

JUNIPER HILL ART and DESIGN CURRICULUM

Exploring and developing ideas (Continuous)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can produce different types of art including:</p> <p>Painting</p> <p>Drawing</p> <p>Collage</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Use a theme to express their ideas and feelings</p>	<p>Record and explore ideas from observations</p> <p>Ask questions about the work and develop their ideas</p> <p>Look at similarities and differences within the work of artists, designers and architects</p> <p>Be aware that art and ideas change over time</p> <p>Know that culture can influence expressive arts</p> <p>Use of view finders</p>	<p>Record and explore ideas from observations, experience and imagination</p> <p>Ask questions about the work and develop their ideas and answer questions explaining the process they have used</p> <p>Explore the differences and similarities within the art from different artists and have knowledge the of cultural influences</p> <p>Use of view finders</p>	<p>Offer more artistic Strands (collage, sculpture etc)/mediums to explore and experiment</p> <p>Question and make thoughtful observations about the art and artist.</p> <p>Explore the impact the art and artist has had on society</p> <p>Continue to look for patterns and puzzles in the art studied.</p> <p>Use of view finders</p>	<p>Offer more artistic strands (collage, sculpture etc)/mediums to explore and experiment</p> <p>Question and make thoughtful observations about the art and artist.</p> <p>Explore the impact the art and artist has had on society</p> <p>Continue to look for patterns and puzzles in the art studied</p> <p>Use of view finders</p>	<p>Based on experience and observations choose strands/mediums to explore and experiment</p> <p>Question and make thoughtful observations about the art and artist aim to link to context (historical understanding)</p> <p>Explore the impact the art and artist has had on society and the reasons behind it.</p> <p>Continue to look for patterns and puzzles in the art studied</p> <p>Use of view finders</p>	<p>Based on own research and experience and imagination choose artistic strands/mediums to explore and experiment</p> <p>Question and make thoughtful observations about the art and artist and offer reasons what the artist might be aiming to convey</p> <p>Explore the impact the art and artist has had on society and did it have the desired effect?</p> <p>Continue to look for patterns and puzzles in the art studied</p> <p>Use of view finders</p>

Evaluating and developing work (continuous)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share their creations and explain their intentions and techniques and tools used</p>	<p>Review what has been achieved say which mediums have been chosen and why.</p> <p>Discuss their sketch book ideas and experimentation and identify what they like about their outcome and what they don't like.</p> <p>Identify what they found hard</p> <p>Identify what they like about pieces of art.</p> <p>Identify how a piece of art makes them feel.</p> <p>Do all pieces of art make them feel the same?</p>	<p>Review what they and others have done and verbally discuss what they think about it.</p> <p>Identify what they might change in their current work and or develop in their future work</p> <p>Begin to make annotations in their sketch books</p> <p>Give reasons why they like or dislike a piece of art and why it makes them feel like that.</p>	<p>Compare ideas, methods and approaches in their work and others.</p> <p>Annotate their sketch books with a commentary of their techniques and materials used</p> <p>Give ways in which they might adapt their ideas in the future.</p> <p>Respond to pieces on work, with regards to feelings.</p>	<p>Compare ideas, methods and approaches in their work and others.</p> <p>Annotate their sketch books with a commentary of their accuracy and the success of the techniques and materials used</p> <p>Give ways in which they might adapt their ideas in the future.</p> <p>Respond to pieces on work, with regards to feelings and ideas what are being portrayed.</p> <p>Begin to formulate questions to ask the artist</p>	<p>Compare ideas, methods and approaches in their work and of others and offer ideas on the techniques used to help others develop their ideas further</p> <p>Annotate their sketch books with a commentary of their accuracy and the success of the techniques and materials used</p> <p>Give ways in which they might adapt their ideas in the future.</p> <p>Respond to pieces of work, with regards to feelings and ideas what are being portrayed.</p> <p>Offer questions to ask the artist.</p>	<p>Compare ideas, methods and approaches in their work and of others and offer ideas, using correct terminology, on the techniques used to help others develop their ideas further</p> <p>Annotate their sketch books with a commentary of their accuracy and the success of the techniques and materials used and if it had the impact and desired effect.</p> <p>Give ways in which they might adapt their ideas in the future and annotate these in the sketch book</p> <p>Respond to pieces of work, with regards to feelings and ideas what are being portrayed.</p> <p>Offer Q and research the answers</p>

Painting Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use paints</p> <p>Water colour</p> <p>Poster paints</p> <p>with a range of applications:</p> <p>Sponge</p> <p>Fingers</p> <p>Brushes (range of sizes)</p> <p>Rollers</p> <p>Sticks</p> <p>Shaped rubber brushes</p>	<p>Know the primary colours (red, yellow and blue)</p> <p>Experiment with primary colours</p> <p>Create different lines using a variety of paint brushes</p> <p>Make different brush strokes</p> <p>Use other tools: fingers and sponges for a particular effect</p> <p>Spread and apply paint to make a background</p> <p>Experiment with colour mixing to determine warm and cold colours</p>	<p>Understanding the term secondary colours</p> <p>Mix the secondary colours (green, purple and orange)</p> <p>Understand the term tone and shade</p> <p>Create different tones and shades</p> <p>Add white and black to colours to make alter tints and shades</p> <p>Use other tools: straws, rollers and palette knives for a particular effect</p> <p>Experiment and mix colour for purposes to represent real life, ideas and convey mood</p>	<p>Can understand how artist use warm and cold colours</p> <p>Experiment with brushes for specific purposes</p> <p>Create different textures and effects with paint (adding water and glue)</p> <p>Explore hues by mixing primary and secondary colours</p>	<p>Represent things that are observed, remembered or imagined using colour selecting appropriate paint and brushes</p> <p>Use a variety of brush techniques to create shapes, textures, patterns and lines</p> <p>Create different textures and effects with paint (adding sand and sawdust)</p> <p>Continue to explore create hues and tones with mixed colours</p> <p>Use complementary and contrasting colours</p>	<p>Continue to use a range of brushes to experiment with line, texture, shape and pattern</p> <p>Create different effects by using a variety of tools such as dots or scratches.</p> <p>Observe how artists create tone, line, shape and form in their compositions and experiment with brushes and variety of paints to develop their technique</p> <p>Know the effect of light within compositions</p>	<p>Use knowledge of a range of brushes to choose correct brush type for given purpose identified</p> <p>Create colour palettes for pure colours</p> <p>Create different effects by using a variety of tools such as splashes and applying paint in layers</p> <p>Plan and paint forms, shapes and consider composition when exploring how artists may inform their work</p> <p>Experiment with light within their compositions</p>

Drawing Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create a range of lines:</p> <p>Thick</p> <p>Thin</p> <p>Dotty</p> <p>Zigzag</p> <p>Wavy</p> <p>Continuous</p>	<p>Hold drawing tools with some dexterity and control to make marks, signs and symbols</p> <p>Know what H means and B on a pencil</p> <p>Explore tone using different grades of pencil (HB and 2B)</p> <p>Highlight the difference.</p> <p>Know that H creates lighter lines and B creates dark more textured lines</p> <p>Draw lines of varying thickness and shape</p> <p>Experiment with different</p>	<p>Use dots and lines to demonstrate pattern and texture</p> <p>Experiment with different materials in addition to pencils (oil pastels and felt pens)</p> <p>Create line and shape drawings from observations including light/dark tone thin and thick lines (HB,2B,3B)</p>	<p>Explore shades using different media to achieve a range of light and tone, black to white.</p> <p>Experiment with texture using pencils with different hardness gradings</p> <p>Use shading to show light and shadow effects using a range of mediums (HB,2B,3B, 4B)</p> <p>Show an awareness of space and enjoy more accurate detail of observed drawings</p> <p>Can use charcoal to create lines of different thickness and tone</p>	<p>Use shading and blending to show light and shadow effects (HB,2B,3B, 4B, 5B)</p> <p>Use a variety of techniques to add effect -stippling and scrumbling (overlapping lot of circles)</p> <p>Draw from different viewpoints</p> <p>Introduce the concepts of scale and proportion.</p>	<p>Use a variety of techniques to add effect- hatching and cross hatching (HB,2B,3B, 4B, 5B,6B)</p> <p>Refine shading, cross hatching, light and tone, spatial/perspective awareness using pen, pencil, pastels</p>	<p>Use a variety of techniques to add effect- shadows and reflection (HB,2B,3B, 4B, 5B,6B)</p> <p>Depict movement and perspective in drawings</p> <p>Master shading, cross hatching, light and tone, spatial awareness using pen, pencil (HB,2B,3B, 4B, 5B,6B) pastels</p> <p>Select tools that are appropriate for the outcome and gives reasons for choices</p>

materials (pastels and chalks)

Sculpture Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Manipulate and stick a variety of materials in 3d forms</p>	<p>Use a variety of natural, recycled and manufactured materials for sculpting <i>define and split between Yr1/2</i></p> <p>Can manipulate rigid and malleable materials to form a pre-determined outcome</p> <p>Experiment with a variety of techniques e.g. rolling, cutting, pinching</p> <p>Create a final form and describe their work</p>	<p>Develop a variety of techniques e.g. rolling, cutting, pinching, squeezing, smoothing and carving</p> <p>Model and control form to assemble basic shapes and forms</p> <p>Respond to sculptures and sculptors to help them adapt and influence their work</p>	<p>Cut, make and combine shapes to create recognisable forms</p> <p>Can experiment with a range of materials to create different forms with different surface textures</p> <p>Can begin to adapt their techniques to challenges faced</p> <p>Can talk about their work and the techniques used</p>	<p>Continue to refine their skills of creating 3d forms with a range of materials with attention to joining techniques</p> <p>Refine the sculpture to create detail</p> <p>Can discuss the choices they have made and offer ideas how their work can be refined</p>	<p>Can explore how a stimulus can be used as a starting point for 3d work</p> <p>Focus on: shape, pattern, texture and colour</p> <p>Plan and create their own sculptures and consider how studied sculptors have influenced their idea</p> <p>Choose the materials and techniques to express their own ideas and feelings</p>	<p>Imaginative use of the knowledge acquired of tools and techniques and materials to express own design</p> <p>To be able to scale up a design</p>

Printing Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make simple prints using a variety of materials:</p> <p>Vegetables</p> <p>Sponge</p> <p>Paper</p> <p>Rolling marbles</p> <p>Cork</p> <p>Natural materials</p>	<p>Use ink and paint to print</p> <p>Use a variety of materials sponges, fruits, blocks or body parts to experiment with printing</p> <p>Demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing</p> <p>Experiment with printing and the placement of the image</p> <p>Can control the line and tone using tools or pressure</p> <p>Experiment with printing styles</p>			<p>To be able to replicate patterns</p> <p>Can explore colour mixing through printing</p> <p>To create different lines and curves through printing</p> <p>Can design and create a two-motif complex pattern</p> <p>Discuss how designers have influenced their ideas</p>		

Collage Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to use scissors and tearing to create a range of shapes</p> <p>Explores different methods of fixing one material to another</p> <p>Create an image from a variety of cut or torn media</p> <p>Arrange and glue materials to different backgrounds</p>	<p>Develops a range of cutting, tearing and fixing techniques to create a specific picture</p> <p>Use scissors in a controlled way to cut with accuracy</p> <p>Fold, crumple, tear and overlap papers to create an image</p> <p>Experienced with a range of adhesives</p>	<p>Use collage as a means of collecting ideas and information</p> <p>to build a visual brainstorm</p> <p>Collect and select textures to form a collaged piece</p>	<p>Develop experience in using a range of joining techniques</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images</p>	<p>Create a photomontage using given photographs from a range of sources</p> <p>Add collage to a painted, printed or drawn background to enhance work</p>	<p>Use collage as a means of extending work from initial ideas</p> <p>Independently select a range of media to produce a collaged image</p>

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