



Kindness - Determination – Resilience – Teamwork – Communication – Respect

**‘Together we learn – United we achieve’**

TOWNVILLE INFANTS’ SCHOOL

**Progression of Knowledge and Skills: Art**

	Nursery	Reception	Key Stage 1
National Curriculum and EYFS statements	<p><b>3 &amp; 4 year olds:</b></p> <p><b>Physical Development:</b> Use large-muscle movements to 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; Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Expressive Arts and Design:</b> 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</p>	<p><b>Reception:</b></p> <p><b>Physical Development:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently; Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; Develop overall body-strength, balance, coordination, and agility.</p> <p><b>Expressive Arts and Design:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on their previous learning, refining ideas and developing their ability to represent them; Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELG:</b> <b>Physical Development, Fine Motor Skills:</b></p>	<p><b>Pupils should be taught:</b> to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <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> </ul> <p>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.</p>

	<p><i>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.</i></p>	<p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paintbrushes and cutlery; Begin to show accuracy and care when drawing.</i></p>		
<p><i>Drawing</i></p>	<p><i>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</i>  <i>Make simple representations of objects familiar to them e.g. my house, my cat, my family.</i>  <i>Give meaning to the marks they draw</i></p>	<p><i>Use a variety of drawing tools confidently and with control Use drawings to tell a story from retelling or from imagination.</i>  <i>Investigate different lines - thick, thin, wavy, straight.</i>  <i>Encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?) Show their own ideas through drawing</i>  <i>Begin to show control when colouring within the lines</i></p>	<p><i>Experiment with a variety of drawing media. E.g. thick felt tip pens/chalks/charcoal/wax crayon.</i>  <i>Control the types of marks made. Begin to control lines to create simple drawings.</i>  <i>Colour within the line.</i>  <i>Draw on different surfaces with a range of media.</i>  <i>Observe and draw shapes from observations.</i>  <i>Begin to investigate tone by drawing light/dark lines.</i>  <i>Make rubbings to collect textures and pattern.</i>  <i>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.</i></p>	<p><i>Become more skilled with a variety of drawing media. E.g. thick felt tip pens/chalks/charcoal/wax crayon.</i>  <i>Continue to add detail to picture and begin to use side of pencil to add shading to detail. Draw on different surfaces with a range of media.</i>  <i>Observe and draw shapes from observations paying attention to details</i>  <i>Investigate tone by drawing light/dark lines. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</i>  <i>Make rubbings to collect textures and pattern.</i>  <i>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawing of people. Sketch objects in both the natural and man-made world.</i></p>

<p><i>Drawing Vocabulary</i></p>	<ul style="list-style-type: none"> <li>• Mark make</li> <li>• Marks</li> <li>• Picture</li> <li>• Pen, pencil, crayon, felt pen, chalk etc</li> </ul>	<p><i>Drawing</i></p> <p><i>Thick</i></p> <p><i>Thin</i></p> <p><i>Wavy</i></p> <p><i>Straight</i></p> <p><i>Artist</i></p>	<p><i>Portrait</i></p> <p><i>Self-portrait</i></p> <p><i>Artist</i></p> <p><i>Line</i></p> <p><i>Sketch</i></p> <p><i>Reflection</i></p> <p><i>Observational</i></p> <p><i>Rubbings</i></p> <p><i>Texture</i></p> <p><i>Pattern</i></p>	<p><i>Portrait</i></p> <p><i>Self-portrait</i></p> <p><i>Artist</i></p> <p><i>Line</i></p> <p><i>Sketch</i></p> <p><i>Control</i></p> <p><i>Shade</i></p> <p><i>Position</i></p> <p><i>Shape</i></p> <p><i>Light/dark lines</i></p>
<p><i>Painting</i></p>	<p><i>Use a paintbrush to make marks</i></p> <p><i>Name colours</i></p> <p><i>Give meaning to marks they paint</i></p> <p><i>Find out what colours can be made by mixing colours</i></p> <p><i>Explore using paint on different surfaces and in different ways e.g. coloured, sized and shaped paper.</i></p>	<p><i>Experiment with using primary colours and use knowledge of colour mixing to make secondary colours</i></p> <p><i>Use painting tools and techniques to explore colour</i></p> <p><i>Represent own ideas through painting</i></p> <p><i>Show skill in painting pictures / shapes</i></p> <p><i>Look at the work of artists and copy some techniques / styles</i></p>	<p><i>Identify primary colours by name.</i></p> <p><i>Mix, use and apply secondary colours.</i></p> <p><i>Use a variety of tools and techniques including different brush sizes.</i></p> <p><i>Develop ability to control the types of marks made.</i></p> <p><i>Work on different scales (large brush on large paper)</i></p> <p><i>Experiment with tools and techniques.</i></p> <p><i>Create tints with paint by adding white.</i></p> <p><i>Create tones with paint by adding black</i></p>	<p><i>Name different types of paint and their properties.</i></p> <p><i>Mix and match colours to artefacts and objects.</i></p> <p><i>Experience painting with smaller brushes, developing control.</i></p> <p><i>Explore what happens when secondary colours are mixed.</i></p> <p><i>Build confidence in mixing colour shades and tones.</i></p> <p><i>Darken colours without using black.</i></p> <p><i>Make as many tones of one colour as possible using white.</i></p>
<p><i>Painting Vocabulary</i></p>	<p><i>Paint brush</i></p> <p><i>Colour names</i></p> <p><i>Marks</i></p> <p><i>Picture</i></p> <p><i>Painting</i></p>	<p><i>Colour names</i></p> <p><i>Powder paint</i></p> <p><i>Ready mixed paint</i></p> <p><i>Artist</i></p> <p><i>Painting</i></p> <p><i>Mix</i></p>	<p><i>Colour names</i></p> <p><i>Mix</i></p> <p><i>Primary</i></p> <p><i>Secondary</i></p> <p><i>Large</i></p> <p><i>Small</i></p> <p><i>Tint</i></p> <p><i>Tone</i></p>	<p><i>Paint types</i></p> <p><i>Mix</i></p> <p><i>Brush size</i></p> <p><i>Secondary</i></p> <p><i>Primary</i></p> <p><i>Darken</i></p> <p><i>Lighten</i></p>

<p><i>Printing</i></p>	<p><i>Print with block colours Print with a variety of objects e.g. sponge, cork, fruit and vegetables etc. Make simple imprints in playdough using playdough tools</i></p>	<p><i>Make rubbings showing a range of textures and patterns. Show increased confidence and control when printing with different objects Print repeated patterns Imprint onto a range of textures – newspaper, coloured paper, clay, playdough</i></p>	<p><i>Experiment with marbling, investigating how ink flows and changes with movement. Print with a range of hard and soft materials Roll inks/paints over found objects to create patterns.</i></p>	<p><i>Identify the different forms printing takes e.g. books, pictures, wallpapers fabrics Create a printed piece of art by pressing, rolling, rubbing and stamping.</i></p>
<p><i>Printing Vocabulary</i></p>	<p><i>Printing Imprint</i></p>	<p><i>Printing Rubbing Imprint Repeated pattern</i></p>	<p><i>Marbling Printing Ink Pattern Roll Flow Change</i></p>	<p><i>Repeated pattern Form Pressing Rolling Rubbing Stamping</i></p>
<p><i>Sculpture</i></p>	<p><i>Use playdough, salt dough and clay to make sculptures Use playdough/ clay tools to make impressions Build a sculpture using construction materials e.g. Duplo</i></p>	<p><i>Use play dough, clay, salt dough and papier mache to make sculptures which pay attention to main details Impress and apply simple decoration techniques Cut shapes using scissors and other modelling tools Look and talk about what they have produced and talk about the techniques used Build a sculpture using a variety of materials e.g. natural – box modelling, man-made – Lego</i></p>	<p><i>Use some tools and equipment safely Use some tools and equipment safely Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, and applied. Use a range of tools and equipment safely Explore the work of a range of artists, craft makers and designers. Look at and talk about own work and that of other artists and the techniques they had used.</i></p>	<p><i>Use some tools and equipment safely Shape, form, construct and model from observation and imagination. Use sketches to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art. Explore the work of a range of artists, craft makers and designers. Identify changes they might make or how their work could be developed further</i></p>

<p><i>Sculpture Vocabulary</i></p>	<p><i>Roll Cut Shape Playdough Clay Salt dough Build Make</i></p>	<p><i>Press Roll Cut Clay Playdough Papier mache Construct Tools Fix Smooth Bumpy</i></p>	<p><i>Press Roll Pinch Knead Apply Decoration Craft makers Designers Compare</i></p>	<p><i>Shape Form Construct Model Sketch Plan Texture Carving Three dimensional Improve Develop</i></p>
<p><i>Collage</i></p>	<p><i>Handle, manipulate and enjoy using different materials Create simple collages using materials e.g. pasta, paper, fabric etc. Glue items down to create an image Explore different techniques for collaging Talk about textures</i></p>	<p><i>Use a range of materials with confidence Create collages using a range of materials Begin to make decisions about the best materials to use to achieve the desired effect Select, sort, tear and glue items down to create an image Use and explore a variety of collage techniques Experiment to create different textures using appropriate equipment</i></p>	<p><i>Build on previous knowledge of materials to create collages using smaller items Arrange and glue materials to different backgrounds Simple paper and/or material weaving using a card loom</i></p>	<p><i>Develop skills of overlapping and overlaying to create effect ☐ Arrange and glue materials to different backgrounds – selecting the best materials to use Fold, crumple, tear and overlap materials to create pictures</i></p>
<p><i>Collage Vocabulary</i></p>	<p><i>Materials Collages Glue Textures</i></p>	<p><i>Materials Collages Sort Tear Image Techniques Equipment</i></p>	<p><i>Collage Materials Background Weaving</i></p>	<p><i>Overlapping Overlaying Materials Select Fold Crumple</i></p>
<p><i>Textiles</i></p>	<p><i>Explore a range of materials. Make simple collages. Handle and enjoy using different material.</i></p>	<p><i>Use a variety of textiles and fabric to create. Simple weaving e.g. using twigs and paper.</i></p>	<p><i>Match and sort fabrics and threads by colour texture, length, size and shape. Change and modify threads and fabrics, knotting, twisting.</i></p>	<p><i>Change and modify threads and fabrics, fraying, fringing, pulling threads, plaiting. Cut and shape fabric using scissors and snips.</i></p>

		<p><i>Collage using different materials.</i>  <i>Use appropriate language to explain texture.</i></p>	<p><i>Cut and shape fabric using scissors.</i>  <i>Apply shapes by glue. (Applique)</i>  <i>Apply decoration using feathers etc...</i>  <i>Apply colour with printing, fabric crayons.</i>  <i>Create fabrics by weaving materials e.g. Grass through twigs, carrier bags through bike wheels.</i></p>	<p><i>Introduce stitching to apply decorations such as beads, buttons, etc...</i>  <i>Create cords and plaits for decoration.</i>  <i>Apply colour with printing and dipping.</i>  <i>Create and use dyes e.g. onion skins, tea, coffee.</i>  <i>Create fabrics by weaving materials such as ribbons, chunky threads.</i></p>
<p><i>Textiles Vocabulary</i></p>	<p><i>Collage Material</i>  <i>Textural words such as: Soft, Rough, Smooth, Bumpy, Furry etc.</i></p>	<p><i>Weave Fabric Material</i>  <i>Collage</i>  <i>Textural words – see nursery for examples</i></p>	<p><i>Properties of materials e.g. waterproof</i>  <i>Knotting</i>  <i>Twisting</i>  <i>Thread</i>  <i>Decoration</i>  <i>Printing</i>  <i>Weaving</i></p>	<p><i>Fraying</i>  <i>Fringing</i>  <i>Pulling</i>  <i>Snips</i>  <i>Stitch</i>  <i>Dipping</i>  <i>Dyes</i>  <i>Cords and plaits</i>  <i>Needle</i></p>
<p><i>Artists</i></p>			<p><b><i>Sculpture:</i></b> Andy Goldsworthy, Henry Moore  <b><i>Still life and colour study:</i></b> Van Gogh, Cezanne, Picasso  <b><i>Painting:</i></b> Rizzi</p>	