









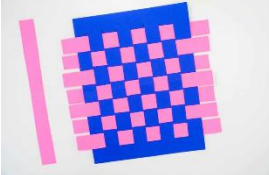





<p>Key Vocabulary</p>	<p><b>Reception Vocabulary</b>  <i>soft, smooth, rough, rolling, bumpy, kneading, squashing, pinching, art, hard, lightly collaboratively, ideas, pencil, pastel, smudge, nature, wallpaper, cellophane, tissue paper, fabric., construct, pattern, mark making</i></p> <p><b>Year 1 &amp; 2 Vocabulary</b>  <i>Work, art work, idea, starting point, observe, focus, design, improve, portrait, selfportrait, line drawing, detail, landscape, building, pastel, drawing, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint, sculpture, statue, model, 3D sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric, medium</i></p> <p><i>Collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabrics, weaving, woven, placement, loom, alternative, over, under, decoration, decorative, batik dye, wax, resist, crayons, ink, apply, set, printmaking, woodcut, relief printing, clay, texture, digital media, roughing, slip, joining, construction, batons, monoprinting, mimic, pleating, cutting, folding, spiral, construct and join recycled, natural and man-made materials.</i></p>			
<p>Year group</p>	<p>Year R Progression of skill</p>	<p>Year R Teaching opportunities/ideas</p>	<p>Year 1 Progression of skills</p>	<p>Year 1 Teaching opportunities/ideas</p>
<p>Developing ideas</p>	<ul style="list-style-type: none"> <li>• Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.</li> <li>• Make art individually and <b>collaboratively</b>.</li> </ul>	<p>Bear hunt journey maps.</p>	<ul style="list-style-type: none"> <li>• To start to use sketchbooks to record ideas.</li> <li>• Explore a range of <b>mediums</b> and discover their <b>range of effects</b> when <b>designing</b> and making a product.</li> <li>• Share ideas about what art is and where it can be found.</li> <li>• Work as part of a group to create a piece of work and also create art work independently.</li> <li>• Draw from <b>imagination, observation</b> and memory to design things, record observations, tell stories and express thought and feelings to others.</li> <li>• Investigate different materials and how they can be adapted, including experimenting with <b>pleating, cutting</b> and <b>folding paper</b> and thin card to understand the difference between 2D and 3D.</li> <li>• Use the Ipad to take photographs- collecting <b>images, textures</b> etc. <ul style="list-style-type: none"> <li>• Begin to feel a sense of ownership about the sketchbook.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Changes in nature topic</b></li> <li>- In groups create environment art based on the observations in Forest area – follows on from environmental Artist Andy Goldsworthy (linking to leaf work from the previous year)</li> </ul>  <ul style="list-style-type: none"> <li>- Develop questions to ask when looking at</li> <li>- artworks and /or stimulus: <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> </li> </ul>
<p>Drawing</p>	<ul style="list-style-type: none"> <li>• <b>Mark making</b>- experiment and explorative using pencil, graphite, pen, chalk,</li> <li>• soft pastel, wax and charcoal.</li> <li>• To give meaning to marks made.</li> <li>• Give meaning to the marks made when <b>drawing</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures.</li> <li>• Self portraits</li> <li>• Cross hatching bears</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making- <b>experiment</b> and <b>explorative</b>.</li> <li>• Mark on a range of surfaces</li> <li>• Experiment with <b>line, pattern and texture, spirals, horizontal and vertical</b>.</li> <li>• Discuss light and dark. <b>Change pressure</b> to tool to achieve effect.</li> </ul>	<p><b>Topic- CHANGES IN NATURE</b>  Tree sketching across seasons [ECO and local link]  -focus on small part of tree for detailed sketching e.g. leaf, section of bark  Create different shades of green/Browns using pastels- blending colours.</p>

	<ul style="list-style-type: none"> <li>Describe what a <b>pattern</b> is.</li> <li>Copy a pattern/invent a pattern.</li> <li>Repeat a mark.</li> <li><b>Press hard or lightly</b> when drawing.</li> <li>Understand that lines can be used to enclose spaces, and then begin to use these shapes to represent objects.</li> <li>Make an image fit onto a piece of paper.</li> </ul>		<ul style="list-style-type: none"> <li>Explore a variety of drawing starting points (Stimulus) including very close looking through observations from sources.</li> <li>Create imaginary gardens/forests based on visualisations.</li> </ul>	<p>Observation drawings of toys- using different grades of pencils.          Ideas for teaching: What is a drawing tool? Try to answer this question in their sketchbooks. Can we draw with anything? What marks do the tools make? Can we use them to draw the things we see around us?</p>  <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p> <p>See Drawing Exercises in Drawing Projects for Children Book</p>
Painting	<ul style="list-style-type: none"> <li>Experiment to <b>create</b> different <b>textures</b> and investigate what happens when paint is <b>mixed</b>.</li> <li>Identify that different tools can be used to apply paint, including fingers, <b>brushes</b>, cotton buds, sticks with a range of sizes.</li> </ul>	<ul style="list-style-type: none"> <li>Self portraits</li> <li>Exploring what happens when colours are mixed.</li> <li>Colour mixing for fireworks- bright/dull. (toilet roll printing- see below) Give children 2 primary colours to mix, then repeat.</li> <li>Painting poppies</li> <li>Painting green leaves – Andy Goldsworthy</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore and experiment with <b>primary colours</b>. Describe collections of colour.</li> <li>Describe favourite colours and why colours may be used for different purposes.</li> <li>Explore a range of <b>paint, brush sizes and tools</b></li> <li>Mix colours to create new colours</li> <li>Discuss and use <b>warm and cold colours</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Topic: Sunflowers</b>  <b>Artist: -Van Gogh -sunflower paintings</b></li> </ul> <p>Use to show shape and colour also perspective and distance related to size of flowers.          Colour mixing and painting using colour wheel</p>  <ul style="list-style-type: none"> <li>Mix paints and describe colours.</li> <li>Know primary colours -create tints by adding white/black-</li> <li>Use 2 colours to create a third</li> </ul> <p>Animal fur – Camouflage colours          Idea: making own paint brushes from found woodland objects – painting with coffee (See Woven project 2021)          Ideas for exploring warm and cool colours:</p> <p>Benefit from experiences</p>

				<p>learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage:</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour</p>
Sculpture	<ul style="list-style-type: none"> <li>Discover how to model using different modelling materials such as plasticine, clay or dough</li> <li>Experiment with ways of joining materials and objects together.</li> <li>Find out how to build using construction kits, junk materials and natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching</li> <li>Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure.</li> <li>Cutting out and assembling bunting</li> <li>Making Christingles</li> <li>Join tubes to make binoculars and select from a range of materials.</li> <li>Making pirate ships</li> <li>Andy Goldsworthy – looking at leaves that can be collected on an autumn walk. Look at the leaf work of Andy Goldsworthy. Can the children work together to create their own leaf colour pattern?</li> </ul> 	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> <li>Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object.</li> <li>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.</li> </ul>	<p><b>Topic – Sunflowers</b> – to create sunflowers using a variety of materials. Who else has made sunflowers? – look at Van Gogh’s sunflowers</p> <p>Use crumpled paper, cardboard- layered paper to create own sunflowers. Children to bring in colourful junk- order in colours. Create a collaborative sunflower picture using the colour graded junk.</p>  <p>These small mice are hand built from a small pinch pot. Children are taught how to make a tiny thumb pot. Ears and nose are pulled out, pupils learn not to pinch the</p>  <p>clay too hard</p>

<p>Collage</p>	<ul style="list-style-type: none"> <li>Discover how to make pictures and patterns by cutting and sticking a variety of materials e.g. wallpaper, cellophane, tissue paper, fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures.</li> <li>Making Christmas cards.-cutting and sticking coloured paper in order of size.</li> <li>Create 3D map of a bear hunt.</li> </ul> 	<ul style="list-style-type: none"> <li>Find out how to make <b>collage</b> pictures for particular purposes by <b>cutting, tearing and sticking</b> varied papers and objects to a background.</li> <li>Use a wide variety of media, inc. photocopied material, <b>fabric, plastic, tissue, magazines, crepe paper</b>, etc.</li> <li>Explore simple printmaking. For example using plasticine, found materials or quick print foam.or everyday printmaking Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture</li> </ul>	<p><b>Sunflowers</b>- Create a sunflower pictures using a variety of colours, images. Tearing and sticking. Use textiles /paper -cut, tear, fray, twist,</p>  <p>Linked to Dinosaur topic Create animal fur patterns Christmas cards – Christmas trees created through cutting, tearing and sticking green materials (magazines, tissue paper, etc)</p> 
<p>Textiles</p>	<ul style="list-style-type: none"> <li>Explore the textures of different fabrics</li> <li>Begin to use scissors to cut snips in fabric</li> <li>Develop threading, hand-eye coordination, threading large beads, pasta</li> <li>Gross motor weaving with a range of materials e.g. string, ribbon, tissue paper on posts, fencing etc</li> </ul>	<ul style="list-style-type: none"> <li>Cutting out wiggly caterpillars</li> <li>Incy wincey spider: Collaborative weaving using a hula hoop as a frame: string, wool, tissue paper. Weaving on the muga fence creating other spider webs.</li> </ul> 	<ul style="list-style-type: none"> <li>Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with <b>plaiting and dip-dye</b>.</li> <li>Use a variety of techniques, e.g. <b>weaving, finger knitting</b>, (simple- using paper strips finger knitting,</li> <li>How to thread a <b>needle, cut, glue and trim material</b>. (fireworks)</li> <li>Create images from imagination, experience or observation. • Use a variety of techniques, e.g. weaving,</li> </ul>	<p>Linked to <b>seasonal changes topic</b>- Dye strips of fabric using food colouring- experiment with colour Paper/ dyed fabric weaving to create seasonal colours weaving (primary/secondary/cool and warm)</p>  <p>Collaborative stitching- fireworks Using strips of colourful plastics, pipe cleaners, etc and fasten/stitch onto circle- attach to a collaborative black backdrop to show fireworks.</p> 

				
<p>Printing</p>	<ul style="list-style-type: none"> <li>Find out how to print by loading an object with paint and applying it to a surface; make repeated patterns and print into different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Widen the variety of resources used for printing e.g. fruit, split toilet rolls, leaves. Create a collaborate large printed texture poster.</li> </ul> 	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. <b>monoprint, block, relief and resist printing.</b></li> <li>Make rubbings.</li> </ul> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Ideas – printing with different found objects. Cutting objects into shapes for a specific print. Take rubbings from different trees in the forest area- why are they different.</p>
<p>Work of other artists, craft makers, architects and designers.</p>	<ul style="list-style-type: none"> <li>Think about what art is and share ideas with others.</li> <li>Have opportunities to meet and work with professional artists.</li> <li>Describe a picture created by an artist.</li> <li>Experiment with a technique that an artist uses.</li> </ul>	<ul style="list-style-type: none"> <li>Have prints and art books available.</li> <li>Talk about artists pictures</li> <li>What do you see?</li> <li>How does it make you feel?</li> <li>How is it different?</li> <li>What do you like? Why?</li> <li>Andy Goldsworthy - leaves</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about the work of artists who use different kinds of techniques including <b>drawing, collage</b>, use of ICT, etc.</li> <li>Create a piece of art in the style of an artist.</li> </ul>	<p>Van Gogh Andy Goldsworthy ?? Aerial pictures??</p>
<p>Evaluating and assessing</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>As a class Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. In small groups: Share work to others in small groups, and listen to what they think about what you have made. One to One: Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</li> </ul>	<p><b>Assessment Questions</b> Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> <li>Tell me about what you are making</li> <li>What might you do next?</li> <li>Tell me about what you have made</li> </ul> <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>