St Jude's C of E Infant School
Art Progression Overview

Art (EAD)		
2-3 years	**3-4 years**	**In Reception**
2 year olds Explores and experiments with a range of media and movement through multi-sensory exploration and expression Explore colours and beginning to name primary colours Can tell an adult their favourite colour Explores paint, using fingers and other parts of their bodies as well as brushes and other tools Name and identify colours Uses pre-made paints Explores and manipulates different materials, using all their senses to investigate them Makes simple models Makes marks which express their ideas Holds a paintbrush in the palm of hand and can make marks using brush strokes **3 year olds** Can represent feelings, noises and movements through drawing Knows the names of colours Can sort objects by colour Explores different materials freely to develop their ideas and then decide which materials to use to express them Can print with simple shapes using hand to press and lift off Can join different materials together using a glue stick Can create closed shapes with continuous lines Is beginning to include details on drawings	**Drawing** Uses a paintbrush/pencil to form lines and circles Know how to create enclosed shapes and continuous lines using drawing materials Draws a simple representation of a face Draws or paints with increasing complexity and detail Draws a simple representation of a person including head, eyes, mouth, arms and legs **Colour** Match and name primary colours and choose different colours for a purpose Explores colour mixing Match and name secondary colours Form **3D Experiences – Rigid and Malleable Materials** Knows what tools can be used to join different materials Constructs with purpose using a range of materials e.g. cardboard, paper, wood and plastic Can use tape and glue to join two or more pieces together makes imaginative and complex 'small worlds' with blocks or construction kits Design Explores different materials freely, to develop their ideas about how to use them and what to make Makes choices about which materials and textures to use when creating and developing their own ideas Uses a range of different techniques and variety of materials, e.g., paint, collage	**Drawing** To create drawings with details. To create simple representations of people and objects using shapes. To experiment with different mark making tools such as art pencils, pastels, chalk. To draw more detailed pictures of people and objects (plants). To explore, use and refine a variety of artistic effects to express their ideas and feelings. Knowledge Know that we can make marks with pencils, pens, crayons, chalks. Know that we can use a range of movements to create marks. To know that we draw lines, circles and shapes to draw pictures. Begin to know that a line is a mark we can make to join marks together. Know that a drawing is a picture or diagram made with a pencil, pen or crayon (rather than paint). Know how to talk about the marks we make and what they represent. **Colour** To name common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown. To paint a self-portrait. To experiment with mixing colours. To use colours for a particular purpose. To recreate a famous painting/picture. Knowledge Begin to know that red, yellow and blue are primary colours. Begin to know that primary colours are colours which cannot be made by mixing other colours. Begin to know that primary colours can be used to make nearly every other colour. Know that painting is the practice of applying paint to a surface, usually with a brush. Form (**3D Experiences – Rigid and Malleable Materials)** To use a range of media to create e.g. clay/salt dough etc. (diva lamp). Knowledge Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard. Begin to know that modelling means to create a more specific shape. Know that materials can be hard, meaning not easily broken. Know that materials can be soft, meaning they are easy to mould or break. To hold scissors correctly and cut various materials.

St Jude's C of E Infant School

Art Progression Overview

		To design and create a minibeast scene with a moving mechanism (pop up/sliding). To combine materials to create a wild animal picture. To explore, use and refine a variety of artistic effects to express their ideas and feelings. **Evaluation** Know how to share the creations/models that they made by talking about the process and what they represent. To share creations, talk about process and evaluate their work. Know how to talk about the marks we make and what they represent
Children at the expected level of development will (ELG: • **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.**		

Art: End of Key Stage One National Curriculum Expectations				
Drawing (Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software) Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software	**Colour (Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels) Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels**	**Form (3D experiences- rigid and malleable materials) 3D experiences - rigid and malleable materials**	**Printing & Pattern (Found materials, fruit/veg, wood blocks, press print, lino, string) (Paint, pencil, textiles, clay, printing) Found materials, fruit/veg, wood blocks, press print, lino, string), (paint, pencil, textiles, clay, printing)**	**Evaluation**
KS1: • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**KS1:** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**KS1:** • 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	**KS1:** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**KS1:** • 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.

St Jude's C of E Infant School

Art Progression Overview

Year One	Year Two
Colour: ✓ The primary colours are red, yellow and blue. Identify and use paints in the primary colours. ✓ The secondary colours are green, purple and orange. These colours can be made by mixing primary colours. ✓ The colour wheel is a diagram that organises colours and shows their relationships. **Drawing**: ✓ Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape. ✓ A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. ✓ Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation. ✓ Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork. **Form:** ✓ Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. ✓ Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas. ✓ A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces Manipulate paper and card to create a simple from by layering or overlapping. ✓ A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. **Printing & Pattern:** ✓ Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage	**Colour:** ✓ The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours. ✓ A hue is a variation of a colour. ✓ Hues are made by mixing varying amounts of the primary colours. For example, more red than yellow will make a red-orange and more yellow than red will make a yellow-orange. Make describe and use a range of hues. **Drawing:** ✓ A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas. ✓ A drawing, painting or sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory. ✓ A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. ✓ Shapes are created using a line to create an enclosed two dimension. Use the properties of pencil, ink, charcoal to create different patterns, textures and line. **Form:** ✓ Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Create a range of textures using the properties of different types of paper ✓ Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints. ✓ Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. ✓ Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory. **Printing & Pattern:**

St Jude's C of E Infant School

Art Progression Overview

✓ A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint. ✓ Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials. **Evaluation:** ✓ Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art. ✓ Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist. ✓ Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.	✓ A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print. **Evaluation:** ✓ Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant painting and clay, clay tools and slip for sculpting. Select the best materials and techniques to develop an idea. ✓ Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic vocabulary. ✓ . Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Describe similarities and differences between artwork on a common theme. ✓ Explore works by significant artists. Describe and explore the work of a significant artist ✓ Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important.