



Scartho Infants' School and Nursery

where we *play*, *learn* and *grow* together



Art & Design – Progression Document

Skills, Knowledge and Vocabulary






EYFS Early Learning Goals	FS1	FS2
<p><u>Expressive Arts and Design (Exploring and Using Media and Materials)</u></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Expressive Arts and Design (Being Imaginative)</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Drawing</u></p> <p>Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin.</p>	<p><u>Drawing</u></p> <p>Begin to use a variety of drawing tools</p> <ul style="list-style-type: none"> • Use drawings to tell a story Investigate different lines • Explore different textures. <p>Drawing people with identifiable features.</p>
	<p><u>Painting</u></p> <p>Explore using different sized brushes, rollers and natural objects with poster paint, messy mark making tray. Naming primary and secondary colours.</p>	<p><u>Painting</u></p> <p>Experimenting with and using primary colours</p> <ul style="list-style-type: none"> • Naming different colours and brushes • mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper
	<p><u>Printing</u></p> <p>Create smaller scale printing, roll tyres/familiar objects walk in paint wearing wellies jump, walk, run. Print using body parts (hands, feet ,fingers) to create a continuous flow of printing.</p>	<p><u>Printing</u></p> <p>Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. Each print precise and clear.</p>
	<p><u>Sculpture</u></p> <p>Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knives, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles ,people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper.</p>	<p><u>Sculpture/Textiles</u></p> <p>Handling, feeling, enjoying and manipulating materials and malleable media – clay, playdough, salt dough. Impress and apply simple decorations.</p> <p>Construction, building and destroying, height, width, balance, secure and buildings using: Duplo, Mobile ,Knex, wooden block and Lego.</p> <p>Shape, model and simple weaving. Handling, manipulating and enjoying using materials Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.</p> <p>Simple collages. Attach and join materials using glue, paste or tape.</p>
	<p><u>Art Analysis/Evaluation</u></p> <p>Simple description the work they have produced, what it looks like, what it is, how they made it. Look at and discuss stories from other cultures.</p>	<p><u>Art Analysis/Evaluation</u></p> <p>Look and talk about what they have produced describing simple techniques and media used. Discuss any purpose behind their work. Look at and discuss stories from other cultures.</p>

KS1 National Curriculum	Year 1	Year 2
Use a range of Materials to use a range of materials creatively to design and make products	<u>Drawing</u> <ul style="list-style-type: none"> Start to record simple media explorations in a sketchbook. Experiment with a variety of media: HB & 2B pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Develop a range of tone using a pencil and use a variety of mark making techniques such as: hatching, scribbling, dots, dashes, stippling and blending to create light/dark lines. 	<u>Drawing</u> <ul style="list-style-type: none"> Use a sketch book to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines (vertical, horizontal, wavy, zig-zag and curved), light/dark patterns, light and dark mark making from observations, light/dark shapes using a pencil. Demonstrate control over the types of marks made with a range of media such as pencil crayon, felt tips, and pen. Understand tone through the use of different grades of pencils (HB,2B,H)
	<u>Painting</u> <ul style="list-style-type: none"> Experiment using a variety of different tools including different size brushes, cotton buds, hands and fingers to create marks and blending. Name the primary colours and start to mix a range of secondary colours and tints of colour by adding white. 	<u>Painting</u> <ul style="list-style-type: none"> Use a sketch book to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines (vertical, horizontal, wavy, zig-zag and curved), light/dark patterns, light and dark mark making from observations, light/dark shapes using a pencil. Demonstrate control over the types of marks made with a range of media such as pencil crayon, felt tips, and pen. Understand tone through the use of different grades of pencils (HB,2B,H)
Share experience ideas and imagination to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<u>Printing</u> <ul style="list-style-type: none"> Enjoy taking rubbings from local surroundings – leaves, grates, walls, path ,signs etc. Explore printing simple pictures with a range of soft and hard materials – cork, pen, sponge and fruit. Continue to explore printing simple pictures using crayon etching technique of wax crayon, chalk, pencils or ball point pen to transfer. Use equipment to print a clear image. Begin to identify various forms of printing. Use printmaking to create repeated patterns in a Pop Art style. 	<u>Printing</u> <ul style="list-style-type: none"> Take simple prints – mono-printing with ripped paper strips and 2D shapes. Make simple marks on rollers and printing tools. Experiment with over printing and colour.
Develop a range of technique to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<u>Sculpture</u> <ul style="list-style-type: none"> Create various poses with their own bodies and wooden mannequins. Experiment with a variety of malleable media including : tin foil and pipe cleaners. Sculpt, shape, twist and bend materials to form a figure in a variety of poses. Create simple figurative sculptures. 	<u>Sculpture</u> <ul style="list-style-type: none"> Use equipment and media with increasing confidence. Use clay and nature objects to create an imaginary or realistic portraits Explore and analyse 'Nature art' as a form of 3D art.
Knowledge of a range of artists, practices and disciplines 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.	<u>Art Analysis/Evaluation</u> <p>Look and talk about their own work and that of other artists and techniques used. Express likes and dislikes. Explore a range of artists and crafts makers describing similarities and difference.</p>	<u>Art Analysis/Evaluation</u> <p>Explore different crafts and artists linking to their own work. Like and dislikes. Similarities and differences. Express thoughts and feelings about art. Reflect and express challenges and successes. Explain how art makes them feel.</p>

Vocabulary

	Drawing	Painting	Printing	Collage	Sculpture	Evaluation
FS1	pencil, crayon, chalk, colours, red, blue, yellow, green, orange, purple, white, black, pink, mark,	Paint, brush, marks, finger	Press, stamp	cut, stick, glue, paper, tissue paper, material	Squeeze, squash, roll, press, poke, pinch	like, dislike, happy, sad, proud
FS2	Thick, thin, wavy, straight, pencil, pastel, felt tip	Mark making tools, sponges, paintbrush, gentle, hard	Pattern, hard, soft	Fabric, patterned, jagged, bumpy, felt, scraps, yarn, thread, wool	Build, assemble, fold, bend, attach, stone, wood, metal, cardboard	Feel, worked well,
Year 1	Broad, narrow, fine, pattern, line, shape, bold, smooth, rough, pen, marker, pastels	Mixing, layering, thick/thin (brushes)	Repeated pattern, roller, mono-printing, rubbing, wax crayon, rotate	Yarn, silk, satin, net, decorate, combine,	Natural, 3-D, flat, pressure, join, smooth, mould, attach, twist	Opinion, improve, change, fix, challenges, project
Year 2	wrinkly, bumpy, detail, tone, soft, hard, light/dark, pale, deep, charcoal	Texture, tone, light/dark	Mono-printing, roller, ink, screen-printing	Mixed-media, layers, composition, placement,	Construct, clay, impress, coil, slab, pinch, slip, score, glaze, pottery	Alter, amend, impressed, disappointed

Artists

	Drawing	Painting	Printing	Collage	Sculpture
Year 1	Piet Mondrian  Composition with Red, blue and yellow	David Hockney  The Arrival of Spring in Woldgate	Andy Warhol  Shoes and Roses	Henri Matisse  The Snail	Antony Gormley  Angel of the North



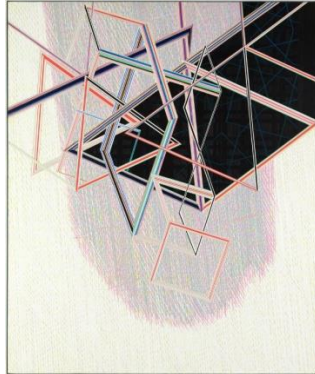
Marilyn Diptych



The Sheaf

Year 2

Nabil Nahas



Eclipse

Van Gogh



Sunflowers



Farms near Auvers

Roy Lichtenstein

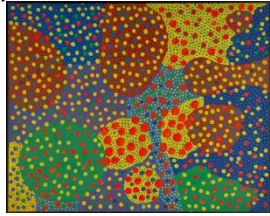


Explosion



Interior with waterlilies

Yayoi Kusama



Untitled



Pumpkin

Alberto Giacometti



Man pointing
Standing Woman