

Progression in knowledge, skills, vocabulary and suggested assessment outcomes in collage and craft

EYFS	<i>See EYFS 'subject links' documents to see how collage and craft are taught through CP and core quality texts</i>		
	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
	<ul style="list-style-type: none"> <i>• Give children a range of materials and resources in deconstructive role play to develop their imagination and creativity</i> <i>• Role play area linked to theme or topic</i> <i>• Dedicated craft area which allows children some freedom to create and make</i> <i>• Make imaginative and complex small with blocks and construction kits, such as a city with different buildings and a park</i> <i>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</i> <i>• Develop their own ideas and decide what materials to use to express them</i> 	<ul style="list-style-type: none"> <i>• Give children a range of materials and resources in deconstructive role play to develop their imagination and creativity</i> <i>• Make imaginative and complex small with blocks and construction kits, such as a city with different buildings and a park</i> <i>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>• Create collaboratively, sharing ideas, resources and skills.</i> 	<ul style="list-style-type: none"> <i>• Give children a range of materials and resources in deconstructive role play to develop their imagination and creativity</i> <i>• Opportunities to create art collaboratively</i> <i>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Autumn / Spring term learning)</i>

	<ul style="list-style-type: none"> Join different materials and explore different textures 		
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Early Learning Goals for Expressive Arts and Design

Creating with Materials ELG

Children at the expected level of development will

- 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;

Art at Queen's Park	Key Knowledge Progression	Key Vocabulary	Key Skills Progression	Assessment Outcome
The Golden Thread of Art Skills	Line, shape, texture, pattern, colour			
YEAR ONE UNIT ONE	I know that Max Ernst used a floorboard to create the first frottage	Frottage, texture, crayons, smooth, rough	I can use a variety of media inc. photocopied material, fabric, plastic, tissue,	Produce a hanging mini-beast.

<p><u>How did a floorboard make art history?</u> Artist: Max Ernst Concept: History Outcome: hanging frottage animal</p> <p>Golden threads: Line, pattern, texture, shape, colour</p>	<p>I know how different textures create different frottage I know how to evaluate my own work I can create a hanging mini beast</p>		<p>magazines, crepe paper, junk modelling I can successfully evaluate the effectiveness of my frottage I can experiment with texture I can use basic cutting skills with support I can create a final product independently using collage from imagination, experience and observation</p>	
<p>YEAR TWO UNIT ONE <u>"What can I see?"</u></p>	<p>I know the landscape artists Van Gogh and illustrator Faith Ringold. I know how to use texture to create a collage</p>	<p>Composition, horizon, collage, tone (dark and light), primary, landscape</p>	<p>I can use a wide range variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, junk modelling.</p>	<p>to create a mixed media landscape collage</p>

<p><u>Artist:</u> Vincent Van Gogh Faith Ringold</p> <p><u>Outcome:</u> Collage a landscape (using paint - watercolour)</p> <p>Golden threads:</p> <p>Line, tone, texture, shape, colour</p>	<p>I know how to create my own landscape using different media (collage)</p>		<p>I have an increasing awareness of the suitability of colour and texture/ I can develop skills involving overlapping and overlaying I can develop skills of mixed media eg painting and collage To engage in a range of more complex cutting skills I can successfully evaluate the effectiveness of my landscape picture</p>	
<p>YEAR THREE UNIT ONE <u>Were Homo Sapiens story tellers or artists?</u> Concept: Historical</p>	<ul style="list-style-type: none"> • I know how to experiment with different paintbrushes, tools and colours • I know how to use geometric shapes to create animals • I know how to use different textures to create a collage 	<p>Geometric, shapes, natural/earth colours, pigment, texture</p>	<p><i>Unit overlaps with main focus which is painting and drawing.</i> I know how to use different textures to create a collage I can successfully evaluate the effectiveness of my cave</p>	<p>Cave painting in the style of prehistoric art</p>

<p>Outcome: Cave Painting</p> <p>Golden threads:</p> <p>Line, tone, pattern, texture, shape, colour</p>	<ul style="list-style-type: none"> I know what natural colours are and can explain why I am using them I know how to analyse my work using key vocabulary 		<p>painting eg is it historically appropriate</p>	
<p>YEAR FOUR</p>				
<p>YEAR FIVE</p> <p><u>Can a picture look good enough to eat?</u></p> <p><u>Concept:</u> Photorealism. Artist - Sarah Graham</p> <p><u>Outcome:</u> Sweet wrapper</p>	<p>I know how to use the colour wheel effectively</p> <p>I know about Sarah Graham and photorealism.</p> <p>I can create an image in her style</p> <p>I can evaluate my work, comparing and contrasting it to Graham</p> <p>I know how to use tracing paper to scale images to a larger size</p>	<p>Primary, secondary, tertiary, colour wheel, photorealism, geometric, scale</p>	<p>I can create a composition using collage using my own ideas from inspiration of an established artist.</p> <p>I can use different techniques, colours and textures when designing and making pieces of work.</p> <p>I can be expressive and analytical to adapt, extend and</p>	<p>To create a painting in a photo-realistic style</p>

<p>collage. Sweet Wrapper photorealism</p> <p>Golden threads:</p> <p>Line, pattern, texture, shape, colour</p>	<p>I know about the work of Sarah Graham and Charles Bell in the photorealism movement of art.</p> <p>I can create an image in her style</p> <p>I can use the rules of sketching to replicate my collage</p> <p>I can evaluate my work, comparing and contrasting to Graham and Bell</p>		<p>justify their work and provide evidence in sketchbooks.</p> <p>I know how to use tracing paper to scale images to a larger size</p> <p>I can use the rules of sketching to replicate my collage</p> <p>I can evaluate my work, comparing and contrasting it to Graham and Bell.</p>	
<p>YEAR SIX</p>				