

Heelands School Art Skills and Vocabulary Progression Map and Overview

Intent

Art is given a high profile at Heelands School. It is not only valued as an imaginative and creative subject but is one of the key ways in which we provide children with stimulating experiences that enable them to understand and respond to the world. The opportunities given to the children will provide them with the means to confidently explore art and develop a critical appreciation of arts, crafts and design into adulthood. Children will develop a solid foundation of Art and design skills which they can carry throughout their childhood and into adulthood. In developing this broad understanding and appreciation of the possibilities that the creative arts hold, children are able to think independently about their creations and make confident and informed decisions around media, materials and skills. We regard art to be a valuable force for enriching pupils' wellbeing, work and attitudes, offering multiple benefits across the whole curriculum and beyond.

Implementation

We offer a broad introduction to a wide variety of core skills, enabling children to identify as artists from a young age. Children are taught to understand and value the importance of process art and given the opportunity to explore texture, colour, line, shape, form and space in an independent context. By reworking original ideas, children realise the full potential of their creative ability. Throughout their time at Heelands, the children will be exposed to a range of work by contemporary and traditional artists in order to develop their knowledge.

In the Foundation stage, the children access art through continuous provision in free learning and in taught sessions within a topic where appropriate. Art activities will be accessible both indoors and outdoors and will be enhanced at times dependent on the current topic. The children in Foundation have constant access to art provision throughout the year and adults support children in their free learning time to build upon their art skills and knowledge.

In Year One, children access art through continuous provision in free learning and within taught sessions throughout the year. Year One children will study artists and their artwork and use their new knowledge to create their own piece of artwork. The children will practice skills in drawing, painting, sculpture and 3D work and will start to develop skills in critiquing their own and others work.

In Year Two, children build upon their Art experiences through taught art sessions which build upon what they have learned in the Foundation Stage and in Year One. The children will build upon their stamina and skills in critiquing artists, their own and other's work. They will also build upon the vocabulary that they have learned throughout their time at Heelands while bringing together their knowledge and understanding of a range of mediums to create detailed, textured and mixed media pieces of artwork.

Children will explore Art using a range of mediums including (but not limited to): pencils, felt tip pens, poster paint, powder paint, chalk, charcoal, water colours, pastels, oil pastels, clay, natural materials.

Impact

By the time children leave Heelands at the age of seven, they will be able to apply different art and design techniques confidently, allowing them to develop and share their ideas, experiences and imagination. We offer opportunities for children to explore a range of art styles and genres in 2D and 3D.

Children will:

- use a range of materials creatively to design and make pieces of artwork.
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- know 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
- have ideas about and express opinions on a range of artists' work.
- explore colour mixing, texture and mixing different media.
- begin to adapt and improve work where necessary.

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Topic	Topic: Ourselves	Topic: Julia Donaldson/Festivals	Topic: Aliens and Space	Topic: People Who Help Us	Topic: Traditional Tales	Topic: Minibeasts The snail trail book - Jackson Pollock, Barnett Newman, Mark Rothko, Ben Nicholson, Salvador Dali, Pablo Picasso, Henry Matisse.
	Continuous provision	Art in the Foundation Stage is explored primarily through continuous provision. Children have access to a range of media, tools and materials in order create their own art work inspired by the world around them. Art is enhanced at times by the half termly topic through adult led activities in free learning and group led sessions such as colour mixing or exploring an artist. The skills from the progression map will remain the same through the year to allow children to explore artwork, media, materials and tools at their own developmental pace. Adults will encourage children to access the art area in the classroom when they feel a child isn't actively accessing it.					
	Exploring and developing ideas	<p>I am beginning to explore a range of media and tools to create my artwork. I am beginning to talk about what I am creating and how I am creating it. I am beginning to suggest how I might improve on my artwork in the future.</p> <p>Vocabulary: explore, talk, create, describe, improve</p>					
	Drawing	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creation, explaining how I have created it. I am beginning to show accuracy and care when drawing.</p> <p>Vocabulary: explore, share, create, draw, experiment, lines, shapes, pencils, pens, paint, chalk.</p>					
	Painting and Colour	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creation, explaining how I have created it.</p> <p>Vocabulary: paint, brushes, primary colours, mix, explore.</p>					
	Sculpture/3D work	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creation, explaining how I have created it. I can use a range of small tools.</p> <p>Vocabulary: safety, explore, materials, tools, experiment, colour, texture, share, explain.</p>					
	Artists	<p>I can participate in discussions about an artist or a piece of artwork. I am beginning to share what I think or how I feel about a piece of artwork.</p>					

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Year 1	Topic	Rainbow Fish and Elmer <ul style="list-style-type: none"> • Design a background for the Rainbow Fish Puppet (Link to DT) • Colours, colour mixing and • The colour wheel. 	The Enchanted Woodland <ul style="list-style-type: none"> • Clay Hedgehogs 	Plants and Growing <ul style="list-style-type: none"> • Andy Goldsworthy - Natural Art 	The Super 60's <ul style="list-style-type: none"> • Pop Art • Tie-Dye t-shirts 	Victorians/Beatrix Potter <ul style="list-style-type: none"> • William Morris and printing • Drawing of Peter rabbit step by step • Watercolour of Peter Rabbit 	Amazing Africa <ul style="list-style-type: none"> • African patterns • Step by step drawing of African animals Tinga Tinga • Painting animal.
	Exploring and developing ideas	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, explore, edit. Skills: I can describe what I am planning to make. I can talk about which media and tools I need to use to create my artwork. I can suggest ways to improve my artwork in the future.
	Drawing	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail. Skills: I can use a range of media/mark making implements with greater control including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.				Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail. Skills: I can use a range of media/mark making implements with greater control including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. I can draw carefully in line from observation, recording shapes and positioning, marks/features with some care. I can explore the use of line, shape and colour.	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail. Skills: I can use a range of media/mark making implements with greater control including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. I can draw carefully in line from observation, recording shapes and positioning, marks/features with some care. I can explore the use of line, shape and colour.
	Painting and Colour	Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose. Skills: I can use a variety of tools and techniques including the use of different brush sizes and types.			Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose. tie-dye Skills: I can use a variety of tools and techniques including the use of different brush sizes and types.	Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose. Skills: I can use a variety of tools and techniques including the use of different brush sizes and types.	Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose. Skills: I can use a variety of tools and techniques including the use of different brush sizes and types.

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	<p>I can mix primary colours to make secondary colours using different types of paint.</p> <p>I can choose relevant colours for a purpose.</p>			I can choose relevant colours for a purpose.	<p>I can mix primary colours to make secondary colours using different types of paint.</p> <p>I can choose relevant colours for a purpose.</p>	<p>I can mix primary colours to make secondary colours using different types of paint.</p> <p>I can choose relevant colours for a purpose.</p>
Sculpture/3D work		<p>Vocabulary: Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D, pliable.</p> <p>Skills: I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can explore sculpture with a range of malleable media e.g. clay.</p> <p>I can explore shape and form.</p>	<p>Vocabulary: Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D, pliable.</p> <p>Skills: I can explore sculpture with a range of malleable media e.g. clay.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials.</p> <p>I can explore shape and form.</p>			
Artists			<p>Andy Goldsworthy Skills: I can discuss materials used in making art.</p> <p>I can review what I and others have created and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>I know about the work of a range of artists.</p>	<p>Andy Warhol Skills I can discuss materials used in making art.</p> <p>I can compare work of craftspeople in different times.</p> <p>I can review what I and others have created and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>I know about the work of a range of artists.</p>	<p>William Morris Skills: I can discuss materials used in making art.</p> <p>I can compare work of craftspeople in different times.</p> <p>I can review what I and others have created and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>I know about the work of a range of artists.</p>	

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Year 2		Topic: Explorers (pirates, space, environment) <ul style="list-style-type: none"> Mixed media under the sea 	Topic: Great Fire of London <ul style="list-style-type: none"> Lieve Verschuer - Great Fire of London paintings GFOL sketching of landmarks 	Topic: Roald Dahl <ul style="list-style-type: none"> Kandinsky - abstract artist Quentin Blake - illustration 	Topic: Milton Keynes <ul style="list-style-type: none"> Local sculpture Campbell Park - animals in war by Ronald Rae (create textured clay artwork) or clay artwork inspired by concrete cows. 	Topic: Castles		
Exploring and developing ideas	Vocabulary: talk, listen, describe, improve, colour, size, portrait, landscape.	Skills: I can describe what I am planning to make and talk about which media and tools I need to create my artwork. I can talk through the technique or process I am using to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, edit, portrait, landscape.	Skills: I can describe what I am planning to make and talk about which media and tools I need to create my artwork. I can talk through the technique or process I am using to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: talk, listen, describe, improve, abstract, watercolours, paintings, painter.	Skills: I can describe what I am planning to make and talk about which media and tools I need to create my artwork. I can talk through the technique or process I am using to create my artwork. I can suggest ways to improve my artwork in the future.	Vocabulary: Talk, listen, describe, improve, imagination, Realistic, abstract, memory, colour, size.	Skills: I can describe what I am planning to make and talk about which media and tools I need to create my artwork. I can talk through the technique or process I am using to create my artwork. I can suggest ways to improve my artwork in the future.
Drawing	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail, portrait, landscape, experiment, care, recording and positioning, layering, stamina.	Skills: I can make a choice about which media to use for my mark making and art work and use them with greater control and precision. I can layer different media including crayons, pastels, felt tips, charcoal and ballpoint. I can experiment with shape, pattern and colour.	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail, portrait, landscape experiment, care, recording and positioning, layering, stamina.	Skills: I can make a choice about which media to use for my mark making and art work and use them with greater control and precision. I can layer different media including crayons, pastels, felt tips, charcoal and ballpoint. I can draw carefully in line from observation, recording shapes and positioning, marks/features with increasing care.	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail, experiment, care, recording and positioning, layering, stamina, illustrator.	Skills: I can make a choice about which media to use for my mark making and art work and use them with greater control and precision. I can draw for a sustained period of time. I can draw carefully in line from observation, recording shapes and positioning, marks/features with increasing care.	Vocabulary: looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, light, dark, rubbers, background, foreground, detail, portrait, landscape, experiment, care, recording and positioning, layering, stamina.	Skills: I can make a choice about which media to use for my mark making and art work and use them with greater control and precision. I can layer different media including crayons, pastels, felt tips, charcoal and ballpoint. I can draw for a sustained period of time. I can draw carefully in line from observation, recording shapes

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				I can experiment with line, shape, pattern and colour.	I can experiment with line, shape, pattern and colour.	and positioning, marks/features with increasing care. I can experiment with line, shape, pattern and colour.	
	Painting and Colour	<p>Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, shade, tint, tones.</p> <p>Skills: I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>I can mix a range of secondary colours, shades, tints and tones.</p> <p>I can name different types of paint and talk about their properties.</p> <p>I can select the correct painting tools to work on a range of scales e.g large brush on large paper.</p>		<p>Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose, tones, shades, tints.</p> <p>Skills: I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>I can mix a range of secondary colours, shades, tints and tones.</p> <p>I can name different types of paint and talk about their properties.</p> <p>I can select the correct painting tools to work on a range of scales e.g large brush on large paper.</p>	<p>Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, colour, purpose, tones, shades, tints, painting, painter, watercolours, abstract.</p> <p>Skills: I can mix a range of secondary colours, shades, tints and tones.</p> <p>I can name different types of paint and talk about their properties.</p> <p>I can select the correct painting tools to work on a range of scales e.g large brush on large paper.</p>	<p>Vocabulary: Primary, secondary, changing, mixing, blending, thick, thin, tones, shades, tints, watercolour.</p> <p>Skills: I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>I can mix a range of secondary colours, shades, tints and tones.</p> <p>I can name different types of paint and talk about their properties.</p> <p>I can select the correct painting tools to work on a range of scales e.g large brush on large paper.</p>	
	Sculpture/3D work	<p>Vocabulary: Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D.</p> <p>Skills: I can use and experiment with texture to create an art form.</p> <p>I understand the safety and basic care of materials and tools.</p>				<p>Vocabulary: Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D, pliable, construct, recycled, natural, man-made, manipulate.</p> <p>I can manipulate clay for a variety of purposes.</p> <p>I can use and experiment with texture to create an art form.</p> <p>I understand the safety and basic care of materials and tools.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	
	Artists			<p>Artist: Lieve Verschuier Skills: I can discuss processes in making art and crafts.</p>	<p>Artist: Kandinsky Skills: I can discuss processes in making art and crafts.</p>	<p>Artist: Local sculptors e.g. Ronald Rae - Campbell Park sculpture Skills:</p>	

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				<p>I know about the work of a range of artists and can compare their work to my own and to other people's artwork.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p>	<p>I know about the work of a range of artists and can compare their work to my own and to other people's artwork.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p>	<p>I can discuss processes in making art and crafts.</p> <p>I know about the work of a range of artists and can compare their work to my own and to other people's artwork.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p>	
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