



Curriculum Progression – Art

Intent	The intent of our Art curriculum at Beautesert Lower School is to provide a broad and balanced education that nurtures creativity, develops critical thinking skills, and fosters a deep appreciation for the arts. Our art curriculum stimulates curiosity, imagination, and emotional intelligence. By promoting a love of art, we aim to inspire pupils to become lifelong learners and appreciate the diversity of different outcomes by exploring a range of art styles.
EYFS ELG	Early Learning Goals Physical Development – Fine Motor Skills: • 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. 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 Characteristics of Effective Learning and Teaching: Playing and Exploring • Children investigate and experience things, and ‘have a go’ Active Learning • Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and Thinking Critically

	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things				
National Curriculum KS1	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				
National Curriculum KS2	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				
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Shape, form, space	Explore malleable materials	Add texture by using tools	Introduce the pinch and pull technique	Children know how to join clay adequately	Children can confidently and independently

	and a variety of tools • Some work will be adult led – e.g. ‘can you make a worm?’ • Some work will be child led based on adult enhancements to continuous provision e.g. natural materials brought into creative areas. • Most work will be child led based on the children’s own inspirations and goals.	• Manipulate clay in a variety of ways e.g. rolling	• Children know how to build a textured tile • Children know and understand the safety and basic care of materials and tools.	using slip and can work reasonably independently. • Children know how to make a simple clay base for extending and modelling other shapes. • Children to begin to manipulate clay for a variety of purposes including thumb pots and models	know how to manipulate clay for a variety of purposes including thumb pots and models
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Colour	• Explore and experiment with colours and colour mixing in a variety of media including paint, pens, pencils, coloured water, natural materials, playdough • Colours will be named and described through story, song, practical activities and topic-based enhancements to continuous provision	• Communicate something about themselves in their painting. • Create moods in painting. • Know that using thick and thin brushes produce different effects. • Paint a picture of something that they can see • Children know the names of the primary and secondary colours • Begin to mix secondary colours and make shades	• Children know how to mix paint to create all the secondary colours • Children begin to make tints by adding white • Children begin to make tones by adding black • Make a picture using thick and thin brushes	• Children begin to make tints by adding white • Children begin to make tones by adding black • Children know how to create a background using a wash • Children know how to use a range of brushes to create different effects in painting	•
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		Children know that there are different types of paints			
Texture	- Explore different textures in a variety of materials through junk modelling, discovery learning in sensory activities and exploring the natural world using their senses. - Continuous provision includes a wide range of sensory activities e.g playdough with added	Explore and know how to use a wide variety of techniques such as gluing & sticking including photocopied material, fabric, plastic, tissue, magazines, crepe & paper etc	- Children know how to create textured collages from a variety of media - Children know how to make a simple mosaic - Children know how to make a simple weave.	- Children know to match the tool to the material - Children know how to refine and alter ideas and explain choices using an art vocabulary - annotation - Children know how to collect visual information from a variety of sources describing with vocabulary based on the visual and	

	texture such as rice.			tactile elements.	
Line	- Experimental and sensory mark making in a variety of media both inside and outside - including using natural materials and media such as water,, sticks, mud and sand. - Draw with increasing complexity and detail, giving meaning to marks and explaining to an audience what they represent.	- Children are encouraged to draw for a variety of purposes e.g. observational, memory, imaginary etc. - Children know how to use pencils to create lines of different thicknesses in drawings. - Children begin to know how to create different textures using line	- Children know how to use different grades of pencil in a drawing for a specific purpose. - Children know how to use charcoal, pencil, pens and pastels. - Children know how to create different tones using light and dark - Children know how to show patterns and textures in drawings	- Children know how to show facial expression in their drawings - Children know how to use different grades of pencil and other implements. - Children know how to shade to show different tones and textures	Children know how to use different materials to show shade tone and texture e.g. pencil, charcoal, small brushes,

	• Use drawing to represent ideas, scenarios and emotions				
Drawing & sketching	• Children demonstrate simple ideas through their sketch book and through continuous provision of mark making materials and media. Children's drawing will also be present in English books as a fundamental foundation for demonstrating meaning through mark making.	• Children begin to demonstrate their ideas through photographs and in their sketch books.	• Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it • Peer marking critical review – 2 stars and a wish or black hat yellow hat.	• Children know how to use sketches to produce a final piece of work • Children know how to use their sketch book to express feelings about a subject and to describe likes and dislikes • Children suggest improvements to their work by keeping notes in their sketch book	• Children know how to make notes in their sketch book about techniques used by artists. • Children know how to use their sketch books to express feelings about various subjects and outline any likes and dislikes • Children know how to use their sketch book to adapt and

					improve their original idea.
Study of great artists	• Children will be introduced to famous artists through topic related images and objects. • Children will make observations about artistic works and will express a preference.	• Children know how to be able to describe what can be seen and give an opinion about the work of an artist.	• Children know how to ask questions about a piece of art.	• Children know how to suggest how artists have used colour, pattern and shape.	• Children know how to create a piece of work in response to another artist's work