**Knowledge and Skills Progression Map**

**Treales CE Primary School 2023-2024**

**Art and Design**

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| Oak Class Cycle A Year 1 and 2 |
|  | Autumn 1 | Spring 1/2 | Summer 1/2 |
| Focus | Drawing and sketchbooks | Surface and colour: painting | Working in 3D |
| Topic | Spirals | Making birds | Inspired by Flora and Fauna |
| National Curriculum  | Pupils are taught : * To use a range of materials creatively to design and make products
* To use drawing, painting and sculpture to develop and share 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.
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n history.  |
| CONCEPTS (If relevant) | That drawing is a physical and emotional activity. That when we draw, we can move our whole body.That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.That we can draw from observation or imagination.That we can use colour to help our drawings engage others. | That there is a relationship between drawing & making – we can transform 2d to 3d.That we can use observational drawing and experimental mark-making together to make art.That we can work from similar stimulus or starting point but end up with very different individual results.That the individual results can then be brought together to make a whole artwork.  | That artists can be inspired by the flora and fauna around them.That we can use careful looking to help our drawing, and use drawing to help looking.That we can use a variety of materials to make images, and that the images we make can become imaginative.That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. |
| Artists | Molly Haslund | Ernst Haekel, Hoang Tien Quyet, John Jame Audubon, Pejac, Andrea Butler | Local artists and:Eric Carle, Joseph Redoute, Jan Van Kessel |
| Key Vocabulary | Drawing tool, graphite sticks, soft B pencils, chalks, continuous line, colour, focus, improve, pressure | Pastels, 2D and 3D, Sculpture, Features, observe, starting point, design | Observe, focus, improve |
| Prior Knowledge (indicate year group) | EYFS –  ELG 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.ELG – Fine motor skills: hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing.Year 2 – to develop the knowledge and skills gained in year 1. | EYFS –  ELG 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.ELG – Fine motor skills: hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing.Year 2 – to develop the knowledge and skills gained in year 1. | EYFS –  ELG 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.ELG – Fine motor skills: hold a pencil effectively, use a range of small tools, begin to show accuracy and care when drawing.Year 2 – to develop the knowledge and skills gained in year 1. |
| Key Knowledge(Substantive) | Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration | Understand we may all have different responses in terms of our thoughts and the things we make.That we may share similarities. Understand all responses are valid.Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.Understand the meaning of “Design through Making | Understand we can create our own papers with which to collage.Understand collage is the art of using elements of paper to make images.-Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.(all)Understand we can create our own papers with which to collage. |
| Key Skills(Disciplinary) | Reflect upon the artists’ work, and share your response verbally (“I liked…”). (all)Explore mark makingPractice observational drawingDevelop experience of primary and secondary coloursMake a simple elastic band sketchbook. Personalise it.Use colour (pastels, chalks) intuitively to develop spiral drawings.Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate explorationLook at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. | Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”). (all)Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophyUse construction methods to build.Use a combination of two or more materials to make sculpture.Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.Practice observational drawingExplore mark makingPupils draw from paused film, observing detail using pencil, graphite, handwriting pen | Some children may feel able to share their response about classmates work. (all)Collage with painted papers exploring colour, shape and composition.Explore mark makingPractice observational drawingDevelop experience of primary and secondary coloursPupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayonPupils draw from paused film, observing detail using pencil, graphite, handwriting pen |
| Possible- sequence of lessons – enquiry questions? 1-6? | * Use body to create spiral drawings
* Using a tool with a drawing material attached, create a circle. Use chalks or oil pastels to make a snail drawing.
* Observational drawings of shells using a continuous line
* Drawing shells using continuous line using water soluble pens
 | * Observational drawings of birds from photographic images
* Observational drawings of real feathers,
* Explore what happens when paper is folded, torn, crumpled – manipulate paper
* Watch making sculpture
* Make sculptures of birds
* Reflect and share
 | * Explore the work of local artists and draw favourite art works in sketchbooks.
* Using pen, draw from observation of films of nature. Pause film to draw. Fill page with ideas.
* Use graphite and oil pastel to create observational drawings of artwork of insects or real life insects.
* Make mini beast collage
* Reflect upon work and talk.
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| End of unit goalsSuggested assessment task? | Create a “[Snail Drawing](https://www.accessart.org.uk/spiral-snails-drawing-spirals/)” using chalk and/ or oil pastels. Continuous line drawings of shells. Putting all work together to reflect upon. | Children to pull all their learning together and make small sculptures. | Children to make individual mini beast collages which can be displayed as one |
| Suggestions for the development of greater depth | * Develop skills by experimenting with a range of materials and techniques.
* Take time to reflect upon their work in order to improve it
* use sketchbooks to develop different versions of ideas
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| Enrichment opportunities |  |  | Looking at local artists within the theme of flora and fauna.  |
| Links to future learning | * All future units e.g making birds, flora/ fauna (drawing development), gestural drawing with charcoal
 | * Stick transformation project (sculptural unit following year)
 | * Working with shape and colour (unit involving collage two years later).
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