

## Art Progression of Knowledge and Skills



	Nursery		Reception			Year 1			Year 2				
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
Topic	Song and Rhyme	Once Upon a	Amazing Animals	All Creatures	Where in the	Superheroes	All Creatures	Where in the	Superheroes/	All Creatures	Where in the	Superheroes/	
		Time		Great and Small	world?		Great and Small	world?	Pioneers	Great and Small	world?	Pioneers	
				Once upon a	De sieht Ste sieht	Near and Far	Once Upon a		Near and Far		Ready, steady		
				time	Ready, Steady Grow		Time	Ready, Steady Grow	Near and rai	Once upon a	grow	Near and Far	
					0.011			Glow		time	9.5	Trodi di di	
				D 7 1 1 1 1 1			D 7 1 1 1 1 1						
Art overview	, ' · · · · · · · · · · · · · · · · · ·			Pupils should be taught to:  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively sharing ideas, resources and skills.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  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.			Pupils should be taught to:  - Use a range of materials creatively to design and make products  - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  - Learn about the work of a range of artists, craft makes and designers, describing the differences and similarities between						
							different practices and disciplines and making links to their own work						
Learning	Autumn 1: Song	Spring 1: DT LINK	Summer 1:	Autumn 1: DT LINK	Spring 1: Where in	Summer 1:	Autumn 1- DT	Spring 1 – Year 1/2	Summer 1- Year 1/2-	Autumn 1- DT FOCUS	Spring 1 – Where in	Summer 1 –	
20 3.1	and Rhyme	opg z. z	Amazing Animals		the world?	Superheroes	FOCUS	Where in the	Superheroes/Pioneers		the World?	Superheroes	
	Outcome: Self portraits	Spring 2: Once	Outcome: symmetry	Autumn 2: Once Upon a Time.	Famous Artist: John Dyer	Famous Artist: Andy Goldsworthy	Autumn 2: Once	World? Famous Artist:	Famous Artist: Lichtenstein	Autumn 2: Once Upon a time:	Famous Artist: Barbara Hepworth	/Pioneers.	
	Children to create	Upon a Time	butterflies and	Famous Artist:	Outcome:	Outcome: Transient	Upon a time:	Barbara Hepworth	Outcome: Pop	Famous Artist: Pablo	Outcome:	Famous Artist: Lichtenstein	
	self-portraits. Use a range of media to	Outcome: Making party	caterpillar bodies. Children will begin	Arcimboldo Pablo Picasso	Seaside paintings Children will	Art Linked to a visit to	Famous Artist: Pablo Picasso	Outcome: Sculptures	art/comic art	Picasso Arcimboldo	Sculptures Children are to	Outcome: Pop	
	create their	hats for teddy	to draw with	Outcome: Self	explore using a	the beach the	Arcimboldo	Children are to	Stand alone, WOW day activity.	Vincent Van Gogh-	make sculptures	art/comic art Children to make	
	portraits. Children to look in	<b>bear's picnic.</b> Children to	increasing complexity and	Portraits Children to learn	range of artwork to create	children will learn about transient art	Vincent Van Gogh-	make sculptures relating to their	Children to make	Wassily Kandinsky- Concentric	relating to their topic. E.g.,	pop art	
	the mirror and	explore colour	detail e.g.	how to see	paintings e.g. sea	and create their	Wassily Kandinsky-	topic. E.g.,	pop art throughout	Outcome: Self-	sculptures to put in	throughout the	
	think about their features.	and colour mixing.	representing a face with a circle	themselves as an artist Children to	life pictures, seaside	own transient art	Concentric Outcome: Self-	sculptures to put in their garden.	the day drawing upon previous	portraits Children to learn	their garden. Linking to the topic	day drawing upon previous	
	Use different	Children to	and including	use different media	landscapes,	using a range of natural materials	portraits	Linking to the topic	knowledge of	how to see	story.	knowledge of	
	media to create self-portraits.	create closed shapes with	details. Children will begin	to create their self- portraits e.g. fruit, in	pictures of local seaside towns.	and objects exploring pattern	Children to learn how to see	story. Look at Tate	sketching, printing, drawing and use of	themselves as an artist Children to use	Look at Tate Museum in St Ives	sketching, printing, drawing and use	
	son portraits.	continuous lines	to explore creating	a frame, materials	Children will learn	and design. They	themselves as an	Museum in St Ives	colour.	different media to	via website and	of colour.	
	Autumn 2: Song	and begin to use these marks to	with a variety of colours.	(match sticks, pipe cleaners) and	how to mix primary colours to	will look at the work of an artist	artist Children to use different	via website and think about how	Children will look at	create their self- portraits e.g. fruit, in	think about how sculptures are	Children will look	
	and Rhyme	represent		paintings.	make all of the	(e.g. Andy	media to create	sculptures are	tone and pencil width to create	a frame, materials	made. Look at the	at tone and pencil width to create	
	Outcome: paintings and	objects. Children to use	Summer 2: DT Link		secondary colours.	Goldsworthy) and	their self-portraits e.g. fruit, in a	made. Look at the artist's work and	depth in their	(match sticks, pipe cleaners) and	artist's work and discuss which ones	depth in their	
	crafts related to	drawing to			They will learn	learn how to use their inquiry skills to	frame, materials	discuss which ones	drawings to make their pictures stand	paintings.	we like/dislike,	drawings to make their pictures	
	nursery rhymes and Christmas.	represent ideas like movement			how to create tints with paint by	find out more about the artwork.	(match sticks, pipe cleaners) and	we like/dislike, giving our own	out.	Children will learn how to use pencils,	giving our own opinions.	stand out.	
	Children to	and loud noises.			adding white and	Children will look at	paintings.	opinions.	They will draw upon	pastels and chalks	children will look at	They will draw	
	develop their own ideas and then				know how to create tones by	others, including	Children will learn how to use pencils,	children will look at artwork, describing	previous knowledge of colour mixing to	to create lines of different thickness in	artwork, describing what they can see	upon previous knowledge of	
	decide which				adding black.	famous artists, artwork, describing	pastels and chalks	what they can see	create secondary	drawings:	and ask questions	colour mixing to	
	materials to use to express them.				Look at artwork from artists	what they can see	to create lines of different thickness	and ask questions about the artist's	colours to use in their	Children will learn about line drawing	about the artist's work.	create secondary	
	Children to make				related to the	and giving an opinion about the	in drawings:	work.	pop art.	self-portraits by		colours to use in their pop art.	
	and paint their own Christmas				seaside including John Dyer.	work of the focus	Children will learn about line drawing	Spring 1: Year R/1	Summer 1: Year R/1	looking at a range of artists and learn	Spring 2- Ready, Steady, Grow.		
	decorations.				JOHN Dyel.	artist.	self-portraits by	Where in the world	Superheroes Famous Artist: Andy	the process of how	Famous Artist:	Summer 2 – DT	
					Spring 2 - DT	Summer 2: DT LINK	looking at a range	Famous Artist: John	Goldsworthy	to draw a self-	Henry Rousseau	LINK	
					Focus		of artists and learn the process of how	Dyer Outcome: Seaside	Outcome: Transient	portrait – Link to previous learning.	Outcome: Observational		
							to draw a self-	paintings	Art Linked to a visit to the	They will focus on an	drawings		
							portrait – Link to previous learning.	Children will explore using a	beach the children	artist's self-portrait work and discuss it,	Children will look at plants and the		
							They will focus on	range of artwork to	will learn about	talking about the	gardens of the		



## Art Progression of Knowledge and Skills



Techniques	Autumn 1: Song and Rhyme Children to use a range of media to create their	Spring 1: DT LINK Spring 2: Once Upon a Time	Summer 1: Amazing Animals Children to look at printing in more detail by printing	Autumn 1: DT LINK Autumn 2: Once Upon a Time.	Spring 1: Where in the world? Famous Artist: John Dyer	Summer 1: Superheroes Famous Artist: Andy Goldsworthy	Autumn 1- DT FOCUS	drawings. They will focus on features and fine details. Children will use a range of effects using an IT program to create part of their work (Paint 3D).  Spring 1 – Year 1/2 Where in the World? Famous Artist: Barbara Hepworth	Summer 1- Year 1/2— Superheroes/Pioneers Famous Artist: Lichtenstein	Autumn 1- DT FOCUS Autumn 2: Once Upon a time:	Spring 1 – Where in the World? Famous Artist: Barbara Hepworth	Summer 1 – Superheroes /Pioneers. Famous Artist: Lichtenstein
								Eden Project and discuss. Children to learn about three different graded pencils, charcoal, pastels and crayon and how they can be used to create different effects. Children will use the taught techniques to create their own nature artwork through observational				
							create lighter colours.	Spring 2- YR 1/2 Ready, Steady, Grow Famous Artist: Henry Rousseau Outcome: Observational drawings Children will look at plants and the gardens of the				
							about the details used and asking questions about it. e.g. Picasso. Children will use techniques to develop their art skills using chalks, oil pastels and block paints. Children will learn primary and secondary colours, exploring how to mix primary colours to make a new colour. Children to learn about tones and explore colour mixing to create different tones. Adding white to	landscapes, pictures of local seaside towns. Children will learn how to mix primary colours to make all of the secondary colours. They will learn how to create tints with paint by adding white and know how to create tones by adding	rransent arr using a range of natural materials and objects exploring pattern and design. They will look at the work of an artist (e.g. Andy Goldsworthy) and learn how to use their inquiry skills to find out more about the artwork. Children will look at others, including famous artists, artwork, describing what they can see and giving an opinion about the work of the focus artist.  Summer 2 – DT LINK	about it. e.g. Picasso. Children will use techniques to develop their art skills using chalks, oil pastels and block paints. Children will learn primary and secondary colours, exploring how to mix primary colours to make a new colour. Children to learn about tones and explore colour mixing to create different tones. Adding white to create lighter colours.	learn about three different graded pencils, charcoal, pastels and crayon and how they can be used to create different effects. Children will use the taught techniques to create their own nature artwork through observational drawings. They will focus on features and fine details. Children will use a range of effects using an IT program to create part of their work (Paint 3D).	
							an artist's self- portrait work and discuss it, talking	create paintings e.g. sea life pictures, seaside	transient art and create their own transient art using a	details used and asking questions about it. e.g.	Eden Project and discuss. Children to learn about three	



## <u>Art</u> Progression of Knowledge and Skills



portraits. Children to use chalks pebbles, fruits etc... Talk about the shapes the children can see. Children will learn colour names including, pink, green, blue, black, orange and yellow.

Autumn 2: Song and Rhyme

Children to use cutters to create different shapes. Children to name 2D shapes. Children to explore creating for different purposes e.g. through shredding paper, adding glitter, different textures including; crepe paper, card, felts, clay etc...

Children to name colour names. Children to use thicker handled paintbrushes to create their brush strokes. Children to learn how to use paint, e.g. not too much on the brush and stroking the

brush on the

Children to

by printing

their hats.

explore

texture of

Children to

changing the

materials by

adding glitter

and sequins.

shapes onto

explore printing

paper.

hands, finger painting and printing using stampers. Children to use symmetry by folding paper. Children to continue to name colours and look at different shade e.g. light pink and dark pink.

Summer 2: DT LINK

Famous Artist: Arcimboldo Pablo Picasso Outcome: Self **Portraits** Children to create

their own selfportraits. Children will learn how to use a mirror to look at themselves focusing on colours They will give thought to the colours used in their paintings. The children will use a range of materials. Children will learn how to print, paint and paint usina specific colours Children will be taught not to mix

the colours and use

specific colours for

a purpose

materials.

how to mix

different effects

when painting.

Spring 2: DT LINK

Outcome: Seaside paintings Children will learn

how to use the paintbrushes to create different textures and lines have been (thick and thin) Children will learn how to adapt their work and creative skills, create different children will effects by using different strokes, pattern and brushes and Children to learn pattern and colours to create different tones usina natural e.g. add white to lighten the colour. ask questions Children will learn about an artist's how to create artwork.

Outcome: Transient | Autumn 2: YR R/1

Children will create their own transient artwork, in the style of artists that they learning about e.g. Andy Goldsworthy. Combinina tauaht experiment with texture. They will learn how to use create transitional art and collages resources. They will

Summer 2 - DT LINK

Thev will create

pencil, crayon and

chalk self-portraits

using mirrors to

focus on detail,

consideration to

the thickness of

They will talk about

opinion. Children

will learn how the

focus artist's work

Children will learn

different drawing

can be used to

create different

shading to add

to drawinas

effects, including

tone and texture

Children will learn

how to use pencils

and line thickness

to create a variety

Children will learn

of texture within

how to use the

paintbrushes to

create different

textures and lines.

drawings.

tools and how they

shows feeling.

more about

the lines used.

an artist's work

giving their

aivina

and YR 1/2 Once Sculptures Upon a time: Children will think Famous Artist: about and use Pablo Picasso language to Arcimboldo describe the Vincent Van artwork, they will Goahcompare and Wassily Kandinskymake links to their own designs and Concentric Outcome: Selfartwork. portraits Children will think Children will use about texture, taught techniques shape, form and to explore how design when creating their own they can create a range of selfsculptures. portraits using Children will use different tools. language to talk

Outcome:

Spring 1: Year R/1 Where in the world Famous Artist: John Dver Outcome: Seaside

colour tones.

They will learn

about a range of

resources that can

be used to create

their own 'Seven

pictures based on what they have

learnt about the

talk about their

Spring 2 R/1 - DT

of others.

IINK

topic, Children will

work and the work

Seas' themed

about artwork.

asking questions

and giving their

opinions.

e.g. Andy paintings Goldsworthy. Children will begin to talk about creative skills, colour mixing to children will create new colours experiment with choosing colours for a particular purposes. Children use pattern and will talk about shape and size of their drawings. Children will learn They will ask to use different resources to create artist's artwork. different techniques through Summer 2 – DT LINK the use of pencils and paintinas. They will use techniques to mix colours and create

Famous Artist: Pablo **Picasso** Arcimboldo Wassily Kandinsky-

others. They will ask portraits Children will use

Summer 1: Year R/1 Superheroes Famous Artist: Andy Goldsworthy Outcome: Transient

Children will create their own transient artwork, in the style of artists that they have been learning about Combining taught pattern and texture. They will learn how to create transitional art and collages using natural resources. questions about an

Vincent Van Gogh-

questions about the

self-portraits using mirrors to focus on detail, giving consideration to the thickness of the lines feeling. more about

> thickness to create a variety of texture within drawings. Children will learn how to use the paintbrushes to create different textures and lines.

Concentric Outcome: Self-

art. Children will Use knowledge of different graded pencils to create different thickness of lines to make their images stand out.

Outcome: Pop

art/comic art

Children will talk

about their artwork

and the artwork of

tauaht techniaues to explore how they can create a range of self-portraits using different tools. They will create pencil, cravon and chalk

> used. They will talk about an artist's work giving their opinion. Children will learn how the focus artist's work shows Children will learn different drawing tools and how they can be used to create different effects, including shading to add tone and texture to drawings. Children will learn how to use pencils and line

Outcome: **Outcome: Pop** Sculptures art/comic art Children will think Children will talk about and use about their language to artwork and the describe the artwork of others. artwork, they will They will ask compare and questions about make links to their the art. own designs and Children will Use artwork. knowledge of Children will think different graded about texture,

shape, form and

Children will use

language to talk

asking questions

about artwork.

creating their own

design when

sculptures.

Summer 2 - DT

pencils to create

different thickness

their images stand

of lines to make

out.

and giving their opinions. Spring 2- Ready, Steady, Grow. Famous Artist: Henry Rousseau Outcome: Observational drawings Children will use lines to create observational drawings. They will learn about how different graded pencils create different effects. They will work progressively through a range of pencils, pastels and then charcoal to explore the different effects that can be achieved. Children will use drawing techniques to create observational drawings using a viewfinder to focus on a specific part of an object before drawing it. Children will also learn about how ICT can be used to create pictures and create their own drawings using ICT.



## Art Progression of Knowledge and Skills



		Spring 2- YR 1/2	
		Ready, Steady,	
		Grow	
		Famous Artist:	
		Henry Rousseau	
		Outcome:	
		Observational	
		drawings Children will use	
		lines to create	
		observational	
		drawings. They will	
		learn about how	
		different graded pencils create	
		different effects.	
		They will work	
		progressively	
		through a range of	
		pencils, pastels	
		and then charcoal to explore the	
		different effects	
		that can be	
		achieved.	
		Children will use	
		drawing techniques to	
		create	
		observational	
		drawings using a	
		viewfinder to focus	
		on a specific part	
		of an object	
		before drawing it. Children will also	
		learn about how	
		ICT can be used to	
		create pictures	
		and create their	
		own drawings using ICT.	
Impact/key Through the above topics, knowledge and skills an EYFS artist	Through the above topics, knowledge and skills an EYFS artist	Through the above topics, knowledge and skills a Year 1 artist will:	Through the above topics, knowledge and skills a Year 2 artist
assessment will:	will:	- know how to show how people feel in paintings and	will:
criteria: - Talk about what they have made (Add children's	- Talk about what they have made (Add children's	drawings	- Choose and use three different grades of pencil when
voice of Tapestry)	voice of Tapestry)	- Know how to create moods in artwork	drawing
<ul> <li>Give reasons for their choices</li> <li>Name colours and shades of colours</li> </ul>	<ul> <li>Give reasons for their choices</li> <li>Name colours and shades of colours</li> </ul>	Know how to use pencils to create lines of different thickness in drawings	- Know how to use charcoal, pencil and pastel to create art
- Name colouis and snades of colouis	- Explore colour mixing	Name the primary and secondary colours	- Know how to use a viewfinder to focus on a specific
	Explore colodi mixing	Know how to create a repeating pattern in print	part of an artefact before drawing it
		<ul> <li>Know how to cut, roll and coil materials</li> </ul>	- Know how to mix paint to create all the secondary
		- Know how to use IT to create a picture	colours
		- Describe what they can see and give an opinion about	- Know how to create brown with paint
		the work of an artist - Ask questions about a piece of art	<ul> <li>Know how to create tints with paint by adding white</li> <li>Know how to create tones with paint by adding black</li> </ul>
		75k questions about a piece of all	- Know how to create a printed piece of art by pressing,
			rolling, rubbing and stamping
			- Know how to make a clay sculpture
			- Know how to join materials onto clay or join clay
			together  Know how to use different effects within an IT paint
			Know how to use different effects within an IT paint package
			- Suggest how artists have used colour, pattern and
			shape
			- Know how to create a piece of art in response to the
			work of another artist