



# Roe Green Infant School

## Art – Knowledge and Skills Progression



AUTUMN/SPRING/SUMMER		
Reception	Year 1	Year 2
We teach art throughout the school using our school-based scheme and Kapow Art scheme. (Sketchbooks are used in year one and two)		
<b>Drawing:</b> Pencil, wax, chalk, ink, pen, brushes, formal elements		
	<i>Line, shape: Focus on using lines and known geometric shapes to create individual artwork.</i>	<i>Line, shape: Focus on using lines (movement, contours and feelings) and known shapes (geometric) to create individual artwork.</i>
<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Share their creations, explaining the process they have used.</li> <li>Develop their small motor skills so that they can use a range of tools (such as pencils for drawing and brushes for painting) competently, safely and confidently</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>Introducing specific subject vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Extend the variety of drawing tools to include charcoal and felt tips</li> <li>Explore different textures and experiment with mark - building on previous experience</li> <li>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is</li> <li>Observe patterns in the natural and man-made world</li> <li>Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world</li> <li>Using subject specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Continue as Year 1 to experiment with tools and surfaces</li> <li>Continue to draw as a way of recording experiences and feelings</li> <li>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark</li> <li>Sketch to make quick records of something</li> <li>Work out ideas through drawing</li> <li>Using subject specific vocabulary</li> </ul>

**Colour:** Pigment – paint, inks, pastels, dyes, etc. and tools to apply colour – brushes, sponges, straws, etc.

<p><i>Block painting and finger painting. Painting and mixed media</i></p>	<p><i>Investigate with primary colours (colour mixing). Use painting as a medium to develop and share ideas. Develop knowledge of artists</i></p>	<p><i>Refine skills in painting and develop and share ideas. Choose to use own experiences and imagination. Focus on using colour and space for effect. Look at various artists.</i></p>
<ul style="list-style-type: none"> <li>• Ensure they know the names of the basic colours</li> <li>• Begin to introduce mixing of colours to make new colours</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour... (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure they know the names of a wider range of the colours,</li> <li>• Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</li> <li>• Continue to explore applying colour with a range of tools for enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</li> <li>• Make as many tones of one colour as possible using primary colours and white</li> <li>• Darken colours without using black</li> <li>• Mix colours to match those of the natural world – colours that might have a less defined name</li> <li>• Experience using colour on a large scale, A3/A2 playground</li> </ul>

**Texture:** collage, weaving, threads, fibres, fabrics, surfaces, wood, clay

	<p><i>Use a range of materials creatively to design and make products. Use a wide range of patterns.</i></p>	<p><i>Use man-made and natural materials. Choose for effect and purpose.</i></p>
<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Introduce use of specific subject vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Simple paper and/or material weaving using a card loom</li> <li>• Mix colours and paint strips of paper to weave with</li> <li>• Add objects to the weaving - buttons, twigs, dried flowers</li> <li>• Explore colour in weaving</li> <li>• Build on skills of using various materials to make collages – using some smaller items</li> <li>• Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.</li> <li>• Discuss how textiles create things – carpets, clothing, decoration</li> <li>• Develop use of specific subject vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills of overlapping and overlaying to create effects</li> <li>• Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with</li> <li>• Simple appliqué work attaching material shapes to fabric with running stitches</li> <li>• Start to explore other simple stitches - backstitch, cross-stitch</li> <li>• Use various collage materials to make a specific picture</li> <li>• Demonstrate use of subject specific vocabulary</li> </ul>

**Form:** 3D experience, rigid and malleable materials

*Shaping plasticine*

*Refine skills in sculpture and develop and share ideas. Develop and use a texture for effect. Create visual texture using different marks.*

- Can create collaboratively with others. Can share ideas, resources and skills.
- Share their creation, explaining the process that they have used (ELG)
- Introduce use of specific subject vocabulary

- Use both hands and tools to build
- Use materials to make known objects for a purpose, i.e. puppet
- Cut shapes using scissors
- Carve into media using tools
- Pinch and roll coils and slabs using a modelling medium
- Make simple joins by manipulating modelling material or pasting carefully
- Discussion of weight and texture
- Develop use of specific subject vocabulary

- Awareness of natural and man-made forms and environments
- Able to shape and form from direct observation
- Use a range of decorative techniques: applied, impressed, painted, etc.
- Use a range of tools for shaping, mark making, etc.
- Construct from found junk materials
- Replicate patterns and textures in a 3-D form
- Begin to make simple thoughts about own work and that of other sculptors.
- Demonstrate use of subject specific vocabulary

**Printing:** fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, etc.

- Make rubbings showing a range of textures and patterns
- Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.
- Produce simple pictures by printing objects
- Able to work from imagination and observation
- Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.
- Print with block colours
- Explore different materials freely in order to develop their ideas about how to use them and what to make.
- Introduce use of specific subject vocabulary

- Create patterns and pictures by printing from objects using more than one colour. Develop knowledge of other artists
- Develop impressed images with some added pencil or decorative detail
- Relief printing - string, card, etc.
- Use equipment and media correctly, to produce clean image
- Use appropriate language to describe tools, process, etc.
- Develop use of specific subject vocabulary

- Use printmaking as a means of drawing
- Create order, symmetry, irregularity
- Extend repeating patterns - overlapping, using two contrasting colours etc.
- Print with a growing range of objects, including man-made and natural printing tools
- Talk simply about own work and that of other artists.
- Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.
- Demonstrate use of subject specific vocabulary