



## Progression of Knowledge and Skills in Art

### Infant School

#### **School Intent**

At Thomas A' Becket Infant School it is our intent to teach an art curriculum, that encourages individuality, imagination, and creativity. Our teaching practice and environment will provide continuous provision opportunities that allow children the time to explore and experiment. This will be through providing activities that relate to the children's own identity and experiences. To do this, they will explore and use natural and manufactured objects and materials (artists). We aim to create cross curricular links to help children develop ideas and explore feelings. We will use questioning to evaluate and improve the learning of themselves and their peers.

#### **EYFS – Expressive Arts and Design**

##### **Creating with Materials**

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. Make use of props and materials when role playing characters in narrative and stories.

##### **Being Imaginative and Expressive**

Invent, adapt and recount narratives and stories with peers and teachers.

##### **National curriculum purpose of study**

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.

##### **National curriculum aims to ensure that children:**

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft, and design techniques.
- Evaluate and analyse creative works using the language of art, craft, and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

##### **Impact**

Children will become creative learners, who will have had opportunities to develop their knowledge of world art. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art and sketch books and Class books will be used to illustrate the children's learning journey and to showcase their breadth of experiences in art and design. Creativity and uniqueness will be celebrated through regular opportunities; for example, during class art galleries, sharing assemblies and open evenings. Work will be displayed in the school environment and celebrated.

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Key Concept	Reception	Year 1	Year 2
<p><b>Colour</b> Paint, pencil, pastel, ink, dye</p>	<p><b>Vocabulary</b> colour, colour names, primary colour, mix</p> <ul style="list-style-type: none"> <li>• Experimenting with and use colour in a variety of ways.</li> <li>• Explore mixing primary colours.</li> <li>• Explore a range of media that create colour.</li> <li>• Use a range of tools to make coloured marks on paper.</li> </ul>	<p><b>Vocabulary</b> All prior vocab and secondary colour, colour wheel.</p> <ul style="list-style-type: none"> <li>• Name both primary and secondary colours.</li> <li>• Mixing of colours, look and discuss the colour wheel of primary and secondary colours.</li> <li>• Find collections of colours.</li> <li>• Applying colour with a range of tools.</li> </ul>	<p><b>Vocabulary</b> All prior vocab and tertiary colour, technique, tone.</p> <ul style="list-style-type: none"> <li>• Name all primary, secondary and explore tertiary colours.</li> <li>• Begin to describe colours by objects e.g., poppy red, grass green, sky blue etc.</li> <li>• Make as many tones of one colour as possible (using white / colour wash).</li> <li>• Create shades of colour by colour mixing.</li> <li>• Use colour on a large scale.</li> <li>• Techniques- apply colour using dotting, scratching, splashing, printing.</li> </ul>
<p><b>Draw and Paint</b> Pencil, chalk, pastel, ink, charcoal, ICT software</p>	<p><b>Vocabulary</b> draw, paper, blend, pencil, chalk, charcoal, ink, texture, observe.</p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Drawing with light lines (e.g., chalk) on a dark surface</li> <li>• Explore different textures.</li> <li>• Encourage accurate drawings of themselves, others and still life.</li> </ul>	<p><b>Vocabulary</b> All prior vocab and notice, detail, recreate, smudge, stippling, feathering, shade, light, dark, effects, watercolour.</p> <ul style="list-style-type: none"> <li>• Extend the variety of drawing tools.</li> <li>• Explore different textures.</li> <li>• Observe and notice detail when drawing landscapes.</li> <li>• Observe and recreate patterns.</li> <li>• Observe and begin to add details to faces.</li> </ul>	<p><b>Vocabulary</b> All prior vocab and sketch, accuracy.</p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces.</li> <li>• Recording experiences and feelings through drawing.</li> <li>• Discuss use of shade and shadow using light and dark.</li> <li>• Sketch to make quick records or to begin to form shape.</li> <li>• Accurate and detailed observational drawings of people (particularly faces), plants and animals.</li> </ul>
<p><b>Form – 3D work</b> Sculpture, clay, plastercine, cardboard, natural and recycled materials,</p>	<p><b>Vocabulary</b> model, sculpt, sculpture, squash, squeeze, twist, pinch, roll, smooth, tools, clay, cut, join, structure.</p>	<p><b>Vocabulary</b> All prior vocab and coil, slab, process.</p> <ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose.</li> </ul>	<p><b>Vocabulary</b> All prior vocab and expression, decorative, fold, pleat, 3D Form.</p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Handling, feeling, and manipulating materials.</li> <li>• Constructing and building.</li> <li>• Shape and model.</li> <li>• Explore joining.</li> <li>• Describe the structures achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Pinch and roll coils and slabs using a modelling media.</li> <li>• Make simple joins.</li> <li>• To begin to have an understanding that sculptures are often completed over a period of time which involves more than one process and stage of working.</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of personal experiences and ideas.</li> <li>• To shape and form from direct observation.</li> <li>• Decorative techniques - Fold, pleat and cut paper and thin card of varying thicknesses.</li> <li>• Replicate patterns and textures in a 3-D form.</li> </ul>
<b>Pattern</b> Pencil, paint, clay, textile, printing	<b>Vocabulary</b> pattern, repeating pattern, same and different, nature, imprint. <ul style="list-style-type: none"> <li>• Recognising repeating patterns.</li> <li>• Simple symmetry (the same one side as another e.g., butterfly wings).</li> <li>• Spotting patterns in the immediate environment.</li> <li>• Creating patterns and printing onto clay.</li> </ul>	<b>Vocabulary</b> All prior vocab and symmetry, symmetrical. <ul style="list-style-type: none"> <li>• Awareness and discussion of different types of patterns.</li> <li>• Recognise and create repeating patterns.</li> <li>• Discuss and create symmetrical patterns.</li> <li>• Discuss patterns in the environment.</li> </ul>	<b>Vocabulary</b> All prior vocab and tessellating, arrange, overlap, regular, irregular. <ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping.</li> <li>• Discuss and explore tessellation.</li> <li>• Create regular and irregular patterning.</li> <li>• Find and discuss natural and manmade patterns.</li> <li>• Use ICT to make patterns.</li> <li>• Compare and contrast pattern in the environment.</li> </ul>
<b>Printing</b> Natural materials, block, screen	<b>Vocabulary</b> printing, pattern, rubbings <ul style="list-style-type: none"> <li>• Explore rubbings.</li> <li>• Print with variety of objects.</li> <li>• Print with block colours.</li> <li>• Create patterns.</li> </ul>	<b>Vocabulary</b> All prior vocab and relief printing. <ul style="list-style-type: none"> <li>• Explore printing with both impressed images and relief printing.</li> <li>• Print with a range of objects.</li> <li>• Talk about prints and how they were made.</li> </ul>	<b>Vocabulary</b> All prior vocab and block print, screen print. <ul style="list-style-type: none"> <li>• Identify and discuss the different forms printing can take.</li> <li>• Learn about screen printing, relating it to local artists.</li> <li>• Use screen printing to create own artwork.</li> </ul>
<b>Collage</b> Paper, fabric, natural materials	<b>Vocabulary</b> cut, material, stick, join, tear, rip, straight.	<b>Vocabulary</b> All prior vocab and curved, range of media, collage.	<b>Vocabulary</b> All prior vocab and mixed media, tactile, overlap, image.

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	<ul style="list-style-type: none"> <li>• Hold scissors and cut a range of materials.</li> <li>• Cut straight lines.</li> <li>• Tear paper into strips and simple shapes.</li> <li>• Glue accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills in cutting straight and curved lines from a range of materials with some accuracy.</li> <li>• Work as a member of a group producing a single collage.</li> <li>• To understand that a range of different materials can be combined in one piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Handling and manipulating a wide range of natural and man-made materials.</li> <li>• Making their own simple collage by evaluating and choosing a range of materials.</li> <li>• Creating collages by cutting and sticking similar objects together to create new textures.</li> <li>• Choose materials to reflect the colour and surface texture of the subject.</li> </ul>
<p><b>Artist focus and theme</b> Artists, craft makers, designers</p>	<p><b>Vocabulary</b> Artist, painter, portrait, impression, craft, design.</p> <ul style="list-style-type: none"> <li>• Know that other artists have drawn and painted the same things that they do.</li> </ul> <p>Artists explored – Jackson Pollock-firework pictures Henri Matisse-collage Picasso –portraits Van Goff-sunflowers</p>	<p><b>Vocabulary</b> All prior vocab and sculptor, culture, past.</p> <ul style="list-style-type: none"> <li>• To explore and look at the drawings and paintings of other artists that represent a variety of cultures and times and relating to their own work.</li> <li>• Talking about own sculptures and relate them to the work of an explored sculptor.</li> </ul> <p>Artists explored – Frida Khalo - portraits</p>	<p><b>Vocabulary</b> All prior vocab and illustrator.</p> <ul style="list-style-type: none"> <li>• To look at the drawings and paintings of other artists that represent a variety of cultures, times and themes, relating them to their own work and use these to evaluate their own skills and achievements.</li> </ul> <p>Artists explored -</p> <ul style="list-style-type: none"> <li>• Michelle Reader - Talking about their sculptures and relating them to the work of other sculptors.</li> <li>• Hellododo (Local designers) Explore and discuss the products of Hellododo.</li> <li>• Georgia O’Keefe (artist) - flowers</li> <li>• Michelle Wilday (Local artist)- painting the local environment.</li> <li>• Andy Goldsworthy – Explore patterns using manmade and natural materials.</li> <li>• Lauren Child (illustrator) -illustration and collage.</li> </ul>