

**Thurnham Whole School Progression in Art and Design  
through our Empowering Curriculum, 2022 – 2023“**

*At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience and Independence.”*

Year R	Year 1	Year 2
<p>Following missed EYFS provision due to lockdowns in 2020 and 2021, the planning of creative activities will remain reactive for this cohort of Year R children.</p> <p><b>ELGs:</b></p> <p><b><u>Physical Development (Fine Motor Skills):</u></b></p> <ul style="list-style-type: none"> <li>➤ Begin to show accuracy and care when drawing</li> </ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><i>To safely use and explore a variety of materials, tools and techniques</i></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> </ul>	<p>Opportunities for child-initiated art activities will be planned into provision during terms 1 and 2, as a link to the children’s experiences in Year R. This will act as a stepping stone to working within the Year 1 curriculum for Art and Design.</p> <p><b>National Curriculum, Art and Design, Key Stage 1:</b></p> <p><i>To use a range of materials creatively to design and make products.</i></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>Class teachers will remain aware that there may be gaps in children’s knowledge and skills in Art and Design due to lockdowns in 2020/2021, and will plan activities accordingly, allowing for flexibility when needed.</p> <p><b>National Curriculum, Art and Design, Key Stage 1:</b></p> <p><i>To use a range of materials creatively to design and make products.</i></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>

- I can understand that different media can be combined to create new effects
- I can use simple tools and techniques competently and appropriately
- I can select the tools and techniques needed to shape, assemble and join materials I am using

*To experiment with colour, design, texture, form and function*

- I can explore what happens when I mix colours

- I can use a growing range of tools and techniques competently and appropriately
- I can explore different ways of cutting, shaping and joining materials to make a product

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

- I can recognise and name primary colours
- I can explore and talk about what happens when I mix primary colours

- I can recognise patterns in nature and the world around me
- I can create simple patterns using a variety of media

- I can make decisions about the tools and techniques that I will use

- I can make decisions about the best way to cut, shape and join materials when making a product

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

- I can recognise and name primary and secondary colours
- I can mix paint to create secondary colours of my choice with a growing level of confidence
- I can create tints and shades of colours by adding white or black.
- I can independently identify patterns in nature and the world around me
- I can create increasingly complex patterns using a variety of media.
- I can choose the medium that I feel is most effective for linear work

Independence  
Resilience  
Brain Power  
Creativity

"WITH GOD WE LEARN  
TO LIVE TO LEARN"

- I can experience 2d and 3d art forms
- I can manipulate materials to achieve a planned effect
- I can experiment to create different textures

▪ *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 can create simple representations of events, people and objects

- I can make lines with a variety of media
- I can link movement with lines, e.g. slow, fast, jerky
- I can begin to attempt a simple representation of tone in my work
- I can understand the difference between 2D and 3D art forms
- I can manipulate malleable materials in a variety of ways (such as kneading, rolling and shaping) for a purpose, e.g. making a pot.
- I can talk about texture, and begin to represent this in my work through the use of different media

*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*

- I can express my ideas and experiences and imagination through drawing, painting and sculpture

- I can represent shape and emotions with lines, e.g. wriggly, curvy, swirly, angry
- I can vary the level of tone I use when drawing from observation, depending on where the light is shining on an object
- I can explain the difference between 2D and 3D art forms
- I can join malleable materials, and can use modelling tools with safety and precision
- I can attempt to represent visual texture in my work through mark making

*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*

- I can make decisions and independently express my ideas, experiences and imagination through drawing, painting and sculpture
- I can improve and develop my ideas with greater independence as I work

- I can choose particular colours to use for a purpose

- I can begin to improve and develop my ideas as I work
- I can share my own ideas and respond to the ideas of others

- I can confidently give feedback to others to help them to develop their ideas

*To learn 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.*

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- I can talk about the work of artists, crafts makers and designers, making simple comparisons
- I can make basic links between the skills used by artists, crafts makers and designers, and my own work

- I can talk about the work of artists, crafts makers and designers, making confident comparisons
- I can make clear links between the skills used by artists, crafts makers and designers, and my own work

Knowledge taught in red

Skills taught in green

"WITH GOD WE LEARN TO LOVE AND LOVE TO LEARN."