonfire pictures            Charcoal drawings of animals            Christmas cards</p>	<p><b>Mixed Media Collage (Self-Portrait)</b>  <b>End of unit outcome</b>            The children will create a self-portrait using collage, drawing tools and paint.</p> <p><b>National Curriculum links (see above)</b></p> <p><b>The children will learn:</b></p> <ul style="list-style-type: none"> <li>• What a portrait is</li> <li>• The difference between a portrait and a self portrait</li> <li>• About famous portrait artists</li> <li>• How materials can be used to create mood and emotion</li> <li>• How to use drawing tools to make observational drawings of facial features.</li> </ul>	<p><b>Drawing (split self-portrait)</b>  <b>End of unit outcome</b>            Children will create a split self-portrait using their drawing skills.</p> <p><b>The children will learn:</b></p> <ul style="list-style-type: none"> <li>• About symmetry and how our face is symmetrical</li> <li>• About the work of portrait artists and be able to make comparisons and observations of their work.</li> <li>• Develop their observational skills and develop their drawing skills/techniques</li> <li>• Develop their art vocabulary</li> </ul>

	Christmas cards		<ul style="list-style-type: none"> <li>To be experimental and creative in their artistic decision making.</li> </ul> <b>Vocabulary: portrait, self portrait, emotions, photograph, drawing, painting, collage, material, texture, tone, shape</b>	<b>Vocabulary: portrait, self portrait, symmetry, symmetrical, sketching, blending, toning, shading, features, observation, reflect, evaluate</b>
<b>Spring Term</b>	<b>EAD opportunities through continuous provision.</b>  Colour mixing Explore colour and colour mixing. Look at the work of local artist <a href="#">Ian Fennelly</a> . Use of tools-scissors Investigating textures through collage Bubble painting Box sculpture- learn how to join materials using different materials- glue, sellotape Explore paint, using fingers and other parts of their bodies Use of clay, cloud foam Anmonite spiral pictures Dinosaur paintings Volcano painting and sculpture Dinosaur sculptures	<b>EAD opportunities through continuous provision.</b>  Colour mixing Learn Primary colours Ice Sculpture work by <a href="#">Andy Goldsworthy</a> Pablo Picasso-blue theme Spring Flowering plants Junk and box modelling based on their own interests	<b>Introduction to Painting</b>  <b>End of unit outcome</b> The children will create “Banksy Inspired Street Art” using different painting techniques and Colour Theory.  <b>The children will learn:</b> <ul style="list-style-type: none"> <li>The 3 primary colours/Colour Wheel</li> <li>How to mix primary colours to make secondary colours</li> <li>How to make a wash by adding water to paint</li> <li>How to stipple</li> <li>How to blend colours through experimentation</li> <li>About the Artist George Seurat and Pointillism.</li> </ul> <b>Vocabulary: blending, mixing, colour, Primary, Secondary, colour, wheel, stippling, stencil, washes, pointillism</b>	<b>Clay Sculpture and patterns</b> <b>Aboriginal Art –</b>  <b>End of unit outcome:</b> The children will create an aboriginal dot painting and make a clay animal sculpture.  <b>The children will learn:</b> <ul style="list-style-type: none"> <li>What a sculpture is and recognise sculpture in different environments.</li> <li>Know the difference between a man-made and natural sculpture.</li> <li>The materials that can be used to create sculpture and how to creatively stack, join, connect, carve and shape sculptures.</li> <li>To reflect on their designs.</li> <li>About the sculptor Augusta Savage and Aboriginal artist Jimmy Baker.</li> </ul> <b>Vocabulary: sculpture, aboriginal, dreamtime, Oceania, human made, natural, mould, material, pattern, regular, irregular</b>
<b>Summer Term</b>	<b>EAD opportunities through continuous provision.</b>  Colour mixing-lighter and darker Observational drawing	<b>EAD opportunities through continuous provision.</b>  Aboriginal Art work- Learn about the Aboriginal Artist Minnie Pwerle	<b>Introduction to drawing</b> <b>End of unit outcome</b> The children will create a James Rizzi style drawing of the Liverpool skyline using warm and cool colours.	<b>Mixed Media</b> <b>End of unit outcome:</b> To create a flower painting using mixed media. <b>The children will learn:</b>

	<p>Build their own box sculptures in response to stories and their interests.</p> <p>Water picture collage</p> <p>C2C-Sculptures from recycled materials</p>	<p>Create art work in the style of this artist.</p> <p>Van Gogh- draw sunflowers Explore tones and shades</p> <p>Clay hedgehogs C2C-Sculptures from recycled materials</p>	<p><b>The children will learn:</b></p> <ul style="list-style-type: none"> <li>To explore possibilities and effects of different drawing media</li> <li>Learn how to sketch</li> <li>Look at the work of Still life Artists Paul Cezanne and Jayne Reynolds</li> <li>Develop observational skills, drawing singular and collective objects</li> <li>Learn how light affects objects, creating different tones and shadows</li> <li>How to achieve tone using different media</li> <li>Apply drawing and tonal skills to a final still life drawing</li> <li>Evaluate and reflect on <b>their final artwork</b></li> </ul> <p><b>Vocabulary: Still Life, object, tone, light, medium, dark, shadow, sketch, artist, colour.</b></p>	<ul style="list-style-type: none"> <li>To identify different types of medium and their uses.</li> <li>About mixed media and the artists that used this technique.</li> <li>To learn about the famous female artists, Rachel Buysch, Frida Kahlo and Georgia O’Keefe</li> <li>To develop their sketching through observational drawing</li> <li>Develop their painting techniques and use of collage.</li> <li>Understand dark and light tones.</li> </ul> <p><b>Vocabulary: mixed media, medium, layering, texture, highlight, tone , depth</b></p>
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*See Medium Term Planning to see how the knowledge and skills are delivered through Art Projects.*

*Subject specific vocabulary Vocabulary is also listed on Medium Term Planning.*

	Foundation 1	Foundation 2	Year 1	Year 2
<b>Artist Studied</b>	<p>Henry Matisse Ian Fennelly</p>	<p>Andy Goldsworthy Pablo Picasso Van Gogh Minnie Pwerle Wassily Kandinsky</p>	<p>Pablo Picasso James Rizzi Vincent Van Gogh Vivian Maier George Seurat Paul Cezanne Jayne Reynolds</p>	<p>Pablo Picasso Van Gogh and Paul Cezanne (Link to History) William Morris Georgia O’Keefe Freida Kahlo Rachel Ruysch Jimmy Baker Augusta Savage Antony Gormley</p>

<b>Drawing</b>	<p>Explore and experiment to learn that different marks can be made using a variety of drawing tools such as pencils, crayons, paintbrushes and chalks.</p> <p>Know that drawings can represent things in real life e.g. a person / a face.</p>	<p>Know that different marks can be made using a variety of drawing tools.</p> <p>Select appropriate tools for the task.</p> <p>Know a range of vocabulary to describe marks made. (See MTPs)</p>	<p>Know the names of a variety of drawing tools including charcoal, pastels and fine line pens.</p> <p>Know a range of vocabulary to describe marks made. (See MTPs)</p> <p>Use line, shape and space to create effects.</p>	<p>Know the names of a variety of drawing tools including charcoal, pastels and fine line pens</p> <p>Know a range of vocabulary to describe marks made and tone (See MTPs)</p>
<b>Colour and Painting</b>	<p>Know the names of the primary colours.</p> <p>To begin to notice that new colours can be made by mixing colours.</p>	<p>Know the names of the primary colours.</p> <p>To experiment with colours and begin to recognise how to make new colours orange, purple, green, brown by mixing primary colours.</p> <p>Learn how to select appropriate tools for the task.</p>	<p>Know the names of the primary colours and understand that they can't be made by missing other colours.</p> <p>To experiment with colours and begin know how to make new colours orange, purple, green, by mixing primary colours.</p> <p>To know how to make a colour darker or lighter.</p> <p>Know which tools are most appropriate tools for the task.</p>	<p>Know the names of the primary colours.</p> <p>Know how to mix secondary colours and tones.</p> <p>To know what tone and hue means and be able to apply it in own paintings.</p> <p>To apply knowledge of colour to create effective pieces of art (Flower paintings or Aboriginal wall display).</p>
<b>Printing</b>	<p>Experiment with basic printing materials blocks, cotton reels, toothbrushes, cotton wool etc.</p>	<p>Experiment with basic printing materials blocks, cotton reels, toothbrushes, cotton wool etc.</p> <p>Explore printing on different materials</p>	<p>Printing technique for making Christmas Cards</p>	<p>Create own printing blocks/foil prints.</p>
<b>Collage</b>	<p>Explore different materials and papers. Sort materials by properties e.g colour, appearance.</p>	<p>Explore different materials and papers. Sort materials by properties e.g colour, appearance</p>	<p>Cut, shape and assemble materials for artistic effect.</p>	
<b>3D/Sculpture</b>	<p>To experiment with different materials to build models and representations. For example a giant. Sculpt Diwali lamps.</p>	<p>To experiment with different materials to build models and representations. For example a giant. Begin to refine joining techniques.</p>		<p>To know that recycled materials can be used to make sculptures- consider the suitability of materials and the most effective way of joining.</p> <p>Use sculpture to develop and share ideas, and imagination, e.g. Bog Baby sculpture/animal sculpture</p>

## Art Lesson Structure

### Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.

Amend future future planning to incorporate and gaps in knowledge.

### Introduce new knowledge and skills

Teacher introduces vocabulary and new knowledge and skills . Art technique taught to children.

Teachers will provide modelling of the new art technique

### Developing the Knowledge

Children will practise the technique and refine the art skill.

### Applying the Knowledge

Children will apply their new knowledge/skill to complete a piece of art work.

### Review-has learning been successful?

Teachers and children will review and evaluate their art work and sometimes compare to the work of a studied artist.