



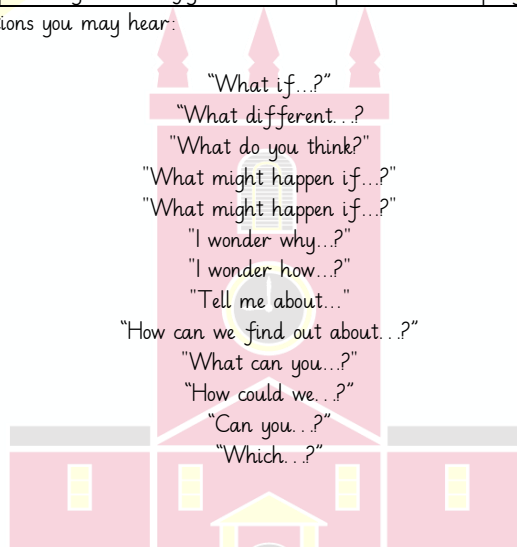
Art Knowledge and Progression Map - Cycle A

The learning journey for Art begins in The Early Years when children begin experimenting with different textures, colours and mark making. Through continuous provision, child led learning and adult directed activities providing opportunities and experiences, pupils will explore, experiment with and think about new and important concepts developing their artistic skills. In our Early Years we understand the importance of 'the unique child' and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and in the moment planning to identify their next steps and ensure progression for each individual child.

Children in EYFS will:

- Use a range of tools for mark making.
- Show increasing control when using tools for mark making.
- Use a tripod grip when using tools for mark making
- Have a plan in mind before beginning their art work
- Create texture in their art work
- Explore and create different textures
- Mix colours to create a desired colour
- Join materials together using different strategies
- Select resources to suit their intentions
- Combine different media
- Draws with care and adds some detail to their drawings
- Makes comments on their artwork and that of others.
- Makes improvements to their own artwork
- Can work collaboratively with peers to create artwork.

Questions you may hear:



Vocabulary you may hear in EYFS

Make, hard, soft, small, big, build, join, plastic, paper, cardboard, material, wood, foil, fabric, fixing brushes, sponges, rollers, red, blue, yellow, choose, tools, mix, try, feeling, match, technique, watercolour, powder, grip, draw, pencil, chalk, line, felt tip, shape, lines, drawing, wavy, straight, detail, dark, light, thick, thin, observe, dough / playdough, roll, ball, pat, plasticine, squash, squeeze, pull, push, clay, papier mâché, twist, stretch, flatten, feel, hard, soft, sticky, primary colours, black and white, mix, lumpy, smooth, rough, gloopy, pattern, texture, lighter, darker, shade, AB/ABC Pattern, like, don't like, artist, colour, dislike, art show, illustrator, circle, square, triangle, oblong, round, art gallery, opinion, because, texture, pattern, shape, hard, easy, because, enjoyed, favourite

Rising 3's	Autumn	Spring	Summer
		Themes: Nursery Rhymes Where Do You Like to Shop?	Themes: Bears, bears, bears! What lives in the garden?
		Recognise and name the primary colours, black and white and some secondary colours. Begin to be interested in and describe the texture of things.	Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language, e.g. cake, sausages



		<p>Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers.</p> <p>Explore primary paint colours and how these colours can be changed.</p>	
Nursery	Autumn	Spring	Summer
	<p>Themes: Would You like to Snuggle up with a book? What is your favourite toy?</p>	<p>Nursery Rhymes Where Do You Like to Shop?</p>	<p>Themes: Bears, bears, bears! What lives in the garden?</p>
	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings, like happiness, sadness, fear, etc.</p> <p>Select different tools to paint, e.g. brushes, rollers, sponges, body parts.</p> <p>Explore what happens when they mix primary colours. Choose particular colours to use for a purpose.</p> <p>Show different emotions in their paintings, like happiness, sadness, fear, etc.</p>	<p>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</p> <p>Experiment to create different textures, e.g. mixing different materials into paint / glue.</p> <p>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings, like happiness, sadness, fear, etc.</p>	<p>Use playdough and plasticine to sculpt specific ideas.</p> <p>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</p>



Rec As Cycle 1	Autumn	Spring	Summer
	Themes: Drawing and Line Colour	Themes; Paint Colour, Pattern and Shape	Themes: Sculpting
	<p>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas.</p> <p>Create different depth of line using the above. When drawing themselves, represent all of the different face / body parts.</p> <p>Draw with increasing observation, e.g. the banana has black dots.</p> <p>Develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).</p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.</p> <p>Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey</p>	<p>Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).</p> <p>Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint.</p> <p>Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers.</p> <p>Accurately use a paint brush (appropriate grip) Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.</p> <p>Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.</p>	<p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</p> <p>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>
<p>Know what an art gallery is. Name at least two different artists. Express clear opinions about different paintings / designs / sculptures justifying their opinions. Talk about colours, shapes, patterns and texture in different pieces of art.</p>			



KSI Year 1/2	Autumn	Spring	Summer
	<p>Themes: Drawing and Painting</p>	<p>Themes: Printmaking and Textiles</p>	<p>Themes: 3D and Collage</p>
	<p>National Curriculum Links: -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-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</p> <p style="text-align: center;">Substantive Knowledge</p> <p>Know that the surface drawn on will create different effects</p> <p>Know that colour and line can be used to show mood, movement and feelings</p> <p style="text-align: center;">Disciplinary Knowledge:</p> <p>Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p>National Curriculum Links: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-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</p> <p style="text-align: center;">Substantive Knowledge</p> <p>Know prints can be made from natural objects</p> <p>Know how to make a collagraph printing block</p> <p>Know reconstructed paintings are made using images (and materials) that were originally part of something else</p> <p style="text-align: center;">Disciplinary Knowledge</p> <p>Be able to create repeated patterns</p> <p>Be able to combine printing techniques</p>	<p>National Curriculum Links: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-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</p> <p style="text-align: center;">Substantive Knowledge</p> <p>Know sculptors make their ideas come to life by joining or molding materials together</p> <p>Know sculptors sometimes first make small-scale models of their work called maquettes</p> <p>Know there are a series of steps in the creative process</p> <p style="text-align: center;">Disciplinary Knowledge</p> <p>Be able to join materials together to form a 3D work of art</p>



Be able to select colours and painting tools and make painted marks to express feelings

Wider Curriculum Links:

Art History:

Beth Krommes (born 1956)

Wassily Kandinsky (1866-1944)

Wider reading:

Swirl by Swirl by Joyce Sidman (illustrated by Beth Krommes)

The Great Wave by Véronique Massenet (illustrated by Bruno Pilogret)

The Noisy Paint Box by Barb Rosenstock The Dreaming Giant by Véronique Massenet

Visits/Experiences:

Lowes Court Gallery Egremont

Key vocabulary:

Contrast

Medium

Media

Be able to select appropriate pre-used images, colours and textures to create a new picture

Wider Curriculum Links:

Art History:

William Morris (1834 – 1896)

Katie Vernon

Wider reading:

The V&A Introduces William Morris by Puffin Books

William Morris

The Twelve Days of Christmas (illustrated by Liz Catchpole)

The Art of Eric Carle by Eric Carle Mythologica by Steve Kershaw and Victoria Topping

The Snail Trail by Jo Saxton

Key vocabulary:

Collagraph

Design

Pattern

Reconstruct

Montage

manipulate

Be able to make a small rough draft of a sculpture to explore ideas

Be able to refer to previous knowledge and skills to make creative choices

Be able to apply and refine previously taught drawing and collage techniques

Wider Curriculum Links:

Art History:

John Kindness (born 1951)

Danny Eastwood (born 1943)

Wider reading

Stories from the Billabong by James Vance Marshall

Patterns of Australia by Bronwyn Bancroft

Visits/Experiences:

Key vocabulary:

Depth

Maquette

Sculpt

reflect

plan

collaborate



	Stippling Concentric shapes Contrast motif		
Future Learning KS2	<ul style="list-style-type: none">• To create sketch books to record their observations and use them to review and revisit ideas• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• About great artists, architects and designers in history.		

