



Flowery Field Primary School

Art Threshold Concept Progression Map

Nursery and Reception Framework 2020

Expressive arts and design:

The development of children's artistic and cultural awareness supports their imagination, creativity and cultural awareness. It involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design technology. The quality and variety of what they see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery: 3-4 years should: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.

Reception: 4-5 years should: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.

Level Expected at the end of EYFS

We have selected the Early Learning Goals that link most closely to the Art National Curriculum.

Expressive Arts and Design:

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.

Key Stage 1 National Curriculum



Pupils should 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
- 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.

Key Stage 2 National Curriculum

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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 throughout History.

Intent

We offer a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.



As pupils progress, we support our pupils to think critically and develop a more rigorous understanding of art and design.

Our curriculum offer ensures children:

Explore: creative work, exploring their ideas and recording their experiences

Appreciate: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Create: become proficient in drawing, painting, sculpture and other art, craft and design techniques

Critique: evaluate and analyse creative works using the language of art, craft and design

Implementation

We offer a high-quality Art education that helps pupils gain a coherent knowledge and understanding of a range of skills and techniques by focusing on four key concepts: Explore, Appreciate, Create and Critique.

Explore: Our curriculum offer inspires pupils' curiosity to know more about great artists, craft makers and designers and enables them to understand the historical and cultural development of their art forms. Our children have the freedom to explore their own ideas – with a range of materials - as they experiment and develop their own art and design skill set.

Appreciate: In doing so, our teaching equips pupils to evaluate and analyse creative works, using the language of art, craft and design. In order for children to develop the necessary skills they are empowered to ask perceptive questions, think critically and develop perspective and judgement. It helps pupils to understand and reflect upon the impact of art and design on the culture, creativity and wealth of our nation, while enabling them to develop an understanding of how art and design both reflect and shape our history.

Create: Our children will study a range of great artists, craft makers and designers, during 3 themed weeks, throughout the academic year (People, Places and Animals). Each focus builds on children's prior learning to develop their skills as they develop a more rigorous understanding of art and design. Every child is given the opportunity to become proficient in drawing, painting, sculpture and textiles by the end of their primary education at Flowery Field.

Critique: Every child is encouraged to be aspirational by developing their skills in self and peer critique. The children are empowered to be reflective when



assessing their own contributions and the contributions of their peers using a range of age appropriate sentence stems that demonstrate progression across all year groups.

Impact

The Creative Arts team, which comprises a member from each phase, will monitor the study of Art (as part of the school's monitoring cycle) using a range of strategies. Lesson walkthroughs and art exhibitions will take place during our themed weeks. The team will look for evidence of the concepts below and reference them with the objectives for the year group. These are then matched to ensure complete coverage.

Appreciation						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Expressive arts and design Look at art by Andy Goldsworthy N- Explore different materials freely to develop their ideas about using them and what to make. R- Explore, use and refine a variety of artistic effects to	KS1 Art National Curriculum Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities to different practices and disciplines and making links to their own work.		KS2 Art National Curriculum Learn about and explore great artists, architects and designers in history.		KS2 Art National Curriculum Learn about and explore great artists, architects and designers in history.	



express their ideas and feelings.						
<p>Nursery</p> <p>Explore different materials and different textures.</p> <p>Show different emotions in drawings and paintings.</p> <p>Explore colour and colour mixing.</p> <p>Reception</p> <p>Children are going to study the art of Andy Goldsworthy and describe what is special about it.</p> <p>Children will compare their own work to the given model</p> <p>Refine their ideas and develop their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Children are going to study the art of Andy Warhol and describe what is special about it.</p> <p>Children will incorporate the repeating patterns of William Morris into a seascape.</p> <p>Children will create a portrait in the style of Yayoi Kusama.</p>	<p>Children are going to study the art of Victorian portraits of Queen Victoria and compare and contrast the changes overtime.</p> <p>Look at the artist Megan Coyle for landscapes.</p> <p>Children can:</p> <p>Look at and compare differences between the techniques artists have used.</p> <p>Discuss the techniques they have used in their own work and evaluate how well this has worked, looking at what is the same and what is different to the artists studied.</p>	<p>Children are going to study the art of Gaugin and Picasso in portraiture</p> <p>Jackson Pollock, Sue Wademan and Andy Rowlands in relation to landscape and places, and SE Asian art in relation to animals</p> <p>Children can:</p> <p>Understand that there are reasons why artists have used certain techniques in their art work and critique the use of these.</p> <p>Make decisions on which techniques they will be using in their own work and discuss the reasons why.</p>	<p>Children are going to study the art of Lowry and Stanley Chow in portraiture, Lowry & Gaudi for landscapes, and look at European art in relation to animals.</p> <p>Children can:</p> <p>Understand that there are reasons why artists have used certain techniques in their art work and evaluate the use of these.</p> <p>Make decisions on which techniques they will be using in their own work and discuss the reasons why.</p>	<p>Children are going to study the art of Bisa Butler and Van Gogh for portraiture, Tarsila Do Amaral for landscapes.</p> <p>Digital art in the form of film making.</p> <p>Children can:</p> <p>Evaluate the reasons why artists have used certain techniques in their art work and evaluate the use of these.</p> <p>Make decisions on which techniques they will be using in their own work and discuss the reasons why.</p>	<p>Children are going to study the art of David Hockney and Andy Warhol in portraiture, David Hockney in landscapes, and look at N American traditional art in relation to animals.</p> <p>Children can:</p> <p>Evaluate that there are reasons why artists have used certain techniques in their art work and evaluate the use of these, making decisions of which they will adapt in their own work.</p>



Explore and Create

Explore and Create						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p>Expressive Arts and Design: Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design technology.</p>	<p>KS1 Art National Curriculum 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</p>		<p>KS2 Art National Curriculum 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]</p>		<p>KS2 Art National Curriculum 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]</p>	
<p>Children can: Nursery: Explore different materials freely to develop their ideas about how to use them, what to make and which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings, build on previous learning. Refine ideas and develop their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Children can: Printing: I can design my own printing block. I can print with sponges, vegetables and fruit. I can print onto paper. I can create repeating patterns using potatoes or fruit. I can make rubbings to collect textures and patterns. Painting I can name the primary and secondary colours. I can mix paint to create secondary colours I can make tints by adding white. I can make shade by adding black. I can experiment with Brusho (Wax resist) Textiles I can group fabrics by colour and texture. I can weave with fabric and thread. I can change and modify threads by knotting and fraying. I can glue fabric shapes. I can glue buttons onto fabric. I can dye fabrics with chemical and natural dyes (e.g. coffee/tea, tie-dye).</p>	<p>Children can: Drawing I can experiment with different shades of pencil to create drawings. I can create town by using light and dark. I can create patterns within my drawings. I can draw 2D shapes from observation. I can use a viewfinder to focus on a specific object. I can record my findings in sketchbooks. Collage I can cut and tear paper. I can fold, crumple and overlap paper. I can collect and sort colours appropriate for an image. I can arrange and glue materials for different backgrounds. I can create images from a variety of different media. Sculpture I can construct and join recycled and man-made materials. I can build a textured tile using media. I can design a Plasticine sculpture. I can create a sculpture out of Plasticine.</p>	<p>Children can: Printing I can design and create a printing block in relief (using string, foam or bubble wrap) I can design a print with repeating patterns. I can create repeating patterns using different paper. I can create repeating patterns using different papers. I can create a repeating pattern with two colour overlay (long session needed). Painting I can say where each of the primary colours sit on the colour wheel. I can say where each of the secondary colours sit on the colour wheel. I can work on a range of scales (e.g. thin brush on small picture). I can experiment with different textured effects (washes, thickened paint). Textiles I can thread a needle and knot thread. I can stitch using a running stitch. I can sew on fabric shapes. I can sew buttons onto fabric. I can cut and join fabric. I can use tie-dye to create different patterns.</p>	<p>Children can: Drawing I can identify and draw simple objects using marks to produce texture. I can begin to show an awareness of objects having 3D shape. I can use different tones of pencil. I can experiment with different media to create my drawings e.g. (crayon, charcoal, chalk). I can record and annotate my findings in sketchbooks. Collage I can experiment with a range of collage techniques such as overlapping and layering. I can collect ideas and information and build a visual vocabulary. I can add collage to painted and printed backgrounds. Sculpture I can design a sculpture using salt dough. I can create a sculpture using salt dough. I can create surface patterns and textures in salt dough. I can use papier-mâché to create a simple 3D object.</p>	<p>Children can: Printing I can design and create a printing block in relief – string or impressed method- polystyrene I can create prints with three overlays (long session needed). I can work into my final prints with different media (pens, paints, chalk etc). I can create a mono-print from a photograph or photocopy. Painting I can identify complimentary colours. I can mix and match colours to create an atmospheric atmosphere. I can carry out preliminary studies, trying out different media and mixing colours. I can create imaginative work from different sources (e.g. poetry, music, literature). I can develop a painting from a drawing. Textiles I can design a fabric collage. I can use stitch, dye and embellishment when creating my collage. I can experiment and build on techniques worked on previously to create a final piece.</p>	<p>Children can: Drawing I can adapt and create drawings from a variety of sources (e.g. observations, photos and digital images). I can use dry/wet media to create different patterns, marks and lines. I can develop my own style using tonal contrast/ mixed media. I can begin to use simple perspective and composition. I can record and annotate my findings in sketchbooks. Collage I can add pattern, tone and shape to my collages. I can use different techniques, colours and textures. I can justify the materials I have chosen. Sculpture I can construct a sculpture using recycled, natural and man-made materials. I can use clay slabs to produce intricate patterns and textures. I can plan sculptures through drawing and a Marquette.</p>



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Critique

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p>Expressive Arts and Design: Developing children’s artistic and cultural awareness supports their imagination, creativity and cultural awareness. The quality and variety of what they see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p>	<p>KS1 Art National Curriculum</p> <p>☑ Know 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.</p>		<p>KS2 Art National Curriculum</p> <p>☑ Know about great artists, architects and designers in history.</p>		<p>KS2 Art National Curriculum</p> <p>☑ Know about great artists, architects and designers in history.</p>	
<p>Children can: Explain the choices they have made in their art work and discuss the techniques they have used and how well this worked e.g. I have done this...because....</p>	<p>Discuss the techniques they have used in their own art work and evaluate how successful this has been.</p>	<p>Begin to use self and peer critique to decide how they can improve their work.</p>	<p>Use self and peer critique to give suggestions at how to further improve art work.</p>	<p>Use self and peer critique to identify what the next steps would be to further improve the art work, giving, kind specific and helpful; feedback.</p>	<p>Use of self and peer critique to identify what the next steps would be to further improve their art work, giving, kind specific and helpful; feedback.</p>	<p>Master the use of self and peer critique to identify what the next steps would be to further improve their art work, giving, kind specific and helpful; feedback.</p>