

ART PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Ourselves and Autumn	Celebrations – Bonfire, Halloween, Christmas, Eid, Diwali	People who help us	Traditional Tales Goldilocks and the 3 bears Gingerbread Man Spring and Growing	Wings, Tails and shiny scales The cow that went oink Dear zoo	Wild and wonderful Rainbow fish Hungary Caterpillar
EYFS FRAMEWORK Development Matters	<p>Expressive Arts and Design Joins different materials and explores different textures Create closed shapes with continuous lines and begin to use shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in their drawing and paintings, like happiness, sadness, fear Explore colour and colour mixing</p> <p>Physical Development Manipulates a range of tools including paintbrushes Uses one handed tools (scissors)</p>					
CONTENT	Free drawing and drawing faces and themselves. Colour mixing Collecting natural materials to make pictures	Using lines and circles to draw seasonal pictures/objects. Collecting natural materials to make topic related pictures. Joining different materials (clay, paper and glue, natural materials)	Topic related painting. Cutting around people who help us (in a shape) Textured, collaged police car/ fire engine	Painting and drawing traditional characters displaying emotions from the story. Card making Junk models Character masks	Draw and paint a cow and pig. Replicate animal patterns – stripy, spotty Make a movable toy Cut around animals and glue to a scene.	Pop up toy Symmetrical butterfly using paint Collage fish with dif textured materials. Father’s Day Card
SKILLS	Observation skills to draw a face. Using one-handed tools for a purpose. Mixing 2 colours of paint	Joining materials Rotating, moving and disassembling materials to make art. Drawing lines and circles. Printing	Manipulate materials to make a collage. Feel the difference in textures. Control a paintbrush to make recognisable shapes and figures.	Manipulating materials of a certain texture to make a model or card. Choosing junk of appropriate size and shape to represent a building. Using a paintbrush or pencil crayons and appropriate colours to paint characters from traditional tales. Create a drawing in response to a story. Tracing	Practice drawing and painting animals using lines and circles. Observational skills to draw and paint (shape, line and pattern). Using scissors to cut along a line/shape	Colour mixing Symmetrical printing Choosing their own textured and coloured paper to make a collage.
KEY KNOWLEDGE	Children will know: <ul style="list-style-type: none"> Tools have a purpose (scissors, 	Children will know: <ul style="list-style-type: none"> Name different materials 	Children will know: <ul style="list-style-type: none"> Name different textures 	Children will know: <ul style="list-style-type: none"> Junk can be used to sculpt with. 	Children will know: <ul style="list-style-type: none"> Scissors can cut a specific shape. 	Children will know: <ul style="list-style-type: none"> Name and recall different textures

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	<p>pencil, paints, paintbrushes)</p> <ul style="list-style-type: none"> • Placement of their features on their face • Colours change when mixed 	<ul style="list-style-type: none"> • Glue sticks • Scissors cut • Dough can be shaped • A surface can be printed • Paint is a wet substance that can be used to make an imprint onto different surfaces. 	<ul style="list-style-type: none"> • Scissors can be used to cut shapes. • Emotions can be expressed in a painting 	<ul style="list-style-type: none"> • Know the colours to represent different objects/characters • Name the different shapes used to represent parts of a body. 	<ul style="list-style-type: none"> • Know animals look different and to represent these in their drawing and painting. • Movable toy 	<ul style="list-style-type: none"> • An imprint is an exact copy
NEW VOCAB	Scissors, pencil, paint, paintbrush, picture, draw, colour, mix, face and features of a face	Glue sticks, cut out, dough, roll, squash, flat, dough cutter, print, lines, circles, copy	Materials, paper, card, feathers, wood, beads, feel, smooth, bumpy, soft, rough, fluffy, hard, stick, shapes, feelings	Junk model, tracing, trace, card,	Shape, lines, pattern, animal names and body parts	Collage, symmetrical,

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Ourselves Who am I?	How do people celebrate? What's happening to the weather?	What do you want to do when you grow up?	Who will live happily ever after?	How does a seed grow into a plant?	Creatures great and small.
EYFS FRAMEWORK	<p>Expressive Arts and Design: ELG 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 roleplaying characters in narrative and stories.</p> <p>Physical Development: ELG Fine motor skills *Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing.</p>					
CONTENT	Painting own faces - looking at detail of features and colours Discuss own painting. Colour mixing for a rainbow and remembering how colours were made. Plan and make a house from junk Salt dough leaf imprints	Paint salt dough leaf imprints. Representing a poppy using different media – free choice. Talk about what medium they liked working with and what they would improve. Calendars- choice of medium and skill to represent numbers in year. Christmas card snow globe	Plan and make an emergency vehicle model using junk in collaboration with others. Add appropriate colours to their models (paint, collage) Chinese lanterns Dragon masks Add more detail to a figure at work picture.	In this unit the children will be designing and making for a purpose and practicing these skills. They will design and make shoes, cards and a castle. There will be time to select the materials they want to use and time to practice using tools effectively.	In this unit the children will use traditional stories as a stimulus for making objects. The children will design and follow their plan. They will explore materials to use, ways to secure and fix materials and patterns to decorate.	
SKILLS	<ul style="list-style-type: none"> Using different sized paintbrushes to add detail to a painting. Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. Talk about what they have painted and why. 	<ul style="list-style-type: none"> Painting onto a different material (dough) Exploring materials to print with. Exploring medium to create art with (paint, crayons, print, collage) Set up and clean away the equipment they need for painting. 	<ul style="list-style-type: none"> Choosing preferable medium to create their art. Working collaboratively. Apply pre-taught techniques from nursery and reception to choose which technique they want to use to create their own art. 	<ul style="list-style-type: none"> Design something and stick to a plan when making. Explore and play with a range of media to make child-led creations. Talk about their creation, stating what they feel they did well. 	<ul style="list-style-type: none"> Design and create simple repeating patterns. Design a product Plan the processes needed to create their product. Follow their design plan. Test and evaluate their product. 	

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	<ul style="list-style-type: none"> Mixing colours with paint. Experiment with mark making in an explorative way. 		<ul style="list-style-type: none"> Experiment with colour, design, texture, form and function and use this to inform their choices. 			
KEY KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> Name the colours they make through mixing colours. Know white can be used to lighten a colour. The position of their features on their face and body. 	<p>Children will know:</p> <ul style="list-style-type: none"> Name different mediums (water colours, paint, crayons, pencil crayons). Know what equipment they need to set up a painting station. Art can be revisited and improved over time Mixed media can be used to create art 	<p>Children will know:</p> <ul style="list-style-type: none"> Know the effects and properties of different medium when making a choice of which one to use. Other people have valid ideas and to listen to them. A plan can be adapted if it is not working. 	<p>Children will know:</p> <ul style="list-style-type: none"> Enjoy looking at and talking about art. That plans can be followed and adapted if they are not working. The processes and techniques used to create their art. 	<p>Children will know:</p> <ul style="list-style-type: none"> The most suitable processes, techniques and materials to make their product and explain their choices. Different types of adhesives and fixing techniques. How to adapt their plan or product once evaluated. How to create a pattern. 	<p>Children will know:</p> <ul style="list-style-type: none">
RETRIEVAL/ PRIOR LINKS	<p>Enclosed shapes can be used to represent a person or object. Names of colours Colours can be changed by mixing 2 colours together.</p>	<p>Recall different medium used to create art. Recall different techniques to create art eg printing, drawing, painting, collage</p>	<p>Name people who help us or other job roles and their vehicles. Paint can be used to represent figures. The properties of different medium eg paint wet then dries, chalk can smudge, felts are brighter than pencil crayons</p>	<p>Techniques used previously eg colour wash, effects made by different media, joining techniques.</p>	<p>Recall materials used previously and the effects they create. Recall traditional stories. Recall processes and techniques used creatively in order to apply in their designs.</p>	
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	<p>Colours, names of colours, lighten, equipment names (paintbrush, scissors, paint, crayons, pencils, glue) Artist, Bumpy,</p>	<p>Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat,</p>	<p>3D art, Bend, Chop, Collage, Cut, Evaluate, Flatten, Join, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Smooth, Squash, Sticky,</p>	<p><i>Recall key vocab</i></p>	<p>Attach, strong, process, product, practical, function, patterns, theme, style, William Morris, still life, shading, form,</p>	

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	Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Wet, Wipe	Stretch, Twist, Wet, smudge, bright, sticky tape, masking tape			
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ART PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

YEAR 1	Unit 1	Unit 2	Unit 3	Unit 4
KEY AREA	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
THEME	Make your mark	Colour splash	Paper play	Woven wonders
NC OBJECTIVES	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. • 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 			
CONTENT Kapow Primary	In this unit the children will experiment with a variety of line making techniques and develop the language to describe lines. They will practice colouring neatly with a variety of media and colours. They will apply their understanding of drawing materials and mark-making to draw from observation.	In this unit the children will recap primary colours and experiment with making secondary colours. They will explore painting and printing with the colours they make and apply their painting skills when painting in the style of an artist (Clarise Cliff).	In this unit the children will shape and fix paper to make 3D drawings and sculptures. They will use several different techniques for shaping paper. They will experience working collaboratively over a period of time to create a sculpture and practice their painting skills to ensure good coverage.	In this unit the children will learn that art can be made in many ways. They will study key features of Cecilia Vicuña's woven artwork (knots, plaits, weaving etc) and apply these to their own creations. They will begin to discuss the choices they have made about their completed work.
SKILLS	<ul style="list-style-type: none"> • Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Developing observational skills to look closely and reflect surface texture through mark-making. • Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. • Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. • Describing and comparing features of their own work and other's art work. 	<ul style="list-style-type: none"> • Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. • Beginning to explore colour mixing. • Selecting colours, shapes and materials to suit ideas and purposes. • Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. 	<ul style="list-style-type: none"> • Using their hands to manipulate a range of modelling materials, including paper and card. • Exploring how to join and fix materials in place. • Creating 3D forms to make things from their imagination or recreate things they have seen. • Selecting colours, shapes and materials to suit ideas and purposes. • Designing and making something that is imagined or invented. • Beginning to develop skills such as measuring materials, cutting, and adding decoration. • Describing similarities and differences between practices in Art and design, e.g. between 	<ul style="list-style-type: none"> • Exploring their own ideas using a range of media. • Beginning to develop skills such as measuring materials, cutting, and adding decoration.

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			<p>painting and sculpture, and linking these to their own work.</p> <ul style="list-style-type: none"> Describing and comparing features of their own work and others' artwork. 	
KEY KNOWLEDGE	<ul style="list-style-type: none"> To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas. 	<ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture. 	To know that different materials can be woven, tied, knotted and plaited.
RETRIEVAL/ PRIOR LINKS	How to hold a pencil correctly Medium that can be drawn with. Shapes, lines and patterns that can be made with lines.	Names of colours Primary colours and what colours are made when you mix the primary colours (secondary) Equipment used to set up a painting workstation	Adhesives used to stick paper and other materials together. Colours, shapes and materials that can be included in our art.	How to cut materials. How to join materials.
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom

YEAR 2	Unit 1	Unit 2	Unit 3	Unit 4
KEY AREA	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
THEME	Tell a story	Life in colour	Clay houses	Map it out

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<p>NC OBJECTIVES</p>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. 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>CONTENT Kapow Primary</p>	<p>In this unit the children will further develop mark-making with a greater variety of media and increasing control. The children will explore texture, how it feels and experiment with replicating this texture through lines. They will improve upon their drawing skills through observational drawing and creating expressive characters and use this to create a picture story.</p>	<p>In this unit the children will recap their knowledge of primary and secondary colours and predict what will happen when they mix 2 colours. They will experiment with making textures with paint and different tools. They will create a collage with all of the textured paintwork they have made and learn to evaluate and improve their creation.</p>	<p>In this unit the children experiment using their hands and tools to shape clay. They will make a pinch pot and explore impressing and joining techniques to decorate a clay tile. They will also make a 3D clay tile from a drawn design.</p>	<p>In this unit the children will investigate maps as a drawing stimulus. They will experiment with felt making and printing and they will create their own gallery of their finished work.</p>
<p>SKILLS</p>	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes. Beginning to talk about how they could improve their own work. 	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts 	<ul style="list-style-type: none"> Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other’s art work, giving reasons. 	<ul style="list-style-type: none"> Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary.

		<p>of each starting colour or adding water.</p> <ul style="list-style-type: none"> • Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. • Talking about art they have seen using some appropriate subject vocabulary. • Making links between pieces of art. • Explaining their ideas and opinions about their own and other's art work, giving reasons. • Beginning to talk about how they could improve their own work. 		<ul style="list-style-type: none"> • Making links between pieces of art. • Explaining their ideas and opinions about their own and other's art work, giving reasons. • Beginning to talk about how they could improve their own work.
KEY KNOWLEDGE	<ul style="list-style-type: none"> • To know that 'composition' means how things are arranged on the page. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • To know that patterns can be used to add detail to an artwork. • To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • To know that drawing materials can be used to show light and dark. 	<ul style="list-style-type: none"> • To know that different amounts of paint and water can be used to mix hues of secondary colours. • To know that colours can be mixed to 'match' real life objects or to create things from your imagination. • To know that 'composition' means how things are arranged on the page. • To know that collage materials can be shaped to represent shapes in an image. • To know that shapes can be organic (natural) and irregular. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork. • To know that collage materials can be chosen to represent real-life textures. 	<ul style="list-style-type: none"> • To know that pieces of clay can be joined using the 'scratch and slip' technique. • To know that a clay surface can be decorated by pressing into it or by joining pieces on. • To know that patterns can be made using shapes. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> • To know that patterns can be made using shapes. • To know that patterns can be used to add detail to an art work.

		<ul style="list-style-type: none"> To know that collage materials can be overlapped and overlaid to add texture. 		
RETRIEVAL/ PRIOR LINKS	<p>Different types of lines and marks that can be made.</p> <p>Different materials that can be used to make marks and to know what types of marks they make.</p> <p>Artists – Bridgit Riley, Zaria Forman, Renata Bernal, Wassily Kandinsky, Ilya Bolotowsky</p>	<p>Knowing how primary colours are made. Describing different textures and how they replicated this in their mark making.</p> <p>Different brushes make different marks. To know what pattern and prints are.</p> <p>Artists- Jasper Johns, Clarice Cliff</p>	<p>To understand sculptures are 3D. Recall all of the different ways they changed the shape of paper for a sculpture made in Y1</p> <p>Artists- Samantha Stephenson, Louise Bourgeois</p>	<p>Language related to weaving</p> <p>Naming crafts – pottery or clay work, weaving</p> <p>Artists- Judith Scott, Cecilia Vicuna</p>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	<p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Retell, Concertina</p>	<p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	<p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>