

EYFS and KS1 ART CURRICULUM PROGRESSION MAP

Scheme: AccessArt *Our intent for teaching Art and Design is to inspire and captivate children’s imagination and creativity through art and promote careful observation and an appreciation of the world around us.*

	Year R	Year 1	Year 2
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Autumn Term	<p align="center"><u>Self Portraits</u></p> <p>In this topic, children will learn: Self Portraits Medium: Paint and pencils To familiarise themselves with their new classroom and surroundings, as they embark on a creative journey of self-discovery through the creation of self-portraits. Children will have the opportunity to look closely at their own reflections, observing and exploring the unique features that make them who they are. In the process, they will begin to experiment with colour and design, making deliberate choices about how to represent themselves on paper. <i>*I can create a self portrait using colour and design to represent my unique features.</i></p>	<p align="center"><u>Spirals</u></p> <p>In this topic, children will learn: Spirals (Drawing and sketchbooks) Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue) Artists: Molly Haslund In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. <i>* I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.</i></p>	<p align="center"><u>Explore and Draw</u></p> <p>In this topic, children will learn: Explore and Draw (Drawing and sketchbooks) In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist Artists: Rosie James, Alice Fox <i>* I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</i></p>
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	Observational Paintings	Exploring Watercolour / Inspired by Flora & Fauana	Exploring the World Through Mono Print
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Spring Term	<p>In this topic, children will learn: Observational Paintings Medium: Pencils, paints and paintbrushes To develop their artistic eye by creating observational drawings of flowers, focusing closely on the fundamental elements of shape and colour. They will be encouraged to look beyond the flower as a whole and instead break it down into parts. As they observe, they will begin to identify colours. <i>*I can use a paint brush to create an observational painting of a flower which has similarities to what I can see.</i></p>	<p>In this topic, children will learn: Exploring Watercolour (Paint, Surface, Texture) Medium: Watercolour Artists: Paul Klee, Emma Burleigh In this pathway children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting. <i>*I can explore watercolour and understand the different effects I can achieve.</i></p> <p>In this topic, children will learn: Inspired by Flora & Fauana (collaboration and community) Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage Artists: Eric Carle, Joseph Redoute, Jan Van Kessel In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work.</p> <p>We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. <i>* I can experiment using graphite and oil pastel and make my own insects.</i></p>	<p>In this topic, children will learn: Exploring the World Through Mono Print (Print, Colour, Collage) In this pathway starts with two explorations of drawing – one drawing from photographs or film, and two drawing from small, closely observed objects. Medium: Graphite pencils, Oil Pastels, Carbon Paper Artists: Xgaoc’o X’are, Leonardo Di Vinci <i>*I can share my thoughts on the artists work and share my sketchbook work with the class and talk about what I like about my work.</i></p>
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Summer Term	<p style="text-align: center;"><u>Mixed Media Farm Animal Pictures</u></p> <p>In this topic, children will learn: Mixed Media Farm Animal Pictures Medium: Paint, crayons and fabric</p> <p>In this unit, children will explore mixed media art as they create pictures of farm animals that begin to resemble real-life creatures. Through hands-on activities, they will learn to use a variety of materials—such as paint, crayons, paper, fabric, and glue—to represent animals with greater accuracy. Emphasis will be placed on using the correct colours, shapes, and defining features of each animal, like the curly tail of a pig, the spots on a cow, or the fluffy wool of a sheep. As they combine different textures and techniques, children will develop their fine motor skills and artistic expression while building a deeper understanding of animal characteristics.</p> <p><i>*I can use a variety of materials, experimenting with mixed media to create a farm animal.</i></p>		<p style="text-align: center;"><u>Be an Architect</u></p> <p>In this topic, children will learn: Be an Architect (working in three dimension)</p> <p>This pathway gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.</p> <p>Medium: Construction Materials Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios <i>* I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks.</i></p>
NC End of Key Stage Expectations	<p>By the end of EYFS children should be taught to: Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none">• 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.	<p>By the end of KS1 children should be taught to: Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none">• 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.	