



Castle View Primary School and Nursery

Art Progression Plan

QEGSMAT

Aims:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Early Years Framework and National Curriculum

Early Years Framework and National Curriculum	
<p>Nursery</p>	<p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • 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. <p>Explore colour and colour mixing.</p>
<p>Reception</p>	<p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture. when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts and Design</p>



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	<ul style="list-style-type: none"> • 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 					
ELG- Physical Development	Fine Motor skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 					
ELG- Expressive Arts and Design	Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Share their creations, explaining the process they have used</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Use large scale muscle movements to wave flags and streamers, paint and make marks.</p> <p>Create closed shapes with continuous lines and being to use these shapes to represent objects.</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Explore colour and colour-mixing.</p> <p>Explore different materials freely, to</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Join different materials and explore different textures.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>



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		develop their ideas about how to use them and what to make.				
Reception	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>



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<p>Year 1</p>	<p><u>Spirals</u> Using drawing, collage, and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Drawing</u> Experimenting with media/texture/ collage and shape Painting and textiles (colour/shape) creating individualised umbrellas</p>	<p><u>Flora and Fauna</u> <i>Drawing, Collage, Sketchbooks</i></p>		<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>	
<p>Year 2</p>		<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p><u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>		<p><u>Pathway: Stick Transformation Project</u> Working in 3 Dimensions. Links with Traditional stories – little red hen (incl clay)</p>	



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<p>Year 3</p>	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>		<p><u>Working with Shape and Colour</u> "Painting with Scissors": Collage and stencil in response to looking at artwork.</p>		<p><u>Telling Stories Through Painting & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>	
<p>Year 4</p>	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p><u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.</p>		<p><u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?</p>	



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<p>Year 5</p>		<p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.</p>	<p><u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.</p>			<p><u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film, or music.</p>
<p>Year 6</p>		<p><u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p>	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>		<p><u>Take a Seat</u> – Working with 3 Dimensions</p>	