



Bollington St John's CE  
Primary School

**Bollington St John's Curriculum**  
**Art- IPC Progression Document**

<u>IEYC</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
<p><b>Learning Strand 2:</b> <b>Communicating through the expressive arts and creativity</b> <b>Communicating through art</b></p> <p><b>2.85b Responding to rhythm and beat in creative ways including linking music to art, dance and movement</b></p> <p><b>2.76b Expressing ideas, moods and feelings through a wide range of art, construction and model making activities</b></p> <p><b>2.77b Designing and creating 2D and 3D artwork for a range of purposes</b></p> <p><b>2.75b Exploration of colour, texture, materials, textiles, space, line and shape involving tools, manipulation, techniques and construction to create unplanned and planned effects</b></p> <p><b>2.78b Exploring cultural art and design</b></p> <p><b>2.74b Using the senses to categorise materials and textures</b></p> <p><b>2.79b Using the styles of selected artists to</b></p>	<p><b>1.01 Know about some of the forms used by artists in their work</b></p> <p><b>1.02 Be able to use a variety of materials and processes</b></p> <p><b>1.03 Be able to suggest ways of improving their own work</b></p> <p><b>1.04 Be able to comment on works of art</b></p> <p><b>1.05 Understand that the work of artists can be seen in a wide variety of places and situations</b></p>	<p><b>2.01 Know how a number of artists- including some from their home country and host country- use forms, materials and processes to suit their purpose</b></p> <p><b>2.02 Know about some of the work of artists in the host country</b></p> <p><b>2.03 Be able to use art as a means of self-expression</b></p> <p><b>2.04 Be able to choose materials and techniques which are appropriate for their task</b></p> <p><b>2.05 Be able to explain their own work in terms of what they have done and why</b></p> <p><b>2.06 Be able to talk about works of art, giving reasons for their opinions</b></p>	<p><b>3.01 Know that the study of art is concerned with visual and tactile expression and communication</b></p> <p><b>3.02 Know how artists, craftspeople and designers from a variety of traditions- including those in their home country and the host country- use materials, forms and techniques to express their emotions, observations and experiences</b></p> <p><b>3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences</b></p> <p><b>3.04 Be able to communicate through visual and tactile forms</b></p> <p><b>3.05 Be able to improve their own work</b></p> <p><b>3.06 Be able to make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate</b></p> <p><b>3.07 Be able to consider works of art in terms of meaning, design, materials, technique, place and time</b></p> <p><b>3.08 Understand that the work of artists is influenced by their environment and that artists have an effect on the environment</b></p>

<p>inspire drawings and artwork</p> <p><b>2.80b</b> Freely experimenting with art and design and presenting ideas through artwork</p>			
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**Bollington St John's Curriculum**  
**Art- National Curriculum Coverage**

\*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

<u>EYFS</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• About great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• About great artists, architects and designers in history</li> </ul>

<p><b>ELG</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>• Share their creations, explaining the process they have used</li><li>• Make use of props and materials when role playing characters in narratives and stories</li></ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher</li><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li></ul>			
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