

Art and design – Curriculum Progression

Map

	Nursery	Reception	Year 1	Year 2
National Curriculum/EYFS	<p>Physical Development</p> <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. • Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Arts and Design</p> <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. 	<p>Physical Development</p> <ul style="list-style-type: none"> • 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>Expressive Arts and Design</p> <ul style="list-style-type: none"> • 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>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, using a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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>	

	<ul style="list-style-type: none"> • 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. 	<p>Creating with 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. 	
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STRAND – Painting and Printing				
	NURSERY	RECEPTION	Year 1	Year 2
Key knowledge	<p>I know the name of some colours that I am using</p> <p>I know I can make marks using paint and a paintbrush, sponge etc</p> <p>I know some features of a face</p>	<p>I know that some colours can be mixed to make new colours</p> <p>I know that different techniques have different effects – e.g. type of brush or size of brush or objects</p> <p>I will learn about artists</p> <p>I know what equipment is appropriate for painting and printing</p> <p>I know some paint is light, bright or dark</p>	<p>I will Learn about a range of famous artists who use painting and printing.</p> <p>I know how to use a range of materials creatively to design and make products.</p> <p>I know how to use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>I will develop a wide range of art and design techniques in using colour, line and space. - tints, tones, primary and secondary colours, gradients, light/dark shading.</p> <p>I will talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>I will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>I will use a paintbrush accurately to represent objects, shapes or ideas</p>	
Key skills	<p>I can hold and move a paintbrush</p> <p>I can make marks with paint to represent my ideas</p> <p>I can name some colours</p> <p>I can make marks on different surfaces with paint</p>	<p>I can create paintings with identifiable features</p> <p>I can mix colours to make new colours.</p> <p>I can select the colour I need for a particular purpose</p> <p>I can use the correct equipment to make marks</p> <p>I can name some artists</p> <p>I can say what I like or dislike about a painting</p> <p>I can use lines or shape to represent objects or observations</p>	<p>I can create a mood in art work</p> <p>I can ask questions about a piece of art.</p> <p>I can describe a piece of art.</p> <p>I can use a printing technique</p> <p>I can create texture.</p> <p>I can mix secondary colours</p> <p>I can use different brush sizes and types.</p> <p>I can work on different scales.</p> <p>I can identify shape and use different lines in my work</p> <p>I can make marks in print with a variety of objects, including natural and made objects.</p>	<p>I can mix paint to create all secondary colours and begin to experiment with mixing secondary colours</p> <p>I can make colours lighter and darker by using white and black paint - Tints and tones.</p> <p>I can use colour vocabulary to describe the tints and tones I have created.</p> <p>I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>I can work on a range of scales e.g. large brush on large paper etc.</p> <p>I can use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>I can design patterns of increasing complexity and repetition.</p>

			<p>I can carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>I can make rubbings.</p> <p>I can build a repeating pattern and recognise pattern in the environment.</p> <p>I can use an artist's work as inspiration and my work begins to resemble what I have observed</p>	<p>I can print using a variety of materials, objects and techniques.</p> <p>I can use an artist's work as inspiration and my work resembles what I have observed</p>
Key vocabulary	<p>Paint</p> <p>Brush</p> <p>Colour names</p> <p>Colour</p> <p>Mix</p>	<p>In addition to nursery:</p> <p>Thick</p> <p>Thin</p> <p>Dark</p> <p>Light</p> <p>Bright</p> <p>Artist</p>	<p>Brush size</p> <p>Paint (poster, powder, watercolour)</p> <p>Natural and man-made</p> <p>Printing (block)</p> <p>Rubbings</p> <p>Scales (small, large)</p> <p>Pattern</p>	<p>In addition to previous years:</p> <p>Shade</p> <p>Tone</p> <p>Acrylic paint</p> <p>Water colour paint</p> <p>Poster paint</p> <p>Brush mark</p> <p>Artefact</p> <p>Objects</p> <p>Layering</p> <p>Scraping</p> <p>Dripping</p> <p>Pouring</p> <p>Spilling</p>

STRAND – Drawing

	NURSERY	RECEPTION	Year 1	Year 2
Key knowledge	<p>I know pencils and pens make a mark</p> <p>I know which equipment is appropriate for drawing</p> <p>I know closing a line makes a shape</p> <p>I know some features of a face</p> <p>I know some drawing equipment is different</p>	<p>I know how to use a pencil to make marks to represent my ideas or my observations</p> <p>I know which equipment is used for drawing</p> <p>I know the features of a face and can draw them accurately</p> <p>I know different mediums can make different marks on surfaces</p> <p>I know different pressure can make lighter or darker lines</p>	<p>I know how to describe what I think and feel about the work of a chosen artist, craft maker or designer.</p> <p>I will begin to talk about the style of a chosen artist, craft maker or designer.</p> <p>I know that pencil line can change due to the pressure – making it lighter or darker which can create different tones.</p> <p>I know I can hold the pencil close to the nib for more detailed lines.</p> <p>I know I can edit/change my work.</p>	<p>I recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>I talk about the similarities and differences between different artists, craft makers or designers.</p> <p>I know how to use simple sketches to outline my ideas.</p> <p>I know how to closely observe artwork</p> <p>I know I can use a pencil at different angles or pressures to create tones or shaded areas.</p> <p>I know I can use a rubber to change my work or make corrections.</p> <p>I know how to create gradients with a pencil or colour from light to dark or dark to light.</p>
Key skills	<p>I can use different mark-making media to make purposeful marks or represent an object or my idea</p> <p>I can grip a different mark-making media</p>	<p>I can add features to my drawings, e.g. body parts.</p> <p>I can add some more detailed features, e.g. fingers, finer facial features.</p> <p>I can make observational drawings, making attempts to</p>	<p>I can use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media.</p> <p>I can use a sketchbook to gather and collect artwork.</p>	<p>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</p> <p>I can use of a sketchbook and work out ideas for drawings.</p> <p>I can draw for a sustained period of time from the figure and real objects, including single and groups objects</p>

	I can use lines to create shapes I can make marks on different surfaces I can draw some facial features	copy the shapes and lines to represent the objects. I can draw lines that are light or dark I can hold different mediums with control to create different lines I can draw shapes to represent what I see	I can begin to explore the use of line – tones. I can correct the lines using a rubber. I can draw using influences from an artist and make it resemble their work. I can apply different tones to my lines using different pressures.	I can experiment with the visual elements: line, shape, pattern and colour I can use a rubber to accurately remove inaccurate lines – make my own corrections. I can sketch my initial ideas and go back to make the lines more accurate. I can apply pressure or use the pencil at an angle to create tones and shading or gradients.
Key vocabulary	Draw Pencil Paper	In addition to nursery: Colour Dark Light Line	Draw Pattern Repeating Thick Thin Line Shape Colour	In addition to previous years: Sketchbook Layer Smudge Blend Tone Layer Figure Object Single Group Pattern
STRAND – 3D Form including textiles and collage				
	NURSERY	RECEPTION	Year 1	Year 2
Key knowledge	I know that I can change the shape of materials I know I can tear/cut materials and join them	I know I can form shapes from different materials from observation or imagination – clay, playdough etc I will explore different examples of 3D art or sculpture	I will describe how a sculpture is made I will describe the shapes in an artist's work or my own I will create collages using pattern, texture and colour I will discover and explore different examples of 3D art and sculpture	
Key skills	I can change the shape of materials by squeezing or rolling I can tear materials and attach them I can make cuts in paper I can squeeze clay, playdough etc and see that it changes shape	I can use simple tools such as scissors with increasing control. I can manipulate malleable materials and shape them as I need. I can use simple tools and techniques to add finer details to my sculptures I can construct using various materials, including construction toys and recycled materials. I can choose how to join materials using adhesives when necessary. I can scrunch paper to form collages	I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping, pinching I can explore sculpture with a range of malleable media, especially clay. I can experiment with, construct and join recycled, natural and manmade materials. I can explore shape and form in collage to represent my ideas or observations – such as overlapping materials.	I can manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. I understand the safety and basic care of materials and tools. I can experiment with, construct and join recycled, natural and man-made materials more confidently. I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. I can use collage as a means of collecting ideas

Key vocabulary	Squeeze Cut Join	In addition to nursery: Collage Construct Join Natural recycled	Sculpture Manipulate Shaping Form Pinch	Weaving Stitch Knot Care Malleable Recycled
STRAND – analyse and evaluate				
	Nursery	Reception	Year 1	Year 2
Analysing	I can talk about the colours I see. I can say if I like or dislike something.	I can comment on the artwork I can identify colours an artwork or my artwork I can discuss the shapes in an artwork and what they are	I can describe what I think and feel about the work of a chosen artist, sculptor, craft maker or designer. I can begin to talk about the style of a chosen artist, craft maker or designer. I can ask questions about artwork.	I can recognise the styles of artists, craft makers or designers and use this to inform my own work. I can talk about the similarities and differences between different artists, craft makers or designers.
Evaluating	I can discuss what I have created in my artwork	I can give simple opinions about the work of a chosen artist, craft maker or designer and my own artwork	I can describe some of the art and design techniques I have used in my work, e.g. painting, colours, collage, printing, drawing and sculpture. I can talk about the features I like in my own work and in the work of others. I can talk about what I might change in my own work.	I can talk about the techniques, materials and equipment used in my work and the work of others, e.g. 'I have used a cotton bud to add dots' I can describe what I like about my own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. I can adapt and make changes to my work and the tools I use as it develops. I can describe how I have changed and adapted my work for a specific purpose, e.g. use of specific tools to create more texture.
Key vocabulary	Like Dislike Colours	Artist Same Different Favourite	Differences Similarities Prefer	Opinion