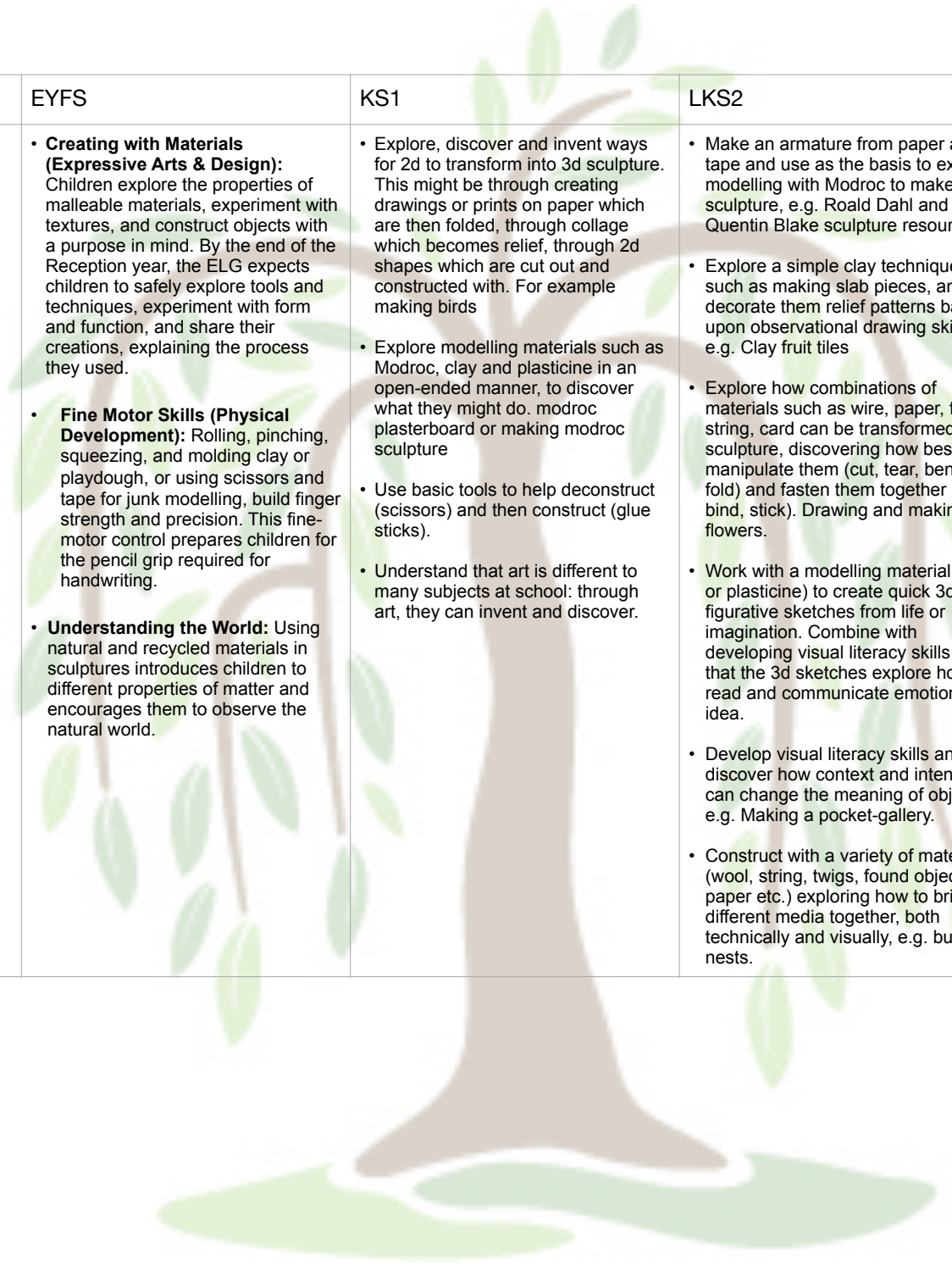


Lever House Primary School
Art & Design Progression Map - Access Art

	EYFS	KS1	LKS2	UKS2
Key Objective/ Theme	Autumn: Self Portrait - What Can We See? Spring: Landscapes - How Can We Explore Colour? Summer: Junk Modelling: How Can We Explore 3D Materials?	<u>Year A</u> Drawing and Sketchbooks: Spirals. Surface and Colour: Expressive Painting. Working in Three Dimensions: Making Birds. <u>Year B</u> Surface and Colour: Simple Print Making. Working in Three Dimensions: Be an Architect. Drawing and Sketchbooks: Explore and Draw.	<u>Year A</u> Drawing and Sketchbooks: Storytelling through Drawing. Working in Three Dimensions: Sculpture, Structure and Nature. Surface and Colour: Cloth, Thread and Paint. <u>Year B</u> Drawing and Sketchbooks: Drawing with Charcoal. Surface and Colour: Working with Shape and Collage. Working in Three Dimensions: The Art of Display.	<u>Year A</u> Working in Three Dimensions: Architecture - Dream Big or Small. Drawing and Sketchbooks: Typography and Maps. Surface and Colour: Making Monotypes. <u>Year B</u> Drawing and Sketchbooks: 2D Drawing to 3D Making. Surface and Colour: Explore Identity. Working in Three Dimensions: Take a Seat.
Artists to Explore		Molly Haslund. Marela Zacarias. Charlie French. Andrea Butler. Hundertwasser. Zaha Hadid. Rosie James. Alice Fox.	Laura Carlin. Shaun Tan. Heather Hansen. Laura McKendry. Edgar Degas. Anthony Gormley. Yinka Shonibare. Thomas J Price. Aloce Kettle. Hannah Rae.	Shoreditch. Sketcher. Yinka Ilori. Kevin Mourad. Njideka. Akunyili Crosby. Thandiwe. Mike Barrett. Louise Fili. Grayson Perry.

	EYFS	KS1	LKS1	LKS2
Evaluating and Developing Ideas.	• To be able to: Describe what a face looks like and identify the colours on their face. • Identify how they can make a collage better. • Mix colours to support their ideas.	• Show interest in and describe what they think about the work of others. • Take pleasure in the work they have created and see that it gives other people pleasure • Show interest in and describe what they think about the work of others. • Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. • Begin to take photographs and use digital media as a way to re-see work. • When looking at creative work express clear preferences and give some reasons.	• Take pleasure in the work they have created and see that it gives other people pleasure. • Take the time to reflect upon what they like and dislike about their work in order to improve it. • Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. • Take photographs and videos and use digital media as a way to re-see work. Reflect regularly upon their work, throughout the creative process • Look to the work of others (pupils and artists) to identify how to feed their own work.	• Regularly analyse and reflect upon progress taking into account of intention. • Look to the work of others (pupils and artists) to identify how to feed their own work. • Take photographs and videos and use digital media as a way to re-see work. • Provide a reasoned evaluation of both their own work ad professionals work which take into account starting points, intentions and contexts
Drawing.	• Create closed shapes using continuous lines and begin using these shapes to represent objects. • Draw with increasing complexity, such as representing a face with a circle and adding internal details. • Use drawing to visually express abstract ideas (e.g., drawing lines to represent movement or loud noises). • Use their drawings to show emotions like happiness or sadness. • Use drawing to refine previous learning and represent their ideas or feelings. • Collaborate with peers, sharing ideas and resources during drawing tasks.	• Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. • Explore mark making to start to build mark-making vocabulary. • Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. • Become familiar with 2 or more drawing exercises repeated over time to build skill. • Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings	• Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing. • Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children. • Continue to familiarise with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Drawing exercises. • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.	• Explore the relationship of line, form and colour. • Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. e.g. Inspired by Miro and building a communal drawing. Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style. • Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring portraits • Explore geometric design/pattern / structure, e.g. Wave bowls.

	EYFS	KS1	LKS2	UKS2
Painting & Collage	- Children are expected to safely use and explore a variety of materials and tools (including paintbrushes). - Tool Control: Developing fine motor skills to hold brushes or tools with precision and care. - Refining Effects: Choosing specific colours and effects to intentionally express feelings and ideas. - Iterative Learning: Returning to previous paintings to refine techniques or alter the representation. - Pincer Grasp: Picking up small, intricate items (sequins, feathers, buttons, and pom-poms) develops the precise finger muscles required for pencil control. - Scissor Control: Practicing under supervision, children learn to safely hold and manoeuvre scissors to cut and tear paper and fabrics into various shapes. - Bilateral Coordination: Holding a sheet of paper with one hand while cutting, tearing, or applying glue with the other. - Representation: Using shapes, textures, and lines to represent objects from their imagination or experiences (e.g., creating a monster, a landscape, or a self-portrait). - Experimentation & Refinement: Making choices about colour and spatial placement, learning to layer, overlap, and arrange items for visual effect. - Spatial Awareness: Understanding how shapes fit together and realising that materials can be transformed to serve a deliberate purpose	- Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour - Benefit from experiences learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint and painting a rainbow-forest. - Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking - Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. - Explore pattern, line, shape and texture. - Continue to mix colours experientially (i.e. encourage pupils to "try and see") - Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project e.g Inspired! and exploring colour and paint! - Explore painting on different surfaces, such as fabric and different scales dressing up as fossils. - Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel colour mixing in drawing projector plasticine painting with plasticine. - Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills.	- Make larger scale drawing from observation and imagination. - Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and exploring colour. - Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles. - Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). - Combine art forms such as collage, painting and printmaking in mixed media projects.	- Explore the relationship of line, form and colour. - Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts. - Independently select and effectively use relevant processes in order to create successful and finished work - Feel safe enough to take creative risks, enjoying the journey.



	EYFS	KS1	LKS2	UKS2
3D & Sculpture.	• Creating with Materials (Expressive Arts & Design): Children explore the properties of malleable materials, experiment with textures, and construct objects with a purpose in mind. By the end of the Reception year, the ELG expects children to safely explore tools and techniques, experiment with form and function, and share their creations, explaining the process they used. • Fine Motor Skills (Physical Development): Rolling, pinching, squeezing, and molding clay or playdough, or using scissors and tape for junk modelling, build finger strength and precision. This fine-motor control prepares children for the pencil grip required for handwriting. • Understanding the World: Using natural and recycled materials in sculptures introduces children to different properties of matter and encourages them to observe the natural world.	• Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. For example making birds • Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. modroc plasterboard or making modroc sculpture • Use basic tools to help deconstruct (scissors) and then construct (glue sticks). • Understand that art is different to many subjects at school: through art, they can invent and discover.	• Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource. • Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles • Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). Drawing and making flowers. • Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea. • Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocket-gallery. • Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. building nests.	• Explore relationship between sculpture and design through a sketchbook project which takes film/ literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work. • Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint. • Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing.

