




Art & Design Curriculum Map – Becoming Artists



<p>Art and Design Curriculum Intent at Ghost Hill</p> 	<p style="text-align: center;"><i>“Every child is an artist.” – Pablo Picasso</i></p> <p>At Ghost Hill, we strive to ensure that our art and design curriculum stimulates our children’s creativity and imagination and provides them with visual, tactile and sensory experiences through this special way of understanding and responding to the world. We believe “every child is an artist” who is able to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. We recognise that art is not always about an end product but is a process of exploration of creativity. We aim to provide our children with progressive skills, knowledge, and vocabulary to use in their own work and to appreciate and explore the art of a range of artists as they move through the school.</p>		
<p><u>Composite</u> (From National Curriculum)</p>	<p style="text-align: center;"><u>Progression Components (The building blocks to National Curriculum Composites)</u></p>		
<p>By the End of KS1 (Y2)</p>	<p>The Building Blocks of Knowledge in the Early Years Foundation Stage</p>	<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
	<p><i>In Early Years these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. Art and Design is predominantly observed within physical development and expressive art and design.</i></p>		
<p>1. To use a range of materials creatively to design and make</p>	<p style="text-align: center;">Nursery</p>	<p style="text-align: center;">Reception (inc ELG)</p>	<div> <div> <p>1. Explore their own ideas using a range of media.</p> <p>2. Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> </div> <div> <p>1. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> </div> </div>

	<p>1. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>1. Create collaboratively, sharing ideas, resources and skills.</p> <p>2. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Talk about their ideas and explore different ways to record them.</p> <p>4. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>		
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<p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>1. Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>1. Develop overall body-strength, balance, coordination and agility.</p> <p>2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>3. Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>1. Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>1. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>
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2a) Drawing	<ol style="list-style-type: none"> 1. Use a comfortable grip with good control when holding pens and pencils. 2. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 3. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 4. Use drawing to represent ideas like movement or loud noises. 5. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ol style="list-style-type: none"> 1. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 2. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 3. Begin to show accuracy and care when drawing. Experiment with mark making in an exploratory way. 4. Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. 5. Work on a range of materials of different textures (eg. playground, bark). 6. Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. 	<ol style="list-style-type: none"> 1. Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. 2. Develop observational skills to look closely and reflect surface texture through mark-making. 3. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ol style="list-style-type: none"> 1. Further develop mark-making within a greater range of media, demonstrating increased control. 2. Develop observational skills to look closely and reflect surface texture through mark-making. 3. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.
2b) Painting	<ol style="list-style-type: none"> 1. Explore colour and colour mixing. 	<ol style="list-style-type: none"> 1. Explore different ways to use paint and a range of media according to their interests and ideas. 	<ol style="list-style-type: none"> 1. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. 	<ol style="list-style-type: none"> 1. Begin to develop some control when painting, applying knowledge of colour and how

		<p>2. Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>3. Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p>	2. Develop colour mixing knowledge.	<p>different media behave eg adding water to thin paint.</p> <p>2. Create a range of secondary colours by using different amounts of each starting colour or adding water.</p>
2c) 3D and Sculpture	1. Explore and play with clay and playdough to make child-led creations.	<p>1. Push, pull and twist a range of modelling materials to affect the shape.</p> <p>2. Create child-led 3D forms from natural materials.</p> <p>3. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>		<p>1. Develop understanding of sculpture to construct and model simple forms.</p> <p>2. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>

<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>1. Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>1. Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>1. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. 2. Able to select colours, shapes and materials to suit ideas and purposes. 3. Design and make something that is imagined or invented. 4. Begin to develop skills such as measuring materials, cutting, and adding decoration. 5. Know that a pattern is a design in which shapes, colours or lines are repeated. Know that texture means 'what something feels like'</p>	<p>1. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. 2. Know that surface rubbings can be used to add or make patterns. 3. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. 4. Know that patterns can be used to add detail to an artwork. 5. Know that collage materials can be chosen to represent real-life textures.</p>
			<p>6. Know that different marks can be used to represent the textures of objects 7. Know that different drawing tools make different marks. 8. Know that 'tone' in art means 'light and dark'. 9. Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>6. Know that collage materials can be overlapped and overlaid to add texture. 7. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. 8. Know that shading helps make drawn objects look more three dimensional. 9. Know that different pencil grades make different tones.</p>

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.	1.Choose the right resources to carry out their own plan. 2.Develop their own ideas and then decide which materials to use to express them.	1.Explore, use and refine a variety of artistic effects to express their ideas and feelings 2. Share their creations, explaining the process they have used. 3. Enjoy looking at and talking about art. 4. Talk about their artwork, stating what they feel they did well.	1. Describe and compare features of their own and other's artwork.	1. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 2. Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
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