

Thurnham Whole School Progression in Art and Design  
through our Empowering Curriculum, 2020 – 2021

| Year R  | Year 1  | Year 2  |
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| <p>The main consideration for this Area of Learning is going to be the adaptations to provision this year. The children will still need to have access to the provision needed to meet the Early Learning Goals, whilst being mindful of what is not allowed to be used. The children cannot have access to the large sandpit, so alternative opportunities will need to be carefully planned, including skills they would have learned in the sand e.g. digging – which could be done on the bank instead. Alternative sensory materials can be used that can be changed regularly and disposed of after play. The children will be taught how to use the self-access playdough area, ensuring they use their own playdough, and not share as before. Following Lockdown, this cohort of Year R children have entered school not knowing as many colours as they usually would. Opportunities will be planned to rectify this.</p> <p>▪ <b>To safely use and explore a variety of materials, tools and techniques</b></p> <ul style="list-style-type: none"> <li>➤ I can construct with a purpose in mind, using a variety of resources.</li> <li>➤ I can select appropriate resources and adapt my work where necessary</li> <li>➤ I can understand that different media can be combined to create new effects</li> </ul> | <p>In Year R, the children's Art and Design experiences were planned as a part of the specific area of learning, Expressive Art and Design. Learning in this area tends to be largely child initiated, and process driven. As the children move into Year 1, extra opportunities for child initiated art activities will be planned into provision during terms 1 and 2. This will enable the children to experience a varied range of media, and will give them the chance to continue to build on their existing knowledge and skills.</p> <p>▪ <b>To use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>➤ I can create a simple design to plan a product</li> <li>➤ I can investigate a range of different media</li> </ul> | <p>In Year 1, due to lockdown the children missed out on Art and Design experiences using the visual elements pattern and tone. These areas will both be revisited during Year 2, and teachers will be aware that children may be less experienced in these areas than they would usually be. As the children move into Year 2, some of the key knowledge taught in Year 1 that would have been reinforced during terms 5 and 6, will be revisited. For example being able to name the primary colours, and talking about what happens when they are mixed. Early in Term 1, as a part of the recovery curriculum, the children will use colour as a tool for exploring and sharing their emotions.</p> <p>▪ <b>To use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>➤ I can create a more detailed design to plan a product, stating the materials I will need</li> <li>➤ I can choose the medium that I feel will be best for what I am doing, and explain why</li> </ul> |

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| <ul style="list-style-type: none"> <li>➤ I can use simple tools and techniques competently and appropriately</li> <li>➤ I can select the tools and techniques needed to shape, assemble and join materials I am using</li> </ul> <p>▪ <b><i>To experiment with colour, design, texture, form and function</i></b></p> <ul style="list-style-type: none"> <li>➤ I can explore what happens when I mix colours</li> </ul> | <ul style="list-style-type: none"> <li>➤ I can use a growing range of tools and techniques competently and appropriately</li> <li>➤ I can explore different ways of cutting, shaping and joining materials to make a product</li> </ul> <p>▪ <b><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></b></p> <ul style="list-style-type: none"> <li>➤ I can recognise and name primary colours</li> <li>➤ I can explore and talk about what happens when I mix primary colours</li> <li>➤ I can recognise patterns in nature and the world around me</li> <li>➤ I can create simple patterns using a variety of media, including printing and ICT</li> </ul> | <ul style="list-style-type: none"> <li>➤ I can make decisions about the tools and techniques that I will use</li> <li>➤ I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product</li> </ul> <p>▪ <b><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></b></p> <ul style="list-style-type: none"> <li>➤ I can recognise and name primary and secondary colours</li> <li>➤ I can mix paint to create secondary colours of my choice with a growing level of confidence</li> <li>➤ I can independently identify patterns in nature and the world around me</li> <li>➤ I can create increasingly complex patterns using a variety of media, including printing and ICT</li> </ul> |
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| <ul style="list-style-type: none"> <li>➤ I can experience 2d and 3d art forms</li> <li>➤ I can manipulate materials to achieve a planned effect</li> <li>➤ I can experiment to create different textures</li> </ul> <p>▪ <b><i>To use what I have learnt about media and materials in original ways, thinking about uses and purposes. To represent my own ideas, thoughts and feelings through design and art.</i></b></p> <ul style="list-style-type: none"> <li>➤ I can create simple representations of events, people and objects</li> </ul> | <ul style="list-style-type: none"> <li>➤ I can make lines using a variety of media, e.g. pencil, charcoal, pastel, chalk, and compare the result</li> <li>➤ I can link movement with lines, e.g. slow, fast, jerky</li> <li>➤ I can talk about the effect that light has on an object, and begin to attempt a simple representation of tone in my work</li> <li>➤ I can understand the difference between 2D and 3D art forms</li> <li>➤ I can manipulate malleable materials in a variety of ways (such as kneading, rolling and shaping) for a purpose, e.g. making a pot.</li> <li>➤ I can talk about texture, and begin to represent this in my work through the use of different media</li> </ul> <p>▪ <b><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></b></p> <ul style="list-style-type: none"> <li>➤ I can express my ideas and experiences and imagination through drawing, painting and sculpture</li> </ul> | <ul style="list-style-type: none"> <li>➤ I can choose the medium that I feel is most effective for linear work</li> <li>➤ I can represent shape and emotions with lines, e.g. wriggly, curvy, swirly, angry</li> <li>➤ I can vary the level of tone I use when drawing from observation, depending on where the light is shining on an object</li> <li>➤ I can understand and explain the difference between 2D and 3D art forms</li> <li>➤ I can understand how to join malleable materials, and can use modelling tools with safety and precision</li> <li>➤ I can attempt to represent visual texture in my work through mark making</li> </ul> <p>▪ <b><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></b></p> <ul style="list-style-type: none"> <li>➤ I can make decisions and independently express my ideas, experiences and imagination through drawing, painting and sculpture</li> </ul> |
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| <ul style="list-style-type: none"><li>➤ I can choose particular colours to use for a purpose</li></ul> | <ul style="list-style-type: none"><li>➤ I can begin to improve and develop my ideas as I work</li><li>➤ I can share my own ideas and respond to the ideas of others</li></ul> <p>▪ <b><i>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.</i></b></p> <ul style="list-style-type: none"><li>➤ I can talk about the work of artists, crafts makers and designers, making simple comparisons</li><li>➤ I can make basic links between the skills used by artists, crafts makers and designers, and my own work</li></ul> | <ul style="list-style-type: none"><li>➤ I can improve and develop my ideas with greater independence as I work</li><li>➤ I can confidently give feedback to others to help them to develop their ideas</li></ul> <p>▪ <b><i>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.</i></b></p> <ul style="list-style-type: none"><li>➤ I can talk about the work of artists, crafts makers and designers, making confident comparisons</li><li>➤ I can make clear links between the skills used by artists, crafts makers and designers, and my own work</li></ul> |
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