Girnhill Infant School
'Where everyone is valued and futures matter'

The four progress objectives are:

1. Generating Ideas: *The teaching sequence including planning and developing ideas*
2. Practical Skills: The skills of reading
3. Evaluating: *The skills of judgement and evaluation*
4. Knowledge & Understanding: *Acquiring and applying knowledge to inform progress*

Aims:

- **Children will be introduced to subject specific vocabulary that an artist would use in order to talk about and evaluate their artwork and the work of others.**
- **Children will interpret and present like an artist in order to explore and record their ideas.**
- **Children will learn, work and talk like an artist in order to become proficient in drawing, painting, sculpture and other art, craft and design techniques.**

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
	• Recognising and naming art materials and artists (possibly with flashcards) • Look at famous art and learn how different artists depicted the same theme • Styles of art are used to inspire projects; abstract art for feelings, urban art for making environments look more colourful, contemporary art for art from other cultures	**Specific teaching sequence for art and design using Rosenshine's principles in action:** - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary	**Colour** **Primary colour** **Brush** **Shapes** **Lines** **Edges** **Mix** **Experiment**	Painting	• Use primary colours to make secondary colours • Develop preferred ways of holding brushes to develop control • Concentrate hard to paint shapes, lines and edges neatly • Know how to clean brushes and water between colours • Learn to blend colours on paper whilst paint is wet • Know how to use different size brushes for different effects • Use a range of painting tools to experiment with mark making • Add things to paint to make textures • Combine materials to make collages	• Engage in conversation about their art, describing what they are doing and how they are using materials • Use language to describe art e.g. use a formal element and a feeling e.g. cold blue, sad colours etc
			Observation **Pressure** **Effects** **Shapes** **Lines** **Shade**	Drawing	• Practice drawing using simple shapes • Learn the link between drawing shapes and writing • Learn to draw with different pressures to create different effects • Learn to correct mistakes by rubbing out and working through errors • Learn to shade areas and shapes as neatly as possible • Draw for pleasure • Use a range of different drawing materials and combine these to create effects	
			Printing **Printing blocks**	Printing	• Make simple printing blocks from soft materials • Print with different colours to make complex patterns	

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		- Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary **Planning and designing:** • Make art as a group or in pairs • Make instant responses to words, music, objects and images • Use art to record events, people, relationships, family • Design simple things and make them e.g. invent a new food and make it in modelling clay	**Colour** **Pattern** **Ink** **Print**		• Make single prints by drawing into ink and pressing it into paper	
			Experiment **Investigate** **Explore** **Cut** **Form** **Join** **3D** **Combine** **Pliable**	Sculpting	• Art is experimental, exploratory and investigative • Sculptures are made by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects • Combining sculptures with other materials such as wire, pipe cleaners, mod roc and finish with a range of effects paper mache, thick paint or spray paint • Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire	
			Technology **Digital Art** **Image** **Editing** **Enhancing**	Technology	• Digital art experienced using tablets • Images edited and enhanced	
			Textiles **Applique** **Collage** **Cutting** **Gluing**	Craft	• Wax crayons and ink used to make pictures • Pictures are made by cutting and gluing fabrics • Textiles are decorated with applique • Collage is used to select and cut colours to suit purpose	

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		• Work from observation, imagination and memory				

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- **Children will be introduced to subject specific vocabulary that an artist would use in order to critically analyse and evaluate their artwork and the work of others.**
- **Children will research, interpret and present like an artist in order to explore and record their ideas, knowing about great artists, craft makers and designers.**
- **Children will learn, work and talk like an artist in order to become proficient in drawing, painting, sculpture and other art, craft and design techniques.**

Year 1	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
	• Learn about the work of different artists and art styles • Develop a greater understanding of how different artists depicted the same theme • Use language to describe art e.g. use a formal elements and a descriptive word or feeling e.g. cold blue, angry shapes etc	**Specific teaching sequence for art and design using Rosenshine's principles in action:** - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary	**Powder paint** **Poster paint** **Acrylic paint** **Measure** **Secondary colour** **Blending** **Effect** **Line** **Texture** **Shape** **Properties**	Painting	• Measure and mix pain they need and know how to load brush with correct amount of paint • Develop preferred way of holding a brush • Know how to clean brush and water between colours • Name and recognise the primary colours and how they can be mixed into secondary colours • Learn to blend colours on the paper whilst the paint is wet • Know how to use different size brushes for different effects • Use colours, lines, textures and shapes imaginatively to show thoughts and feelings • Paint on 3D surfaces ensuring a good standard of finish • Know different types of paint and the properties of each • Know and have used different types of painting surfaces • Learn that things can be added to paint to create textured effects	• Talk about their work saying which aspects they feel went well and which areas they want to improve • They use key words when describing art • Give advice and encouragement to others to help and improve their work • Observe other pupils working and learn from them
			Graphite **Charcoal** **Crayon** **Geometric** **Similarities** **Differences** **Light**	Drawing	• Develop ability to draw from simple geometric shapes • Shown a range of drawing media e.g. graphite, charcoal, crayon • Learn similarities and differences between materials and say which they prefer and why • Draw for pleasure, developing an interest in things around them	

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		- Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary **Planning and designing:** • Draw and paint from imagination in ways such as story telling or describing characters • Draw and paint from memory to illustrate things, people or places they know or remember • Draw and paint to invent things	**Dark** **Tones** **Shade**		• Try new ways of making marks and lines • Exploring light and dark and creating tones • Practise shading tones with a few gaps that is neat to the edges • Blend shading and refine rough edges with detail	
			Printing **Mono printing** **Block printing** **Relief printing** **Etching** **Printing blocks** **Motifs** **Multi Colour**	Printing	• Learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials • Create printing blocks using simple materials • Learn to make simple motifs and print multi coloured	
			Cut **Form** **Tear** **Join** **Drying** **Setting** **Finish**	Sculpting	• Cut, form, tear and join a range of materials • Understand about drying times and holding things in place until set • Take care to finish things neatly and properly	
			Edit **Manipulate** **Software** **Suitable**	Technology	• Learn to take photos with digital cameras • Use painting software to edit and manipulate photos • Use basic painting software to suit their ideas	
			Fabric **Dyeing** **Wax resist** **Decorate** **Applique** **Experimental Craft**	Craft	• Dyeing fabrics and use of wax resist to create textiles • Textiles are decorated with more complexity and applique techniques are used • Collage is used to select and cut colours and shapes from a range of sources to suit ideas and purposes	

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		• Draw and paint from observation • Develop ideas and solve problems in groups or pairs to design and make things, listening to others ideas, deciding on actions to take	**Scraping** **Etching**		• Art is made from experimental craft forms e.g. scraping the paint from a surface, simple etchings, glass painting, jewellery etc	

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Year 2	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
	• Pupils learn about the work of different artists and painting styles • Look at art for pleasure, choosing which art they like best and justify their choices. • Say things about works of art that they like using subject specific vocabulary • Use questions to establish facts and opinions about art and artists	**Specific teaching sequence for art and design using Rosenshine's principles in action:** - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary	**Purpose** **Control** **Tone** **Tint** **2D** **3D** **Spattering** **Stippling** **Dripping** **Pouring** **Techniques**	Painting	• Making good progress in developing painting skills • Know and have used different types of paint and painting surfaces and can identify different paintbrushes and painting equipment, understanding the various purposes they have • Learning how to paint neatly and carefully without leaving gaps or messy edges • Measure and mix paint they need and apply sensitively and with control • Develop colour mixing to make finer variations in secondary colours (tone and tint) • Experiment with painting on 2D surfaces such as cartridge paper, fabric etc • Paint on 3D surfaces such as models using suitable paints and tools • Use different techniques to create effects such as spattering, stippling, dripping, pouring etc • Use given and self-made tools to create original lines and shapes when painting expressively • Sketchbooks are used to practise and try out ideas and techniques	• Support each other when making art, helping each other to share knowledge and skills • Have had opportunity to study and talk about their and other's work, saying what they like about it and offering help or opinions to make it better • Talk about how they could improve their work and offer advice to others. • Developing secure use of key art subject specific vocabulary • Explain how and why they made their work, linking to artists work if appropriate
			Detail **Technique** **Control**	Drawing	• Drawings become more competent, greater detail is shown, techniques are improving and there is evidence of greater control	

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	• Learn different ways art can be made • Concentrate for longer periods and can plan and develop work over longer periods	- Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary **Planning and designing:** • Use art to record events, people, family, relationships, things they see and feel • Develop their memory through observational drawing • Use different starting points and longer project lengths for improved	**Media** **Graphite** **Charcoal** **Crayons** **Biro** **Ink** **Pastel** **Suitable** **Dark** **Light** **Tone** **Shading** **Blending** **Refine**		• Connect drawing shapes to writing and alter them to suit ideas and fluently adding detail • Use a range of drawing media including graphite sticks, charcoal, crayons, biro, ink and pastels • Know the similarities and differences between these materials and select which one is the most suitable for the task in hand • Developed a sense of what they like drawing and have the opportunity to draw these learning to improve their style from a range of sources • Develop their confidence in ways of making lines and marks to describe a wide range of surfaces, textures and forms • Effectively control drawing media to create dark and light tones. • Further practise shading tones with a few gaps that are neat to the edges. • Blend shading with tissue or finger and can rub out rough edges or refine them.	
			Pattern **Iconography** **Motif** **Precision** **Combin** **Overlay** **Improve**	Printing	• Use printing (mono printing, block printing, relief printing etc) to create artwork that might be related to bigger topics/themes to explore patterns and iconography • Use simple motif printing blocks to create and print complex patterns with mathematical and visual precision • Combine printing methods to make multiple colours and overlays or add other art materials to the print to improve them	

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		sustained concentration • Tasks are designed to develop imagination skills and creativity. • Make art for expression, imagination, pleasure, to translate information and to describe things • Work from memory to illustrate people or places they know • Work from observation (still life, photographs, outdoors, trips) • Work in groups or pairs to design and make things, listening to others ideas, refining ideas, deciding on best actions to take, identifying	Cut Form Tear Join **Design** **Invent** **Modify** Plan Dry **Method** **Suitability** **Finish**	Sculpting	• Cut, form, tear, join and shape a range of materials such as modelling clay, plastic, wire, found and natural) to make things they have designed, invented or seen and can modify and correct things with greater skill • Make plans for making, deciding which tasks need to be done first, allowing for drying and completion time and know how to get advice from a range of sources if it goes wrong • Know different ways of joining things and can choose the right method such as which glue they should use or when to use tape etc • Paint 3D models evenly and take care to ensure a good standard of finish	
			Frame **Shot** **Purpose** Cropping Brightness Filters **Tools** **Functions**	Technology	• Know how to use a digital camera to frame the shot to suit their purpose • Edit shot using simple software for cropping, brightness and filters etc • Use painting software to edit and manipulate photos to create more complex images • Use sophisticated panting software to create digital art, using tools and functions in a variety of ways	
			Dye Wax resist **Complexity** **Technique** Image **Purpose** Scratching Stained Glass	Craft	• Dye fabrics and use wax resist to create textiles • Textiles are decorated with more complexity and applique technique such as beads, sequins etc are used • Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes • Art is made in a range of experimental craft forms such as scratching paint from a surface, stained glass, painting onto fabric/silk, wire, jewellery etc	

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		roles and resolving issues	**Problem Solve**		• More easily select which material is best for the purpose • Combine materials together and try out new things more confidently • Creative problems are solved using selected materials in new and experimental ways.	