

## **Expressive Arts and Design (Art & Design and Design & Technology)**

*Please note this progression map includes some attainment targets from other areas of Development Matters where tasks support pupils' development in those areas. It also includes attainment targets that may not be classified as ELA in Development Matters, but are either linked to Art & Design and Design Technology curricula in KS1 and KS2.*

The ELA curriculum will be delivered through a combination of focussed individual tasks that are modelled by adults, collaborative tasks that require pupils' to make joint decisions and independent learning opportunities provided by continuous provision.

We have planned our curriculum so that it will contribute to child's growing ability to self-regulate. We have planned opportunities that will require them to:

- Concentrate their thinking
- Plan what to do next
- Monitor what they are doing and adapt
- Regulate strong feelings
- Be patient for what they want
- Bounce back when things get difficult

We have planned our curriculum to include the effective characteristics of teaching and learning:

### **Playing and exploring**

Our curriculum encourages pupils to investigate the world around them and 'have a go' at recording their experiences in different ways

Pupils have opportunities to:

- Discuss what they will make before and while making it e.g. draw a picture before building it
- Choose from a range of materials and explain their choices e.g. sort the soft materials from others to make a collage chick
- Engage in large-scale projects that may take place over several days
- Respond through artworks and making to new experiences that have been brought to their attention

### **Active learning**

Creating artworks and making naturally involves focussing on the task at hand. We feel our curriculum is fun, but challenging, and will motivate pupils' to concentrate for longer periods of time.

Pupils have opportunities to:

- Keep on trying when they find creating an artwork, or making, difficult
- Use props they have made to take part in simple and pretend play

### **Creating and thinking critically**

Our curriculum encourages pupils to experiment and develop their ideas over time. This is an important part of developing their ability to plan, monitoring and adapt.

Pupils have opportunities to:

- Review their progress as they try to achieve a goal. Check how well they are doing.
- Sort materials - e.g. sort the soft materials from others to make a collage chick
- Solve real problems e.g. how to make a hinged door on a cardboard house
- Keep on trying when things are difficult e.g. learning through repetition, trial and error, watching an adult or peer model
- Concentrate on achieving something that is important to them.

<b>Term</b>	<b>Unit</b>	<b>Attainment targets</b>	<b>Outcomes</b>
Autumn 1	Self-portraits	Pupils should be able to: <ul style="list-style-type: none"> <li>• See themselves as a valued individual</li> <li>• Draw a/their face with recognisable features from observation - eyes nose, mouth ears included and in roughly correct place and proportion</li> <li>• Review their progress as they try to achieve a likeness</li> <li>• Show resilience and perseverance in the face of challenge</li> </ul>	Portraits drawn from observation
Autumn 1	Printed Houses	Pupils should be able to: <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside – observations of different homes/places in the locality</li> <li>• Discuss what they will make before and while making it</li> <li>• Engage in a large scale project that may take place over several days</li> <li>• Name primary colours and apply more or less evenly to paper with a brush</li> <li>• Mix secondary colours and apply more or less evenly to paper with a brush</li> <li>• Create a relief printing block – understanding that the bit that ‘high bits’ will print</li> <li>• Print a repeating pattern</li> </ul>	Junk modelled homes covered/decorated with painted and printed papers

		<ul style="list-style-type: none"> <li>• Use scissors safely and with a grip that facilitates cutting with increasing accuracy</li> <li>• Select construction materials from a range to create specific effects e.g. a taller, thinner box to create a tower block/ foil for windows</li> <li>• Use glue stick and tape to join materials</li> <li>• Cut hinged doors/windows</li> <li>• Work collaboratively to develop and realise a group artwork – Hometown</li> <li>• See themselves as a valued individual</li> </ul>	
Autumn 2	Chicks	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel – drawing on experience of observing and handling real chicks</li> <li>• Draw chicks with recognisable characteristics from observation e.g. beaks, wings</li> <li>• Select from a range of materials and use them to create specific effects e.g. soft fluffy material to represent feathers/brush marks</li> <li>• assemble pieces in a collage to create a recognisable chick</li> <li>• Use scissors safely and with a grip that facilitates cutting with increasing accuracy</li> <li>• Use PVA glue and a spreader to stick/join materials to paper</li> <li>• Use thumbs and fingers to mould clay into a simple pot shape (pinch pot)</li> <li>• Join two pinch pots by ‘smudging’ join in clay with fingers</li> <li>• Discuss their choices before and whilst making</li> </ul>	<p>Observation drawings of chicks</p> <p>Collage of chicks using suitable materials (selected from a range)</p> <p>Clay egg made from pinch pots</p>
Autumn 2	Diwas	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Roll coils from clay</li> <li>• Build a pot shape with clay coils</li> <li>• Join coils by ‘smudging’ join in clay with fingers</li> <li>• Say how making a coiled pot is similar/different to making a pinch pot and which method they prefer</li> </ul> <p>Some children will:</p> <ul style="list-style-type: none"> <li>• See themselves as a valued individual – celebrating their culture</li> </ul>	<p>Diwas made using clay coils</p>
Autumn 2	Autumn Leaves	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Find leaves outside that have interesting characteristics e.g. shape, holes, colour</li> <li>• Describe what they have found and why they think it will be interesting to draw/paint</li> </ul>	<p>Observation drawings of leaves</p> <p>Wax resist leaves</p>

		<ul style="list-style-type: none"> <li>• Draw leaves with recognisable characteristics from observation – they should be improving gradually in accuracy and detail</li> <li>• Use wax resist and inks to create specific artistic effects</li> <li>• Discuss their choices</li> </ul>	
Spring 1	Making boats that float from everyday materials	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Say what they notice about different types of boats e.g. toys, real boats on canal, photos</li> <li>• Discuss what they will make before and while making it</li> <li>• Select construction materials from a range and give a rationale for them</li> <li>• Use different (mostly suitable) techniques to join materials e.g. glue, tape, staples, string, blu-tac</li> <li>• Use a range of tools safely e.g. scissors, stapler, hole punch</li> <li>• Solve a real problem by testing and refining their ideas (reviewing to achieve a goal) e.g. make a boat that floats/watertight</li> <li>• Keep on trying when things are difficult – show resilience and perseverance</li> </ul>	Boat (that hopefully floats)
Spring 1	Making windmills	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Say what they notice about different types of windmills/turbines e.g. toys, real boats on canal, photos</li> <li>• Discuss what they will make before and while making it</li> <li>• Select construction materials from a range and give a rationale for them</li> <li>• Use different (mostly suitable) techniques to join materials e.g. glue, tape, staples, string, blu-tac</li> <li>• Use a range of tools safely e.g. scissors, stapler, hole punch</li> <li>• Solve a real problem by testing and refining their ideas (reviewing to achieve a goal) e.g. checking it turns in the wind</li> <li>• Keep on trying when things are difficult – show resilience and perseverance</li> </ul>	Windmill with turning parts
Spring 2	Spirals	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Draw a recognisable snail from observation</li> <li>• Use drawing materials on a larger scale e.g. using whole arm, chalk in the outside area</li> <li>• Select from a variety of drawing materials e.g. pastels, pencils, graphite sticks, charcoal and use a combination to create different effects</li> </ul>	<p>Observation drawings of snails</p> <p>Spiral drawings</p> <p>Large scale spiral drawings (outside)</p> <p>Pastel spirals</p>

		<ul style="list-style-type: none"> <li>• Use different materials combined with fingers to create different marks e.g. smudging pastels, turning chalks on their side</li> <li>• Engage in a large scale project that may take place over several days</li> </ul>	
Spring 2	Wild Flower Meadow	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Draw recognisable flowers from observation (includes key observable characteristics rather than a generic flower)</li> <li>• Colour drawings with a degree of accuracy using the medium of choice</li> <li>• Use a variety of materials to create different effects e.g. using dowel/string to create grass lines, washes of colour</li> <li>• Spread printing ink/paint on table more or less evenly using a roller</li> <li>• Use found materials in mono-print</li> <li>• Cut with a degree of accuracy</li> <li>• Use glue with a degree of accuracy</li> <li>• Assemble collage pieces thoughtfully to create impression of a wildflower meadow</li> <li>• Engage in a large scale project that may take place over several days</li> <li>• Work collaboratively to develop and realise a group artwork – Wildflower Meadow mural</li> </ul>	Wild flower meadow mural made from washes, paint effects, mono-prints and drawings
Summer 1	Bugs	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Say what they notice about different types of bug hotels in the outside area</li> <li>• Discuss what they will make before and while making it</li> <li>• Find suitable natural materials outside and say why they think they will be useful</li> <li>• Select suitable materials for the task from a range</li> <li>• Assemble materials in tightly packed sections with both function and aesthetics in mind</li> <li>• Work collaboratively to develop and realise a group product /artwork</li> <li>• Test product outside and say if it has worked</li> <li>• Draw identifiable insects from observation and scientific illustrations/photos (key characteristics included, greater detail)</li> <li>• Select from and use a range of media to create effects on paper</li> <li>• Cut with a degree of accuracy</li> <li>• Use glue with a degree of accuracy</li> <li>• Assemble collage pieces thoughtfully to create a recognisable insect</li> </ul>	<p>Bug hotels</p> <p>Observation drawings of bugs</p> <p>Bug collage made with their painted papers</p>

		<ul style="list-style-type: none"> <li>• Work collaboratively to develop and realise a group artwork – Bug display</li> <li>• Engage in a large scale project that may take place over several days</li> </ul>	
Summer 1	Artist Focus - Arcimboldo	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• name some common fruit and vegetables</li> <li>• draw common fruit and vegetables, including main observable characteristics e.g. shape, colour, stalk</li> <li>• talk about how common fruit and vegetables support their health</li> <li>• cut with a reasonable degree of accuracy</li> <li>• glue with a reasonable degree of accuracy</li> <li>• select materials e.g. fruit from a range and explain their choices</li> <li>• assemble pieces of real/cut-out paper fruit to create a recognisable face</li> <li>• discuss their choices before and whilst making</li> </ul>	Observation drawing/painting Collage
Summer 2	Animal Heads Artist Focus Henri Rousseau Suggested paintings: Suprised! The Merry Jesters The Dream La Gitane	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use the work of Rousseau to generate ideas</li> <li>• Discuss what they like about Rousseau and what ideas he has given them</li> <li>• Discuss what they will make before and while making it</li> <li>• Draw and paint animal heads with recognisable characteristics e.g. shape of head, spots on leopard</li> <li>• Mix tones by adding white and black/darker colour to mix</li> <li>• Cut with a reasonable degree of accuracy</li> <li>• Join pieces with glue and stapler with a degree of accuracy</li> </ul>	Animal heads (semi-3d) that can be used as props
Summer 2	Get connected – Artist Focus Henri Rousseau Suggested paintings: Suprised! The Merry Jesters	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use the work of Rousseau to generate ideas</li> <li>• Discuss what they will make before and while making it e.g. articulated tiger</li> <li>• Select materials from a range and give a rationale for them</li> <li>• Use different (mostly suitable) techniques to join materials e.g. glue, tape, staples, string, blu-tac</li> <li>• Use a range of tools safely e.g. scissors, stapler, hole punch</li> <li>• Solve a real problem by testing and refining their ideas (reviewing to achieve a goal) – can the pieces be articulated, so it can look like the animal can run or swing</li> </ul>	Articulated animals

	The Dream La Gitane		
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