

## GL Big Ideas Progression – ART KS1 (to be read in conjunction with long term plan )

| Big Idea  | Objectives  | Reception   | Year 1   | Year 2  |
|---|---|---|--|---|
| <p>National Curriculum<br/>           To use a range of materials creatively to design and make products<br/>           Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>  |   |   |  |   |
| <p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Class discussion about artists</li> <li>• Discuss artwork and artists (including in natural world) and relate to own artwork</li> </ul> <p><b>Knowledge of Artists</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences between works of art and artists</li> <li>• Understanding the development of a piece of art</li> </ul> | <p>To generate and record ideas through</p> <ul style="list-style-type: none"> <li>▪ First-hand experience of artists' work</li> <li>▪ Discussion</li> <li>▪ Using sketchbooks as a visual diary</li> <li>▪ Experimenting and exploring with materials, tools and techniques</li> </ul> | <p>Explore work from different artists and being to use their art for stimulus for own work.</p> <p>To create a collaborative large piece of art based upon an artist</p> | <p>To study a range of artists and understand their place in history</p> <p>Use the work of an artist as stimulus for own original work.</p> | <p>To study a range of artists and understand their place in history</p> <p>Use the work of an artist as stimulus for own work</p> <p>Use knowledge of previous artists studied to inspire work</p> |

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| National Curriculum  |                 |   |  |  |
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| Develop a range of art and design techniques in using colour, pattern, texture, shape, line, form and space  |                 |   |  |  |
| <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>• Creating textures and mixing colours</li> <li>• Exploring form, surface detail and texture</li> <li>• Etching patterns</li> <li>• Creating Art to explore feelings and the world around them</li> </ul> <p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>• Making colours lighter or darker</li> <li>• Understanding tone and colour</li> <li>• Creating texture</li> </ul> | <p>Painting</p> | <p>Learn to hold and control a paintbrush. Blend colours on a palette. Use a range of items to paint including sponges, string etc</p> <p>Name basic colours, being able to show awareness of variety of colours in the environment.</p> <p>To experiment in mixing primary colours, knowing the colour mix for some secondary colours. Wash brushes after use.</p> | <p>Name colours, being able to show awareness of variety of colours in the environment.</p> <p>To mix secondary colours, Wash brushes after use.</p> <p>Use colour to express thought and feeling, paint patterns and add texture such as sand and salt</p> <p>Use poster paint, powder paint and block paint to blend colours on paper and a palette. Paint 3D surfaces.</p> <p>Paint thick and thin lines using different brushes.</p> <p>Know different paper types , card, brown paper , fabric, textures surfaces and which is suitable for a task.</p> | <p>Use poster paints and block watercolours to mix secondary colours accurately.</p> <p>Create pattern and create texture. Understand the importance of outlines</p> <p>Tones and tints - lighten, darken a primary colour by adding white or black.</p> <p>Develop brush control and use different painting surfaces. Paint carefully and neatly without gaps.</p> <p>Paint with control.</p> <p>Use effects such as spattering, stippling, dripping etc.</p> |

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|  | Drawing   | <p>To being to use a pencil to create observational sketches. To use pencils/pens, coloured pencils, wax crayons. Use different media to create different effects.<br/>           Draw simple shapes and shade areas carefully.<br/>           Draw from imagination and observation</p> | <p>To develop skills in Observational sketching. Use simple 2D shapes to construct drawings. Explore light and dark. Practice accurate shading and use of pressure of different materials.<br/>           To use line of different thicknesses<br/>           To use pencils/pens, coloured pencils, wax crayons and charcoal.<br/>           Draw from observation and imagination.</p> | <p>Use a range of lines and shapes to draw form, surface details and texture.<br/>           Control pressure and use tone. Shade neatly without gaps.<br/>           Use different drawing pencils, pens, chalk pastels, chalks<br/>           Develop a sense of own style using observation and secondary sources..</p> |
|  | Printing  | <p>To being to explore simple patterns and textures in printing. Explore using different objects and soft materials they have moulded.</p>   | <p>To explore and produce Patterns, textures through printing: Sponging, using a range of made and found objects.</p>  | <p>Use a range of textures to print patterns<br/>           Make a small block using simple polyprint and paint.</p>   |
|  | 3D (Form) | <p>To experiment using plastercine, salt dough, junk modelling with a design purpose in mind<br/>           Join 3D shapes together with tape and staples.</p>   | <p>To model make using clay, playdough, construction kits ,junk, found and natural objects. Model things they have invented or seen.</p>   | <p>Make simple thumb pots and figures from clay.<br/>           Make organic sculptures in range of materials including card, plastic, found materials. Plan sculptures and surface decorate.</p>  |

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| <i>National Curriculum</i> | Digital art                | To explore using apps to take different photos of themselves and the environment  | To use apps to combine images, and to use a digital camera to record images   | Use a drawing app on ipad.<br>Alter a photograph using an app.   |
|                            | Collage/textiles (texture) | To use a range of materials to experiment with collage work.<br>Use wax resist using wax crayons and ink<br>Collage with objects such as beads, sequins, lace , thread using sewing or glue.<br>Collage suits idea and purpose.<br><br>Simple weaving using larger manmade and natural materials. | To use a range of materials to produce collage.<br>Different colours, shapes, images and textures are used. Tearing and cutting. Cutting and sticking for accurately creating layers of collage using media from EYFS<br><br>Simple weaving using natural and manmade materials.<br><br>Weave regular and irregular patterns. | Collage using a mixture of materials as previously taught<br><br>Textured rubbings used in collages<br><br>Increasing precision is used for choices of material, colour and image. |

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| <p><i>Learn about the work of a range of artists, craft-makers and designers, describing differences and similarities between different practices and disciplines and making links to their own work.</i></p> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Making connections from artist's work to their own</li> <li>• Evaluating own work</li> <li>• Evaluating artwork of people around the world</li> <li>• Describing the strengths and weaknesses of pieces of work</li> </ul> | <p>To study the work of artists and their techniques in relation to their work identifying similarities and differences between artists' and their own work.</p> <p>To review what they have done.</p> <p>To be able to identify what they think, feel and like/dislike.</p> <p>To be able to identify what they may change or improve in the future.</p> | <p>Say what they like or do not like about an artist's piece of work.</p> <p>Label some work</p> | <p>Comment on the work of an artist</p> <p>Make simple labels in their sketchbooks.</p> <p>Evaluate own work simply</p> | <p>Comment on work of an artist in relation to their own experiences and knowledge of previous artists studied.</p> <p>Evaluate own work with appropriate vocabulary</p> |
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