

Fairchildes Visual Art Progression

The intention of this document is to guide adults teaching art at Fairchildes, offering them a clear development of learning from the Early years until the end of Key Stage 2.

The art scheme of work has been planned with the progression of key areas developing the learning sequence. If skills are entered into earlier through a fluid process of learning, then the process will over rule the progression. Our intention is that our learners develop their creative understanding, appreciation and skills and feel more artistic. Additionally, we are aware of the great way art can bring enjoyment and well-being and we value this as an important part of our learners' journey through Fairchildes. We also recognise the value in repetition of skills at different developmental stages and this is encouraged.

Visual Art and the EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of the EYFS table below is to help adults in all phases of education at Fairchildes understand how the skills taught across EYFS develop in early education and then build towards the national curriculum subjects. The table highlights which statements from the 2020 Development Matters are prerequisite skills for visual art learning in key stage 1 and 2. It also outlines the most relevant statements related to visual art taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for **Three and Four-Year-Olds (in blue)** and **Reception (in red)**.

Area	Early Learning Goals related to Visual Arts	Development Matters Document	
		3 and 4 year olds - Reception - <i>will be learning to:</i>	Examples of how to support this
EAD	<p><u>Expressive Arts and Design</u></p> <p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>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.</p> <p>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. Show different emotions in</p>	<p>Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p> <p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of</p>

<p><u>Physical</u></p>	<p>Physical Development</p> <p><u>ELG: Gross Motor Skills</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing; <p><u>ELG: Fine Motor Skills</u></p> <p>Children at the expected level of development will:</p>	<p>their drawings – happiness, sadness, fear, etc.</p> <p>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>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and</p>	<p>artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with</p>
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<p>Literacy</p>	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p><u>ELG: Writing</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; 	<p>writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Write some letters accurately</p>	<p>junk materials, construction kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).</p> <p>Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</p>
<p>Maths</p>	<p><u>ELG: Numerical Patterns</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Continue, copy and create repeating patterns</p>	

<p><u>UTW</u></p>	<p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 	<p>Explore the natural world around them</p>	<p>After close observation, draw pictures of the natural world, including animals and plants.</p>
<p><u>PSED</u></p>	<p><u>ELG: Managing Self</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p>

National Curriculum for Art Years 1-6

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping 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 and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Work of artists

A1 study the work of a range of great artists, craft makers, illustrators and designers and understand the historical and cultural development of their art forms
A2 evaluate and analyse creative works using the language of art, craft and design.

Exploring and evaluating ideas

E1 record and explore ideas from first hand observations
E2 ask and answer questions about starting points for their work
E3 develop and share their ideas, try things out and make changes
E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.
E5 think critically about their art and design work.

Drawing

D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks
D2 draw lines and shapes from observations using different surfaces
D3 invent lines and shapes in drawing
D4 investigate tone by drawing light/dark lines, patterns and shapes
D5 investigate pattern and texture by describing, naming, rubbing and copying

Digital media

DM1 explore ideas using digital sources i.e. internet, ipads
DM2 record visual information digitally
DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture

3D design

3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading
3D2 explore sculpture with a range of malleable media
3D3 work safely with materials and tools

Painting

P1 use a variety of tools and techniques i.e. brush sizes and types
P2 mix and match colours to artefacts and objects
P3 work on different scales
P4 experiment with tools and techniques e.g. layering, mixing
P5 name and mix primary colours, secondaries, shades + black, tints + white and tones, learn about analogous colours.
P6 create textured paint by adding material, e.g.. sand, flour or plaster

Printing

PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables
PR2 take simple prints e.g. objects inked
PR3 design and build repeating patterns and recognise pattern in the environment
PR4 create simple printing blocks for press print
PR5 experiment with overprinting motifs and colours

Textiles

T1 choose fabrics/threads based on colour, texture and shape
T2 cut and shape fabric using scissors/snips
T3 apply shapes with glue or stitching
T4 apply decoration using beads, buttons, feathers etc
T5 apply colour with printing, dipping, fabric crayons
T6 create fabrics by weaving materials

Collage

C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc
C2 collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour
C3 arrange and glue materials to different backgrounds

3D4 experiment with constructing and joining recycled, natural and manmade materials.

C4 fold, crumple, tear and overlap papers

FAIRCHILDES PRIMARY SCHOOL Art Progression Lower Key Stage 2 National Curriculum objectives: Children will be taught to:

Work of artists

A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.

A2 evaluate and analyse creative works using the language of art, craft and design.

Exploring ideas

E1 create sketch books to record their observations and use them to review and revisit ideas.

E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes

E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.

E4 think critically about their art and design work.

Drawing

D1 draw for a sustained period of time.

D2 use a sketchbook to collect and develop ideas from a range of sources

D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc

D4 experiment with different grades of pencil to achieve varied tone

D5 create texture and pattern in drawing with a range of implements.

Digital media

DM1 explore ideas using digital sources i.e. internet, ipads

DM2 record, collect and store visual information digitally

DM3 present recorded visual images using software e.g. Powerpoint

DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.

3D design

3D1 plan, design and make models from observation or imagination.

3D2 develop skills in joining, extending and modelling clay.

3D3 use papier mache to create simple 3D effects

3D4 experiment with constructing and joining recycled, natural and manmade materials.

3D5 create textures and patterns in malleable materials including clay.

Painting

P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.

P2 create different effects and textures with paint

P3 use language of and mix primary and secondary colours and use tints and shades, hot and cold colours.

P4 Create Hot and Cold colour work

Printing

PR1 create printing blocks using relief or impressed method

PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method

PR3 create repeating patterns (may be stencil)

PR4 print with two colours.

Textiles

T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.

T2 develop skills in stitching, cutting and joining

Collage

C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.

FAIRCHILDES PRIMARY SCHOOL Art Progression Upper KS2 National Curriculum objectives: Children will be taught to:

Work of artists

A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.

A2 evaluate and analyse creative works using the language of art, craft and design.

Exploring ideas

E1 create sketch books to record their observations and use to review and revisit ideas.

E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes

E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.

E4 think critically about their art and design work.

Drawing

D1 work on sustained, independent, detailed drawings.

D2 develop close observational skills

D3 use a sketchbook to collect and develop ideas.

D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.

D5 use different techniques for different purposes i.e. shading, hatching, blending.

D6 develop drawing using tonal contrast and mixed media.

D7 begin to use simple perspective in their work i.e. by using single focal point on horizon

D8 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

Digital media

DM1 explore ideas using digital sources i.e. internet, ipads

DM2 record, collect and store visual information digitally

3D design

3D1 shape, form, model and construct from observation and imagination

3D2 use recycled, natural and manmade materials to create sculptures

3D3 plan a sculpture through drawing and other preparatory work

3D4 develop skills in using clay including slabs, coils, slips etc.

3D5 produce patterns and textures in malleable materials.

Painting

P1 develop a painting from a drawing.

P2 experiment with different media and materials for painting.

P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry.

P4 mix and match colours to create atmosphere and light effects

P5 identify, mix and use primary, secondary, complimentary/contrasting colours, Tertiary Colours.

Printing

PR1 create printing blocks using sketchbook ideas

PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method

PR5 experiment with overprinting motifs and colour

Textiles

T1 experiment with a range of media to overlap and layer creating textures, effects and colours.

Collage

C1 add collage to a printed or painted background

C2 use a range of media to create collages

C3 use different techniques, colours and textures when designing and making pieces of work

DM3 present recorded visual images using software e.g. imovie, Powerpoint
DM4 use a graphics package to import or create/manipulate images.