

RFS Planning & Progression: Art

Intent

looking at our art curriculum and coverage, we decided to redesign the curriculum to ensure that children are building on previously learnt knowledge and skills and that it allows for children to make links between media. The previous curriculum was linked to the thematic curriculum and this meant ensuring children's learning was carefully sequenced between years proved difficult because was it the learning intention that came first or was it the piece of art that fitted into the topic? Therefore, with the longer term in mind, we have decided that each year group will cover a unit on drawing and painting and they will also cover units on collage, printing, sculpture and textiles on a rolling two-year basis to ensure children are introduced to all aspects of Art and Design. Now, children's knowledge, skills and understanding are progressively built upon by extending the breadth of content, increasing the depth of knowledge and focussing on the quality of the responses and outcomes. Furthermore, where it is possible, there will be links to the thematic curriculum but not a reliance on it to introduce the units covered in Art and Design. Teachers' have autonomy with the curriculum in so far as they can decide the order of the units and most importantly, Teachers' are also able to look back and forward in our Art scheme to find out what the children's learning journey has been so far in each of the disciplines.

Common threads

The common threads that run throughout the curriculum and in each unit are intended to enable children to develop a range of artistic skills; an appreciation of the artists and their inspiration; and the ability to express their own interpretation of a given artist, artwork or style. Children are taught the technique, that is what they need to do to get a desired effect. The second thread that runs through the curriculum is the ability to comment and appreciate a given artist and their work. Evaluative skills for younger children (KS1) will be based on reviewing their work and describing how they could change their work. Whereas for the older children (KS2) they will reflect on their work and adapt as they are working. Lastly, the curriculum provides the ability for the children to express their own ideas through a given artistic style.

An example of progression through the curriculum - painting

In KS1, children investigate and use painting materials in both imaginative and experimental work. They will move to focus on shape, pattern and colour and start to incorporate painting techniques they have learned. In lower KS2, children start to investigate the visual qualities of colour, understand how colour is mixed and experiment with painting techniques. Children will start to use their sketchbooks to draw and sketch in preparation for their painting. Upper KS2 allows the children to learn about different art movements and produce images in response to well-known artists. They will apply different techniques using colour and understand the ideas and approaches used. Sketchbooks will be used to organise and explore ideas and review their work and the work of others.

EYFS

In Art in the Early Years at Redcastle, the children are encouraged to be independent and pursue their ideas in the way that they would choose. Children will have constant access to a wide range of materials and tools and staff will support each child by building on previous learning and exposure or by introducing them to how to use the resources they choose.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Why do we teach this?</p> <p>A unit to introduce mark making using a variety of media to Year 1. Children will make their own tools and surfaces on which to work. It will also let the children investigate ways of communicating their ideas using a range of drawing materials and techniques.</p>	<p>Why do we teach this?</p> <p>This unit will allow KS1 to explore mark making in greater detail. They will explore tone, understand that different tools are used for different effects and start to consider working from different viewpoints. This unit also introduces music as a stimulus.</p> <p>How does it build on prior learning?</p> <p>This unit builds on children's understanding of the marks and effects produced by a range of media.</p>	<p>Why do we teach this?</p> <p>This unit introduces the children to the work of a famous artist which is a requirement of the curriculum and it allows the development of mark making techniques. They will learn shading techniques and be equipped to discuss different forms of patterning and know how to record, enlarge and extend them focussing on line, shape and colour.</p> <p>How does it build on prior learning?</p> <p>It builds on the children's knowledge of mark making from KS1. Children have used different tools, explored surfaces, looked at tone and different viewpoints. Now they learn shading techniques and are introduced to the concept of scale.</p>	<p>Why do we teach this?</p> <p>This unit allows children to further understand the starting points artists use in their work and allows them to be in control of the direction of their work by developing a series of drawings from their own photos.</p> <p>How does it build on prior learning?</p> <p>This unit allows the children to develop finer control of techniques and be able to start to produce more detailed analytical drawings.</p>	<p>Why do we teach this?</p> <p>This unit allows children to explore another mark making technique; working in the negative. The children will then look at the use of this technique by a famous artist and then respond with their own work.</p> <p>How does it build on prior learning?</p> <p>Children are continuing to progress in their mastery of mark making techniques and in their ability to use imagination in their work. Revisiting working in the negative and positive (Year 1 Printing, Year 3 Collage).</p>	<p>Why do we teach this?</p> <p>This unit allows the children to focus on the different visual elements of art. Sketchbook work is key in this unit to record ideas and make drawings which is a statutory requirement of the curriculum.</p> <p>How does it build on prior learning?</p> <p>At this point children have mastered many different techniques and methods and this unit allows the children to be creative and choose their preferred style in their work when creating a visual piece of work.</p>



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Why do we teach this?</p> <p>This unit introduces KS1 to paint by looking at consistency, brush strokes and mixing colour. They will also learn about the work of a famous artist, respond by producing work in his style and then start to compare the similarities in their work.</p>	<p>Why do we teach this?</p> <p>This allows children to explore line, shape, pattern and colour. They will use paint to communicate their ideas and start to be able to reflect on their work by suggesting improvements.</p> <p>How does it build on prior learning?</p> <p>Children will develop on the skills they have learnt in KS1 in their brush control, knowledge of colour mixing and wider knowledge of music as a stimulus in Art.</p>	<p>Why do we teach this?</p> <p>This unit allows further investigation into the visual qualities of shape and colour with a focus on specific painting techniques. Children will also be introduced to abstract art.</p> <p>How does it build on prior learning?</p> <p>This unit allows children to add to their knowledge of the work of Van Gogh. Children also continue their investigation of colour mixing and work on shape, pattern and colour using different brush strokes.</p>	<p>Why do we teach this?</p> <p>This unit allows children to experiment with the application of colour. Children are introduced to the work of famous artists and then produce their own work in response.</p> <p>How does it build on prior learning?</p> <p>This unit continues to explore colour and refers back to earlier work on colour choice and complimentary colours. Viewfinders are used once again and the use of sketchbooks are prominent to record work.</p>	<p>Why do we teach this?</p> <p>This unit increases children's understanding of Art because it introduces a contemporary artist as well as looking at an art movement that began over 100 years ago. Children will then respond to their work focussing on the use of colour in their work.</p> <p>How does it build on prior learning?</p> <p>Children will understand that layered images can be produced using paint too. They will also use their knowledge of colour and shape in their response to the artist's work.</p>	<p>Why do we teach this?</p> <p>In this final unit, children are able to apply their knowledge of line, shape and colour. Children also learn about another art movement, this time the Cubist Movement and will produce work in their style.</p> <p>How does it build on prior learning?</p> <p>This unit builds on the children's knowledge of art movements so they can understand the ideas and approaches artists use. It also builds on earlier work on different viewpoints in drawing in Year 2.</p>
Printing	<p>Why do we teach this?</p> <p>In this unit, children will extend their knowledge of art techniques by learning about another technique; printing.</p>		<p>Why do we teach this?</p> <p>This unit allows children to master different techniques and learn how to use different equipment in printing. This unit also allows children to self-reflect and comment on their work and others.</p> <p>How does it build on prior learning?</p> <p>Building upon printing techniques learnt in KS1</p>		<p>Why do we teach this?</p> <p>This unit allows children to explore and master different printing techniques. It also allows them to use their sketchbooks to record ideas and designs and reflect and modify their work.</p> <p>How does it build on prior learning?</p> <p>This unit consolidates the children's knowledge of monoprints and moves onto another technique of Press print and collograph blocks.</p>	
Collage	<p>Why do we teach this?</p> <p>In this unit, children will extend their knowledge of art techniques by learning about another technique; collage. They will learn that Art does not just involve painting and drawing but that it can</p>		<p>Link to Ancient Egypt</p> <p>Why do we teach this?</p> <p>Children will add to their collage techniques and also learn about the work of artists. They will create responses to their work and be able</p>		<p>Why do we teach this?</p> <p>This unit allows children to consider the visual and tactile qualities of materials when developing their ideas. It also allows children to</p>	



	involve natural materials too.		to comment on their ideas and methods. How does it build on prior learning? This unit allows the children to make links about the art curriculum from their work in the painting units on colour. It also builds on their understanding of positive and negative images (Year 1 Print).		continue to develop their control of tools and techniques. How does it build on prior learning? This unit makes connections with units in drawing Year 4 and 5 where natural forms are used as starting points. It also continues with the running theme in our curriculum of commenting, comparing and adapting. (link to North Sea topic)	
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D		Link to topic - African Masks Why do we teach this? This unit will allow children to understand that Art can convey meaning and does not exist in isolation. How does it build upon prior learning? This is the first time that children have made an object but it will link to work already undertaken in DT.		Why do we teach this? This unit continues the link between Art and the meaning it can convey in society. This is the first time that children get to experience clay. How does it build on prior learning? This unit will build upon the skills learnt in Year 2 and also the research and design skills mastered in DT.		Why do we teach this? This unit further increases children's understanding of Art by introducing them to the world of sculpture. How does it build on prior learning? The children will use their research and design skills to develop a series of pieces and will adapt their work as it progresses.
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		Why do we teach this? In this unit, children will extend their knowledge of art by learning about another dimension; textiles. They will learn that Art does not just involve painting and drawing but that it can involve materials and they will start to realise that the disciplines in Art are connected. How does it build upon prior learning? This unit builds upon work undertaken in the drawing unit in Year 1 and Printing in Year 1.		Why do we teach this? This unit highlights the fact to children that art is a multi-dimensional subject and that skills and techniques can be combined. Children use a technique learnt in printing and apply it to fabric. This unit also allows children to develop knotting, threading and binding techniques. How does it build on prior learning? This unit allows the children to use the skills they have learnt in printing and apply them to textiles.		Why do we teach this? The children will learn a new technique and learn how to safely control new tools. They will also learn about the work of Architect Norman Foster which will add to their growing idea of what Art and Design actually encompasses. How does it build on prior learning? The children will be able to apply their knowledge of previous work in Textiles in KS2 and knowledge of light to dark colours and knowledge



							of marks and patterns from the drawing units.
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Art & Foundation Stage

<u>Three and Four-Year-Olds</u> <u>Range 5</u>	<u>Communication and Language</u>	
	<u>Personal, Social and Emotional Development</u>	Start to become independent in their choice of resources and materials.

<u>Three and Four-Year-Olds</u> <u>Continued</u>	<u>Physical Development</u>	<p>Start to become independent in their choice of resources and materials.</p> <p>Shows control when holding mark making tools</p> <p>Use large movements when making marks</p> <p>Starting to show a preference for a dominant hand</p> <p>Uses one-handed tools for example making snips in paper</p>
	<u>Understanding the World</u>	<p>Exploring how things work</p> <p>Exploring natural materials indoors and outdoors – hands on exploration</p>
	<u>Expressive Arts</u>	<p>Use different materials and explore different textures</p> <p>Create closed shapes and use these shapes to represent objects</p> <p>Use drawing to represent ideas like movement or noises</p> <p>Realising tools can be used for a purpose</p> <p>Explore colour and colour mixing</p> <p>Show different emotions on drawings – happy, sad, fear</p>
<u>Reception</u> <u>Range 6</u>	<u>Communication and Language</u>	



<u>Personal, Social and Emotional Development</u>	<p>Develop small motor skills so they can use a wide range of tools competently, safely and confidently</p> <p>Use core strength to achieve a good posture when sitting at a table</p>
<u>Expressive Arts and Design</u>	<p>Explore, use and refine artistic techniques to express ideas ie colour mixing</p> <p>Create collaboratively, sharing ideas and resources</p> <p>Return and build on previous learning and refine ideas and develop</p>
<u>Understanding the World</u>	<p>Explore the natural world around them –describe what they can see, hear and feel</p>

ELG	<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	
		<u>Speaking</u>	
	<u>Personal, Social and Emotional Development</u>	<u>Self-Regulation</u>	<p><u>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</u></p>
		<u>Managing Self</u>	
		<u>Building Relationships</u>	



<u>Physical Development</u>	<u>Fine Motor Skills</u>	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <ul style="list-style-type: none">• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.
<u>Understanding the World</u>	<u>The natural World</u>	Explore the natural world around them, making observations and drawing pictures of animals and plants.

Expressive Arts and Design

Creating with materials

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