

## COGL Big Ideas Progression – ART KS1 (to be read in conjunction with long term plan and curriculum maps)

| Big Idea   | Objectives   | Reception  | Year 1  | Year 2   |
|--|--|--|---|--|
| National Curriculum<br>To use a range of materials creatively to design and make products<br>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  |  |  |   |  |
| <b>Generating ideas</b> <ul style="list-style-type: none"> <li>Class discussion about artists</li> <li>Discuss artwork and artists (including in natural world) and relate to own artwork</li> </ul><br><b>Knowledge of Artists</b> <ul style="list-style-type: none"> <li>Similarities and differences between works of art and artists</li> <li>Understanding the development of a piece of art</li> </ul> | To generate and record ideas through <ul style="list-style-type: none"> <li>First-hand experience of artists' work</li> <li>Discussion</li> <li>Using sketchbooks as a visual diary</li> <li>Experimenting and exploring with materials, tools and techniques</li> </ul> | Explore work from different artists and being to use their art for stimulus for own work.<br><br>To create a collaborative large piece of art based upon an artist | To study a range of artists and understand their place in history<br><br>Use the work of an artist as stimulus for own original work. | To study a range of artists and understand their place in history<br><br>Use the work of an artist as stimulus for own work<br><br>Use knowledge of previous artists studied to inspire work |

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| <b>National Curriculum</b><br>Develop a range of art and design techniques in using colour, pattern, texture, shape, line, form and space   |          |  |   |  |
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| <b>Making Skills</b> <ul style="list-style-type: none"> <li>• Creating textures and mixing colours</li> <li>• Exploring form, surface detail and texture</li> <li>• Etching patterns</li> <li>• Creating Art to explore feelings and the world around them</li> </ul><br><b>Formal Elements</b> <ul style="list-style-type: none"> <li>• Making colours lighter or darker</li> <li>• Understanding tone and colour</li> <li>• Creating texture</li> </ul> | Painting | Learn to hold and control a paintbrush. Blend colours on a palette. Use a range of items to paint including sponges, string etc<br>Name basic colours, being able to show awareness of variety of colours in the environment.<br>To experiment in mixing primary colours, knowing the colour mix for some secondary colours. Wash brushes after use. | Name colours, being able to show awareness of variety of colours in the environment.<br>To mix secondary colours, Wash brushes after use.<br>Use colour to express thought and feeling, paint patterns and add texture such as sand and salt<br>Use poster paint, powder paint and block paint to blend colours on paper and a palette. Paint 3D surfaces.<br>Paint thick and thin lines using different brushes.<br>Know different paper types , card, brown paper , fabric, textures surfaces and which is suitable for a task. | Use poster paints and block watercolours to mix secondary colours accurately.<br>Create pattern and create texture. Understand the importance of outlines<br>Tones and tints - lighten, darken a primary colour by adding white or black.<br>Develop brush control and use different painting surfaces. Paint carefully and neatly without gaps. Paint with control.<br>Use effects such as spattering, stippling, dripping etc. |

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|  | Drawing   | To being to use a pencil to create observational sketches. To use pencils/pens, coloured pencils, wax crayons. Use different media to create different effects.<br>Draw simple shapes and shade areas carefully.<br>Draw from imagination and observation | To develop skills in Observational sketching. Use simple 2D shapes to construct drawings. Explore light and dark. Practice accurate shading and use of pressure of different materials. To use line of different thicknesses<br>To use pencils/pens, coloured pencils, wax crayons and charcoal. Draw from observation and imagination. | Use a range of lines and shapes to draw form, surface details and texture.<br>Control pressure and use tone. Shade neatly without gaps.<br>Use different drawing pencils, pens, chalk pastels, chalks<br>Develop a sense of own style using observation and secondary sources.. |
|  | Printing  | To being to explore simple patterns and textures in printing. Explore using different objects and soft materials they have moulded.   | To explore and produce Patterns, textures through printing: Sponging, using a range of made and found objects.  | Use a range of textures to print patterns<br>Make a small block using simple polyprint and paint.   |
|  | 3D (Form) | To experiment using platercine, salt dough, junk modelling with a design purpose in mind<br>Join 3D shapes together with tape and staples.  | To model make using clay, playdough, construction kits ,junk, found and natural objects. Model things they have invented or seen.   | Make simple thumb pots and figures from clay.<br>Make organic sculptures in range of materials including card, plastic, found materials. Plan sculptures and surface decorate.  |

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| <i>National Curriculum</i> | Digital art                | To explore using apps to take different photos of themselves and the environment  | To use apps to combine images, and to use a digital camera to record images   | Use a drawing app on ipad. Alter a photograph using an app.   |
|                            | Collage/textiles (texture) | <p>To use a range of materials to experiment with collage work. Use wax resist using wax crayons and ink</p> <p>Collage with objects such as beads, sequins, lace , thread using sewing or glue.</p> <p>Collage suits idea and purpose.</p> <p>Simple weaving using larger manmade and natural materials.</p> | <p>To use a range of materials to produce collage. Different colours, shapes, images and textures are used. Tearing and cutting. Cutting and sticking for accurately creating layers of collage using media from EYFS</p> <p>Simple weaving using natural and manmade materials.</p> <p>Weave regular and irregular patterns.</p> | <p>Collage using a mixture of materials as previously taught</p> <p>Textured rubbings used in collages</p> <p>Increasing precision is used for choices of material, colour and image.</p> |

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| <p><i>Learn about the work of a range of artists, craft-makers and designers, describing differences and similarities between different practices and disciplines and making links to their own work.</i></p> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Making connections from artist's work to their own</li> <li>• Evaluating own work</li> <li>• Evaluating artwork of people around the world</li> <li>• Describing the strengths and weaknesses of pieces of work</li> </ul> | <p>To study the work of artists and their techniques in relation to their work identifying similarities and differences between artists' and their own work.</p> <p>To review what they have done.</p> <p>To be able to identify what they think, feel and like/dislike.</p> <p>To be able to identify what they may change or improve in the future.</p> | <p>Say what they like or do not like about an artist's piece of work.</p> <p>Label some work</p> | <p>Comment on the work of an artist</p> <p>Make simple labels in their sketchbooks.</p> <p>Evaluate own work simply</p> | <p>Comment on work of an artist in relation to their own experiences and knowledge of previous artists studied.</p> <p>Evaluate own work with appropriate vocabulary</p> |
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