










## Art Progression of Skills St John Vianney Catholic Primary School EYFS



EYFS	Intent	Implementation	Impact
	<p>At St John Vianney Catholic Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>We have implemented a scheme of work linked to the National Curriculum, which we have linked to our humanities topics to ensure a well-structured approach to this creative subject.</p> <p>The children are taught Art as part of their half-termly topic work, focusing on a key area for the duration of the half term. Areas covered include painting, printing, drawing, collage, 3D work and textiles.</p> <p>Each year group is also assigned an artist to study for each of the key areas. The work of famous local, national and international artists are explored to enhance the children's learning.</p> <p>The children's learning is further enhanced with whole school Art days and competitions.</p>	<p>Our learners develop detailed knowledge and skill across the full breath of the Art curriculum through engaging in age-appropriate content. Due to the nature of this curriculum area, Art and Design monitoring takes various forms including: pupil voice, sketchbook monitoring and pupil work showcases on both classroom and communal displays. Our pupils' attainment and knowledge is measured using an assessment spreadsheet linked to the 'I can' statements for each year group.</p> <p>Our children enjoy the self-expression that they experience within Art. They are always keen to learn new skills and work hard to perfect those shown to them. The cross-curricular links allow our children to express feelings and emotions, as well as show their knowledge and understanding in history and geography.</p>



KNOWLEDGE SKETCHBOOKS Ongoing	COLLAGE Autumn 1 All about Me	PAINTING Autumn 2 Light and Dark	PRINTING Spring 1 Weather	3D Spring 2 Growing	TEXTILES Summer 1 Mini Beasts	DRAWING Summer 2 Journeys
I can describe what I can see in work by an artist/craft designer/maker	I can handle different materials from the class 'bit box'.	I can explore mark making on a variety of papers.	I can randomly experiment when printing with hands, feet and found materials.	I can handle and manipulate rigid and malleable materials.	I can handle and manipulate materials such as threads, cotton, wool, raffia and grass.	I enjoy making marks, signs and symbols on a variety of types of paper.
	I can select, sort, cut, and tear, explaining what I am doing.	I can use a variety of tools to spread paint – straws/ matchsticks/ Brushes /sponges.		I can pull apart and reconstruct basic shapes.		I am spontaneously expressive, using marks, lines and curves.
		I can experiment with colour.				
ARTIST FOCUS:	PICASSO	KADINKSKY	GEORGES SUERAT	LEO SEWELL	CORNELIA HESSE- HONNEGGER	JACKSON POLLOCK
						



## Early Learning Goals

Taken from Development Matters Statements

Expressive Arts and Design

Year R



### 30-60+ months

#### Exploring and Using Media and Materials

- Explores colour and how colours can be changed
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically, horizontally, making enclosures, and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

#### Being Imaginative

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.