



Art Design Overview and Progression in Skills at Fawkham CEP School



Intent- Here at Fawkham CEP School we value Art as a subject and feel that as part of our Christian vision John Chapter 10 Verse 10 I came so that you may have life; life in all its fullness, every opportunity and every subject must be valued. We teach our children our core Christian values to care, respect, honesty, friendship, responsibility and forgiveness. Within our Art curriculum we strive to encourage children to care for the resources and care for each other's belonging including their Art work. Respect each other's ideas, thoughts and feelings as well as Art work produced. Being honest is a value in which can be seen when children critique Art work and learning to take constructive criticism and praise. Children are also reminded that they have responsibility to take care of the resources available to them for the Art lessons.

EYFS - EXPRESSIVE ART AND DESIGN - Children here at Fawkham are encouraged to use and explore a range of materials, tools and techniques experimenting with colour, design, form and function. They use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas through different mediums.

KS1/KS2 – Topics chosen are those that appeal to the children of Fawkham. Our children here at Fawkham have little experience and exposure to many artists and designers in their everyday lives; therefore the art design opportunities we give the children and expose children to cover a range of art techniques, artists, crafts people and architects in order for children to have a depth of knowledge, understanding and skills. We also have ensured that the famous artists, crafts people and architects come from a range of cultures as our children come from predominantly white British backgrounds.

Implementation-

The teaching and implementation of the Art and Design curriculum here at Fawkham CEP School is based on the National Curriculum and linked to topics to ensure a well structured approach to this creative subject. Children are taught Art as part of their termly topic work. Areas covered are drawing, painting, printing, 3D/textiles, collage, IT and sketchbooks.

EYFS - EXPRESSIVE ART AND DESIGN- Children explore and use a variety of media and materials through a combination of child initiated and adult led activities. They have opportunities to learn to:

- 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.

This is on order for children to achieve the ELG by the end of their Reception year.

KS1- Pupils will 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.

KS2- Pupils will 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.

Impact- Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any gaps in attainment.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the Development Matters and Birth to 5 documents. Age related expectation levels are reported to parents at the end of the reception year. Parents are also encouraged to download the Seesaw app so that they can see their own child's progress in all areas of the EYFS curriculum and not just Expressive Arts and Design.

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Marvellous me! T1-Self portraits Pablo Picasso Frida Kahlo T1-Sketch a superhero</p> <p>Twinkle Twinkle T2-Rangoli patterns</p> <p>Under the sea T6- Sketching with charcoal on top of collage for Under the sea picture Paul Klee</p>	<p>Term 6 Pirates (Pastels) Turner DRAWING</p> <p>Pastels: TURNER ENGLISH 1875 - 1951 – seascapes Marbling</p>	<p>Term 6 Paws, Claws and Whiskers</p> <p>DRAWING IT</p>	<p>Term 3 Prehistoric World DRAWING/3D</p> <p>Cave PAINTING – USE OF NATURAL MATERIALS – ROCK PAINTING SELF MADE INKS, DRAWING - CHARCOAL</p> <p>Terms 5& 6 Dragons</p>	<p>Term 1 Trash or Treasure DRAWING/PAINTING</p> <p>Silhouette picture of Iron Man – Angel of the North (1998) – ANTHONY GORMLEY BRITISH SCULPTOR PRESENT pastels</p>	<p>Cycle A Term 2 Fawkham Child (Victorians) 3D/TEXTILES DRAWING</p> <p>Samplers Sewing</p> <p>Sewing</p>	<p>Cycle B Term 2 Shakespeare Sketches of the globe theatre</p> <p>Term 5 Egyptians Wang Duo Reza Abedini Create a picture using papyrus in the style of Egyptian art. Hieroglyphics - ink. Calligraphy Wang Duo CHEINESE 1592 1652 REZA ABEDINI IRANIAN 1967 - PRESENT</p>
<p>-express their feeling through drawing - create moods in their drawings draw controlled lines and use the skill to make different shapes -interpret an object through drawing?</p>	<p>All of Year R skills plus:- -draw lines of different shapes and thickness, using different grades of pencil</p>	<p>-understand where they might use different grades of pencil in their drawing and why -use charcoal and pastels to create different drawing styles -create different tones using light and dark - use different shading techniques to create different tones -show patterns and texture in their drawings -use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>-use their sketches to develop a final piece of work -use drawing as a tool to express an idea? - use different shading techniques to give depth to a drawing -use different shading techniques to create texture in a drawing</p>	<p>-experiment with drawing techniques to support their observations -create a sense of distances and proportion in a drawing -use experimental drawing techniques to create atmosphere in a drawing -explain why they have chosen specific materials to draw with</p>	<p>All of Year 4 skills plus:- -use line to create movement in a drawing -understand how drawing skills can support other medias -develop a series of drawings that explore a theme</p>	<p>-sketches communicate ideas and convey a sense of individual style -drawings show a strong understanding of how to use shading techniques to create depth and tone -know when to apply different drawing techniques to support their outcomes - create accurate and experimental drawings -explain how they have combined different tools and explain why they have chosen specific drawing techniques</p>



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Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Marvellous Me! T1- Painting colour monsters T1 Alma Thomas exploring colour painting T1-Paint a superhero T1 Chalk painting space pictures T1-Painting on foil T1-Kehinde Wiley Portraits- background painting</p> <p>Twinkle Twinkle T2-Firework splatter paint Charles Fazzino T2- Silhouette tree for Calendar T2- Starry night paintings Vincent Van Gogh</p> <p>Birds T3- Watercolour paintings of British Birds</p> <p>The gingerbread man T4- Puffy paint Gingerbread man painting</p> <p>T4- Colour mixing T4- Easter Craft</p>	<p>Term 5 Africa and Safari Virginia Hood PAINTING AMERICAN PRESENT</p>	<p>Terms 1&2 Space COLLAGE PAINTING Mixed media (COLLAGE and PAINT): PETER THORPE AMERICAN PRESENT- wax resist Term 5 Big City Jackson Pollock Georgia O'Keefe</p>	<p>Term 1 Make a Splash PAINTING MONET FRENCH 1840 – 1926 – water lilies + the Bridge water colours</p>	<p>Term 1 Trash or Treasure</p>	<p style="background-color: magenta; color: black; text-align: center;">Cycle A</p> <p>Term 5 Ancient Greece Clay pots COLLAGE/PAINTING CLAY – pots linked to ancient Greece art</p>	<p style="background-color: green; color: black; text-align: center;">Cycle B</p> <p>Term 1 All About Me Chuck Close Frida Kahlo</p>

<p>Minibeasts/Plants T5- Vincent Van Gogh- Sunflowers T5- Symmetry Butterflies</p> <p>Pets T6- Painting our pets</p> <p>Zoo T6- Tinga Tinga Art</p> <p>Summer T6-Mixing sand with paint Beach pictures. T6-Painting with natural dyes. T6- Puffy paint ice cream pictures.</p>						
<p>-experiment with a range of painting equipment -paint controlled lines and use the skill to make different shapes -mix colours and describe how they change</p>	<p>-express their feelings through painting - interpret an object through painting -have an understanding of basic colour theory</p>	<p>-mix paint to explore colour theory? -create shades of a colour -experiment with watercolour techniques to create different effects</p>	<p>-mix a range of colours in the colour wheel -identify what colours work well together -create a background using a wash -use a range of brushes to create different effects</p>	<p>-understand the different properties of different paints -create mood in a painting -use shade to create depth in a painting</p>	<p>All of Year 4 skills plus:- - create a range of shades using different kinds of paint -identify different painting styles and how artists are influenced by these styles over time</p>	<p>-explain what their own style is -use a wide range of techniques in their work and explain why they have chosen these techniques - have a strong understanding of colour theory and how to use it to create a balanced painting</p>



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Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Marvellous Me! T1-Leaf printing</p> <p>Twinkle Twinkle T2- Rangoli patterns T2 Firework printing Charles Fazzino</p> <p>Antarctica T3-Penguin printing Antarctic pictures</p> <p>The Enormous Turnip T4- Vegetable printing</p> <p>Minibeasts/Plants T5- Potato printing bees and ladybirds</p>	<p>Term 1 Where I Live Mondrian PIET MONDRIAN DUTCH 1872 – 1944</p>	<p>Term 5 Big City PRINTING PAINTING Jackson Pollock AMERICAN 1912 – 1956 – Drip painting Paint IKB – bridges linked to DT project GEORGIA O'KEEFFE AMERICAN 1887 – 1986 New York sky scrapers</p>	<p>Term 2 Rainforest COLLAGE/PRINTING HENRY ROUSSEU FRENCH 1844 – 1910 LAYERING PAINT/MIXED MEDIA</p>	<p>Term 6 Extreme Earth 3D/ PRINTING Volcano – mod roc – CHICKEN WIRE to create structure</p>	<p>Cycle A Term 3 Raging Rivers Katsushika Hokusai PRINTING Explore KATSUSHIKA HOKUSAI JAPANESE 1760 – 1849 artwork The Great Wave by investigating how WOODBLOCK PRINTING are made.</p>	<p>Term 6 All About Me PRINTING/PAINTING Portraits CHUCK CLOSE AMERICAN 1940 – PRESENT who uses FINGER PRINTING to create portraits. FRIDA KAHLO MEXICAN 1909 - 1954</p>
<p>-use different tools through printing to create marks -create a simple pattern - repeat a print to make a simple pattern</p>	<p>-recognise different marks through printing with different objects -repeat a print to make a pattern - apply drawing skills to print</p>	<p>- create a repeat print -create an impression in a surface and use this to print -find printing opportunities in everyday objects</p>	<p>-experiment with layered printing using 2 colours or more -understand how printing can be used to make numerous designs -transfer a drawing into a print</p>	<p>-explore a variety of printing techniques -create an accurate print design -use printmaking as a tool with other medias to develop a final outcome</p>	<p>-print using a material -create an accurate print design that reflects a theme or ideas -make links with printmaking and other medias to help develop their work</p>	<p>-overprint using different colours -identify different printing methods and make decisions about the effectiveness of their printing methods -know to make a positive and a negative print</p>



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3D/Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Twinkle Twinkle T2-Clay diva lamps</p> <p>Minibeasts/Plants T4 – Ladybird making using different materials and junk.</p> <p>Zoo T6- Junk modelling zoo animals</p> <p>Dinosaurs T6- Cotton bud skeleton dinosaurs</p>	<p>Term 2 Once Upon a Time TEXTILES</p> <p>Term 3 Frozen Kingdom Clay penguins</p>	<p>Terms 3 & 4 Looking After Our World</p> <p>3D/TEXTILES Junk modelling sculpture</p>	<p>Term 3 Pre-historic World</p> <p>Terms 5&6 Dragons DRAWING/IT/TEXTILES CLAY – Dragon Eyes DRAWING a dragon motif</p>	<p>Term 5 Extreme Earth</p>	<p>Cycle A</p> <p>Term 1 Space Akira Yoshizaw Kade Chan 3D/TEXTILES Exploring the world of 3D ORIGAMI and using this understanding to make an origami star – development over time AKIRA YOSHIZAW JAPANESE 1911 – 2005 KADE CHAN CHINESE 1996 - PRESENT</p> <p>Term 2 Fawkham Child</p>	<p>Cycle B</p> <p>Term 6 What a Performance Tie dye/Batik Sara Tyndall IT Stage makeup linked to SARA TYNDALL ENGLISH PRESENT – Lion King, Beauty and the Beast</p>
<ul style="list-style-type: none"> -use found objects to build - select and use appropriate 3D shapes to build and recreate models - manipulate fabric to achieve a desired effect (e.g. weaving, costume making, paper making) -weave a pattern -use their senses make observations about the different types of textiles 	<ul style="list-style-type: none"> -recognise different textures in different surfaces - use different materials to create raised texture -scunch, roll, shape materials to make a 3D form -group fabrics and threads by colour and texture -weave a pattern -identify when patterns are used in textile design? 	<ul style="list-style-type: none"> -mould, form and shape and bond materials to create a 3D form -use bonding techniques to add parts onto their sculpture - apply a smooth surface to a sculptural form -add line and shape to their work -bond fabrics together -build an image using fabrics -create a large scale textile or sculpture piece through class collaboration 	<ul style="list-style-type: none"> -add layers onto their work to create texture and shape -work collaboratively to create a large sculptural form - use fabrics to build an image -add detail to a piece of work - add texture to a piece of work 	<ul style="list-style-type: none"> -experiment with and combine materials and processes to design and make 3D form -take a 2D drawing into a 3D form - shape using a variety of mouldable materials -explore a range of textures using textiles -transfer a drawing into a textile design -use artists to influence their textile designs 	<p>All of Year 4 skills plus:-</p> <ul style="list-style-type: none"> -interpret an object in a 3D form -experiment with different ways of exploring textiles 	<ul style="list-style-type: none"> -create models on a range of scales -create work which is open to interpretation by the audience -include both visual and tactile elements in their work -know the properties of a wide range of different sculptural materials and how to use them



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Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Marvellous me T1 Henri Matisse Snail The Enormous Turnip T4- Guiseppe Arccimbollo vegetable faces</p> <p>Minibeasts/Plants T5- Bee collage</p> <p>Under the sea T6- Collage for the background for Under the sea picture Paul Klee</p> <p>Zoo T6- Animal collages</p> <p>Dinosaurs Y6- Pasta dinosaur collage</p>	<p>Term 3 Frozen Kingdom 3D COLLAGE</p> <p>Penguins Clay</p>	<p>Terms 1&2 Space Peter Thorpe</p>	<p>Term 2 Rainforest</p>	<p>Term 6 Rotten Romans COLLAGE/IT Mosaics – linked to trip to Lullingstone Roman Villa – design and make</p>	<p>Cycle A Term 5 Ancient Greece Collage painting/clay pots</p>	<p>Cycle B Term 5 Egyptians Wang Duo Reza Abedini</p>
<p>-cut and tear paper and card for their collages - colour sort materials -build layers of materials to create an image with support</p>	<p>Embed all of Year R skills</p>	<p>-interpret an object through collage -use different kinds of media to embellish and add details on their collage and explain what effect this has</p>	<p>-overlap materials -use collage as a tool to develop a piece in mixed media -use collage to create a mood boards of ideas</p>	<p>Embed all of Year 3 skills</p>	<p>Embed all previous skills and:- -overlap materials to build an image -combine pattern, tone and shape in collage</p>	<p>-justify the materials they have chosen -combine pattern, tone and shape -use collage as a tool as part of a mixed media project -express their ideas through collage?</p>



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Use of IT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Paint programme	Term 4 Superheros Andy Warhol IT Pop art ANDY WARHOL AMERICAN 1928 – 1987	Term 6 Paws, Claws & Whiskers	Term 5&6 Dragons	Term 6 Rotten Romans	Term 6 What a Performance Costume designer Tie dye and batik	Cycle B Term 3 WWII Dorothea Lange Anne Geddes Photography – linked with drama DOROTHEA LANGE AMERICAN 1895 – 1965 ANNE GEDDES AUSTRALIAN 1956 - PRESENT
-use a simple painting program to create a picture -experiment using different tools in an application	All of Year R skills plus:- -recognise the different tools and how to use them -go back and change their picture	-create a picture independently? - use simple IT mark-making tools, e.g. brush and pen tools -edit their own work -change their photographic images on a computer	-combine digital images with other media -use IT programs to create a piece of work that includes their own work and that of others (using www) -use the www to research an artist or style of art	-present a collection of their work on a slide show -create a piece of art work which includes the integration of digital images they have taken - combine graphics and text based on their research	-create a piece of art work which includes the integration of digital images they have taken -combine graphics and text based on their research -scan images and take digital photos, and use software to alter them, adapt them - create digital images with animation, video and sound to communicate their ideas	-use software packages to create pieces of digital art to design -create a piece of art which can be used as part of a wider presentation



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Sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children use their sketchbooks for the drawing, painting, printing and collage in the experimental stage. Final pieces can be either in Sketchbooks or on separate for displays. Photographs can be taken for record.</p>	<ul style="list-style-type: none"> -begin to demonstrate their ideas through sketches in their sketchbooks -make links with an artist and show this in their sketchbooks -use their sketchbooks as a mode to record experimentation 	<ul style="list-style-type: none"> -use their sketch books to express feelings about a subject and to describe likes and dislikes -make notes in their sketch books about techniques used by artists -suggest improvements to their work by keeping notes in their sketch books 	<ul style="list-style-type: none"> - use their sketch books to express their feelings about various subjects and outline likes and dislikes -produce a mood board to inspire and influence their work - use their sketch books to adapt and improve their original ideas -keep notes about the purpose of their work in their sketch books -evaluate their learning and record in sketchbooks 	<ul style="list-style-type: none"> - experiment with different styles which artists have used -use their sketchbooks as a mode to record the learning journey -use their sketchbooks to explore and practice a range of materials, record ideas, and experiment -use their sketchbooks to build and record their knowledge -compare sketchbook ideas and give supportive and constructive feedback on peers development 	<ul style="list-style-type: none"> -sketch books contain detailed notes, and quotes explaining their drawings and ideas -compare their methods to those of others and keep notes in their sketch books -adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books 	



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Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Van Gogh - Matisse -Picasso -Kahlo -Archibaldo -Klee - Kandinsky - Thomas -Wiley. -Fazzino Pollock	-Warhol -Wood -Turner	-Thorpe -Pollock -O'Keefe	-Monet -Rousseu	-Gormley	-Chan -Yoshizaw -Tyndall -Hokusai	-Close -Lang -Geddes - Kahlo -Duo -Abedini
- describe what they can see and like in the work of another artist/craft maker/designer -say what they liked about their artwork or what they did well	All of Year R skills plus: - express their feelings about their own piece of art -express their feelings about a peer's piece of art	-make links to an artist to inspire their work -make topic links to their art -say how other artist/craft maker/designer have used colour, pattern and shape	-compare the work of different artists -explore work from other cultures -communicate what they feel the artist is trying to express in their work -communicate what they are trying to express in their own work	All of Year 3 skills plus: -explain how art can change over time	-experiment with different styles which artists have used -learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class -critic each other's work as a way of developing and supportive each other's ideas -understand how different medias can be combined and work together -know to develop an idea through exploration and experimentation	-make a record about the styles and qualities in their pieces -say what their work is influenced by -include technical aspects in their work, e.g. architectural design -have knowledge of a wide range of artists and have formed their own opinions on their different styles