

Progression of Knowledge and Skills Art and Design

Reception-Y2 taken from KAPOW Art and Design (Revised Scheme) Combined.

Nursery addition for Clowne Infant and Nursery School.

Making Skills (including the formal elements)

| Drawing | Nursery | Reception Marvelous Marks | Year 1 Make Your Mark | Year 2 |
|---------------------------|--|--|---|--------|
| <i>Pupils know -</i> | <p>How to: Experiment with a variety of drawing tools including - pencils, fingers, sticks, coloured pencils, felt tips, wax crayons and chalk.</p> <p>Experiment with different marks - spots, lines, simple shapes.</p> | <p>How to: • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.</p> | <p>That a continuous line drawing is a drawing with one unbroken line.</p> <ul style="list-style-type: none"> • Properties of drawing materials e.g.; which one's smudge, which ones can be erased, which one's blend. <p>How to: • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music.</p> <ul style="list-style-type: none"> • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. | |
| <i>So that they can -</i> | <p>Use mark making equipment to begin to use marks to represent people, objects etc.</p> <p>Draw a simple representation of a person.</p> | <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p> | <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture</p> | |

| Painting and Mixed Media | Nursery | Reception Paint My World | Year 1 Colour Splash | Year 2 Life in Colour |
|---|--|--|---|--|
| <i>Methods, techniques, media and materials</i> | <p>Knows how to: ask for help to put on a painting apron/roll up sleeves.</p> <p>Explore paint using paintbrushes, sponges, fingers and rollers.</p> <p>Begin to talk about their paintings.</p> <p>Help an adult place paintings onto a drying rack.</p> | <p>Knows how to:</p> <p>Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.</p> | <p>Knows how to:</p> <p>Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour</p> | <p>Knows how to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. |
| So that they can: | Prepare for painting, look after their work, use a range of equipment with paint. | Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. | Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. | Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. |

| Sculpture and 3D | Nursery | Reception Creation Station | Year 1 Paper Play | Year 2 Clay Houses |
|---|--|--|--|--|
| <i>Methods, techniques, media and materials</i> | <p>Knows how to: Explore handling, sticking and manipulating a range of materials of different textures such as paper, tissue paper, cotton wool, pasta.... Flatten playdough by rolling and use hands to explore changing shape.</p> | <p>Know how to: Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.</p> | <p>Know how to: Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls</p> | <p>Know how to: • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay</p> |
| <i>So that they can</i> | Combine and stick media and materials to create 3D art work. Shape playdough and use it in play. | Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) | Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. | Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work |

| Craft and Design | Nursery | Reception | Year 1 | Year 2 Map it out |
|---|---------|-----------|--------|---|
| <i>Methods, techniques, media and materials</i> | | | | <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks |
| <i>So that they can</i> | | | | <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> |

Pupils Know

| Formal elements of art | Nursery | Reception | Year 1 | Year 2 |
|------------------------|--|--|---|--|
| <i>Colour</i> | The names of primary and secondary colours. How to group objects by colour. | The names of a wide range of colours. Colours can be mixed to make new colours | That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. | Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination |
| <i>Form</i> | Playdough can be flattened with a rolling pin. | Modelling materials can be shaped using hands or tools | Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. | That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on |
| <i>Shape</i> | Different shapes can represent different things - e.g. a circle for the sun. | The names of simple shapes in art. | A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. | Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes. |
| <i>Line</i> | Lines can be used to represent objects. | Lines can be curved or straight and described in simple terms such as: 'wiggly', 'straight', 'round' | Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. | NA in combined scheme |
| <i>Pattern</i> | Patterns are all around us - and can talk about shape and colour. | When they have made a pattern with objects/colours/drawn marks and be able to describe it. | That a pattern is a design in which shapes, colours or lines are repeated. | Patterns can be used to add detail to an artwork |
| <i>Texture</i> | We can stick materials to create 3D art. | Simple terms to describe what something feels like (eg. bumpy) | That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks | Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint. |
| <i>Tone</i> | That there are different shades of the same colour. | There are different shades of the same colour and identify colours as 'light' or 'dark' | That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. | Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour'). |

Pupils know that....

| Knowledge of Artists | Nursery | Reception | Year 1 | Year 2 |
|--------------------------------|--|---|---|--|
| <i>Meanings</i> | This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. | | Some artists are influenced by things happening around them | Some artists create art to make people aware of good and bad things happening in the world around them. |
| <i>Interpretations</i> | This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. | | Sometimes artists concentrate on how they are making something rather than what they make. • Artists living in different places at different times can be inspired by similar ideas or stories. | Art can be figurative or abstract |
| <i>Materials and processes</i> | Artists use a range of materials and effects to create art. | <ul style="list-style-type: none"> • Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. | Artists choose materials that suit what they want to make. | Artists try out different combinations of collage materials to create the effect they want. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission' |
| <i>So that they can.....</i> | Recognise art work and enjoy talking about it. | Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things | Understand how artists choose materials based on their properties in order to achieve certain effects. | Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect |

Pupils know....

| Evaluating and Analysing | Nursery | Reception | Year 1 | Year 2 |
|---------------------------------|---|--|---|---|
| <i>What is art?</i> | Art is all around us. | Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... | Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. | |
| <i>Why do people make art?</i> | | | | <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something |
| <i>So that they can.....</i> | Enjoy finding and creating art. Using it as a medium to express themselves and their ideas. | Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. | Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. | Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. |

| Overview of Progression of Skills with Curriculum links | Nursery | Reception | EYFS Links | Year 1 | Year 2 | National Curriculum Links |
|---|--|--|--|---|---|--|
| Generating ideas | Talk about their ideas. | Talk about their ideas and explore different ways to record them using a range of media. | ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques | 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 |
| Sketchbooks | | Experiment in an exploratory way. | ELG: 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. | Use sketchbooks to explore ideas. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | |
| Making Skills (including formal elements) | Explore a range of drawing materials, colour, pattern, media and playdough to create child led artwork. Explore sticking to create child led 3d artwork. | Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). | ELG: 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. ELG: Physical development: Fine motor skills: • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing | Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture. | Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. | To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |

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|--------------------------|---|---|---|---|---|--|
| Knowledge of artists | Enjoy looking at and talking about art. | Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. | ELG: Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | Understand how artists choose materials based on their properties in order to achieve certain effects | Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. | 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. |
| Evaluating and Analysing | Talk about their own art work in order to share it with others. | Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. | ELG: Expressive Arts and design: Creating with materials • Share their creations, explaining the process they have used. | Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. | Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. | |