

Art Progression using Access Art Units 2024

	Autumn: Drawing & Sketchbooks	Spring: Surface & Colour	Summer: Working in 3D
EYFS See EYFS Skills Document	To prepare children for the pathways in Primary Art Curriculum, we use the AccessArt EYFS 6 areas of exploration and implement these to give pupils opportunities and experiences which enables them to: <ul style="list-style-type: none"> • Build dexterity skills • Explore materials and mark making in playful way • Use bodies and imaginations to inspire making • Explore how they can reflect and share their view about what they have seen or made • Explore how art enriches our lives 		
Nursery	Physical Development <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Expressive Arts and Design <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 		
Reception Year 1 & 2	<u>Finding Circles</u> <ul style="list-style-type: none"> • Recognise shapes (circles) in our world. • Recognise shapes (circles) in the work of artists. • Use line to draw 3D circular objects as a 2D sketch. • Develop early visual literacy skills. <u>Shells</u> <p>Area of Exploration: 1. WHAT CAN WE SEE?</p> <u>Explorer's Books: Collecting Colour</u> <ul style="list-style-type: none"> • Return to and build on their previous learning (colour and colour mixing), refining ideas and developing their ability to represent them. <u>Collaging with Wax Crayon Rubbings</u> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings <p>Area of Exploration: 2. HOW CAN WE EXPLORE COLOUR?</p>	<u>Imaginary Landscapes</u> <p>Area of Exploration: 6 HOW CAN WE USE OUR IMAGINATIONS?</p> <u>Ducklings</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Still Life Compositions: Inspired by Cezanne</p> <p>Area of Exploration: 1. WHAT CAN WE SEE?</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Share their creations, explaining the process they have used 	<u>Clay Play</u> <p>Area of Exploration: 4 HOW CAN WE EXPLORE 3D MATERIALS?</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <u>Mark making and Sound & Movement Map</u> <p>Areas of Exploration: 5 HOW CAN WE USE OUR BODIES TO MAKE ART?</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Begin to show accuracy and care when drawing.

<p>Rea Year 1</p>	<p><u>Spirals</u> <i>Disciplines: Drawing, Collage, Sketchbooks</i></p> <p><u>Medium:</u> Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</p> <p><u>Artists:</u> Molly Haslund</p> <ul style="list-style-type: none"> • Draw from my fingertips, my wrist, my elbow, my shoulder, my body. • Make a drawing using a continuous line. • Draw from observation. • Make different marks with soft pencil, a graphite stick and a handwriting pen. • Explored how water affects the graphite and pen, use a brush to make new marks. • Make choices about which colours • See the work of an artist and listen to how the artist made the work and share how I feel about the work. • Talk about what I like in my drawings, and what I'd like to try again. 	<p><u>Exploring Water Colours</u> <i>Disciplines: Painting (Watercolour)</i></p> <p><u>Medium:</u> Watercolour</p> <p><u>Artists:</u> Paul Klee, Emma Burleigh</p> <ul style="list-style-type: none"> • Explore watercolour and understand the different effects I can achieve. • That watercolour paint has special characteristics • Work without an end goal in mind – letting the paint lead me • see the work of other artists who use watercolour and share my thoughts about their work. • name and use primary colours and begin to understand how colours mix to make secondary colours. • understand that we all see different things in the artwork we make. We all have a different response. • think about the marks I make, and develop them further 	<p><u>Making Birds</u> <i>Disciplines: Sculpture, Drawing, Collage</i> <u>Medium:</u> Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire. <u>Artists:</u> Andrea Butler</p> <ul style="list-style-type: none"> • Look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. • Draw from life looking closely. • Experiment with a variety of drawing materials and test ways to make marks that describe what I see. • Use colour in my drawings and mix two or more different media together. • Look at the work of other artists who have been inspired by birds and I can share my response to their work. • Fold, tear, crumple and collage paper to transform it from 2d to 3d. • Use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. • See how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. • Share my work with my classmates and teachers, and consider what was successful for me.
<p>Rea Year 2</p>	<p><u>Explore and Draw</u> <i>Disciplines: Drawing, Sketchbooks, Collage</i></p> <p><u>Medium:</u> Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p> <p><u>Artists:</u> Rosie James, Alice Fox</p> <ul style="list-style-type: none"> • See how some artists explore the world around them to help them find inspiration. • Explore my local environment (school, home, etc) and collect things which catch my eye. • Explore composition by arranging the things that I have collected. • Talk about what I collected, and how and why I arranged the things I collected. • Use careful looking to practice observational drawing. • Hold an object and make a drawing thinking about the way the object feels. • To combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil. • Work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • Cut out and collage to explore composition. 	<p><u>Expressive Painting</u> <i>Disciplines: Painting, Sketchbook</i> <u>Medium:</u> Acrylic Paint, Paper</p> <p><u>Artists:</u> Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p> <ul style="list-style-type: none"> • See how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • Share my response to the work of other artists. • Use my sketchbook to fill full of colour and brush marks, inspired by other artists. • Recognise primary colours and mix secondary colours. • Experiment with hues by changing the amount of primary colours I add. • Use various homemade tools to apply paint in abstract patterns. • Make a loose drawing from a still life. • Use gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting. • Share my experiments and final piece with others and share what I liked and what went well. • Enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work 	<p><u>Music and Art</u> <i>Disciplines: Drawing, Making, Sketchbook</i></p> <p><u>Medium:</u> Paper, Drawing Materials, Paint, Construction Materials</p> <p><u>Artists:</u> Kandinsky, Various "Projection Mapping" artist</p> <ul style="list-style-type: none"> • See how some artists are inspired by other artforms such as music. • Share my response to their work and listen to others. • Listen to sounds and use my mark making skills to make marks in response. • Draw from observation whilst listening to a piece of music, and let the music inspire my drawing. • Use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. • Share my work with the class. • Reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work.

<p>Corve Year 1</p>	<p><u>Story Telling Through Drawing</u> <i>Disciplines: drawing, sketchbooks</i> <i>Medium: charcoal, sketching pencils, graphite, Paper</i> <i>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price</i></p> <ul style="list-style-type: none"> • Art can tell a story through imagery. • Draw a story using imagery from the poem the Jabberwocky. • Use line, shape and tone using pencil, charcoal, ink or graphite. • Consider how to use composition, sequencing, mark making and some text in my drawings. • Use my sketchbook to make visual notes, record and reflect. • Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. 	<p><u>Still Life</u> <i>Disciplines: painting, drawing, sketchbooks</i> <i>Medium: Paper, Drawing Materials, Various Modelling, paint and cameras.</i> <i>Artists: Paul Cezanne, Flemish painters, Hilary Pecis, Nicole Dyer, Bas Meeuw, Hirasho Sato</i></p> <ul style="list-style-type: none"> • The still life genre is when artists make work in response to static objects around them. • Discuss the work of contemporary and more traditional artist’s still life (e.g Cezanne) including the meanings of objects. • Use my sketchbook to make visual notes, record and reflect. • Draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. • Use my sketchbook to make visual notes, record and reflect. • Compose, sketch and paint my own still life composition. • Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. 	<p><u>The Art of Display</u> <i>Disciplines: sculpture, sketchbooks</i> <i>Medium: Clay, Paper, Drawing Materials, Various Modelling & Construction Materials</i> <i>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price</i></p> <ul style="list-style-type: none"> • Some artists display their art on plinths. • Artists choose how to display their work to affect the way the audience sees the work. • Use my sketchbook to collect ideas about how other artists’ work is displayed. • Use clay to make three dimensional sketches of figures sitting on “plinths”. • Use the clay to capture character/emotion of the body.
<p>Corve Year 2</p>	<p><u>Gestural Drawing with Charcoal</u> <i>Disciplines: drawing, sketchbooks</i> <i>Medium: charcoal, Paper</i> <i>Artists: Hansen, Laura McKendry, Edgar Degas</i></p> <ul style="list-style-type: none"> • Use my sketchbook to make visual notes, record and reflect. • Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. • Recognise charcoal as a medium used in art. • Identify and experiment making marks using charcoal. • Draw on a large scale to make loose, gestural sketches. • Chiaroscuro is the use of light and dark. • Use light and dark tonal values in my work, to create a sense of drama. • Create drawings inspired by movement. 	<p><u>Working with Shape and Colour</u> <i>Disciplines: printmaking, collage</i> <i>Medium: Paper, printing ink, stencils and crayons</i> <i>Artists: Henri Matisse, Claire Willberg</i></p> <ul style="list-style-type: none"> • Use the “Show Me What You See” technique to look closely and make drawings. • Cut shapes into paper using scissors. • Collage with cut elements, choosing colour, shape and composition to make my own artwork. • Use line, colour and shape to add detail. • Explore negative and positive shapes. 	<p><u>Telling Stories Through Making</u> <i>Disciplines: drawing, sculpture, sketchbooks</i> <i>Medium: Paper, drawing materials & Modroc</i> <i>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</i></p> <ul style="list-style-type: none"> • Artists are inspired by other artists often working in other artforms. • Explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials in my sketchbook. • Use Modroc to make a sculpture. • Use paint to add colour to my sculpture.

<p>Severn Year 1</p>	<p><u>Typography & Maps</u> <i>Disciplines: Typography, drawing, collage and sketchbooks</i></p> <p><i>Medium: paper, pen and pencil</i></p> <p><i>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</i></p> <ul style="list-style-type: none"> • Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • Explore how artists work with typography and drawing skills to make personal maps, and express my opinions. • Create my own letters inspired by objects that have meaning to me using cutting and collage. • Use mark making, cutting and collage skills to create my own visual map, using clear symbols, strong drawn elements and typography to express themes which are important to me. • Use my sketchbook to collect, record and reflect on my ideas and thoughts. • Reflect on my work and the work of others. 	<p><u>Mixed Media Land & City Scapes</u> <i>Disciplines: Sketchbooks, drawing</i></p> <p><i>Medium: graphite, soft B pencils, handwriting pen, pastels, chalk and paper</i></p> <p><i>Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</i></p> <ul style="list-style-type: none"> • Use my sketchbook to collect, record and reflect on my ideas and thoughts. I can extend my creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. • Explore how artists respond to land and city scapes in various ways by using inventive mixed media combinations. • Reflect on how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. • Explore work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper. • Reflect on my work and the work of others. 	<p><u>Architecture: Dream Big or Small?</u> <i>Disciplines: Architecture, drawing</i></p> <p><i>Medium: foamboard, ink, card</i></p> <p><i>Artists: Shoreditch Sketcher, various architects. Consider getting a visit from an architect.</i></p> <ul style="list-style-type: none"> • Use my sketchbook to collect, record and reflect on my ideas and thoughts. • Explore domestic architecture and discuss how the design can impact on people’s lives. • Use a range of drawing techniques to create larger drawings. • Explore how line, form, structure, material and scale are used to make architecture interesting and to meet a design brief. • Create an architectural model from reference materials. • Reflect on my work and the work of others.
<p>Severn Year 2</p>	<p><u>2D Drawing to 3D Making</u> <i>Disciplines: Drawing, sculpture, graphic design, collage, sketchbooks</i></p> <p><i>Medium: card, paper and drawing materials</i></p> <p><i>Artists: Lubaina Himid, Claire Harrup</i></p> <ul style="list-style-type: none"> • Use my sketchbook to collect, record and reflect on my ideas and thoughts. • Explore artists who use their drawing skills to make objects. • Use line, mark making, tonal values, colour, shape and composition to add interest. • Use negative space and the grid method to help me see and draw. • Explore typography and design lettering which is fit for purpose. • Transform drawings into a three dimensional object. • Reflect on my work and the work of others. 	<p><u>Exploring Identity</u> <i>Disciplines: Drawing, sculpture, graphic design, collage, sketchbooks</i></p> <p><i>Medium: computers/tables, paper, drawing materials.</i></p> <p><i>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</i></p> <ul style="list-style-type: none"> • Use my sketchbook to collect, record and reflect on my ideas and thoughts. • Explore how artists explore their identity by creating layered and constructed images. • Consider how I might adapt techniques and processes to suit me. • Use digital or physical media to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. • Reflect on my work and the work of others. 	<p><u>Take a Seat</u> <i>Disciplines: Drawing, making, sketchbooks</i></p> <p><i>Medium: construction materials</i></p> <p><i>Artists: Yinka Ilori</i></p> <ul style="list-style-type: none"> • Use my sketchbook to collect, record and reflect on my ideas and thoughts. • Explore the work of a craftsperson / designer and consider how they bring personality to their work. • Explore how chair design has changed through the ages. • Experiment with how I can make mini sculptures with lots of different materials. • Use the Design Through Making technique to make a model of a chair, which expresses an aspect of my personality. • Consider how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently. • Reflect on my work and the work of others.