



Art Knowledge and Skills Progression Map - Cycle B

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 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: Do you want to be a superhero? Do you want to be a real-life superhero?	Themes: What a wonderful world Under the sea
		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>Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	
Nursery	Autumn	Spring	Summer
	<p>Themes: It's good to be me Where would you like to go?</p>	<p>Do you want to be a superhero? Do you want to be a real-life superhero?</p>	<p>What a wonderful world Under the sea</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>Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</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>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>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>



Rec	Autumn	Spring	Summer
	<p>Drawing and Line Colour</p>	<p>Paint Colour Pattern and Shape</p>	<p>Sculpting</p>
	<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	Autumn	Spring	Summer



<p>Year 1/2</p>	<p style="text-align: center;">Themes: Drawing and Painting</p> <p style="text-align: center;">National Curriculum Links:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products.</p> <p style="text-align: center;">Specific knowledge:</p> <p>Marks can be made using a variety of drawing tools Paint can be used to create a range of marks The names of the primary colours</p> <p style="text-align: center;">Specific Skills:</p>	<p style="text-align: center;">Themes: Printmaking and Textiles</p> <p style="text-align: center;">National Curriculum Links:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products.</p> <p style="text-align: center;">Specific knowledge:</p> <p>Know prints can be made from ordinary objects Know how to make and use a stencil and relief block Know mixed-media, including fabrics, yarn and beads, can be used to create artwork</p> <p style="text-align: center;">Specific Skills:</p> <p>Be able to apply paint using controlled brushstrokes and stippling Be able to combine printing techniques such as stencilling and relief</p>	<p style="text-align: center;">Themes: 3D and Collage</p> <p style="text-align: center;">National Curriculum Links:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products.</p> <p style="text-align: center;">Specific knowledge:</p> <p>Know sculptures can be made out of many different materials Know artists take inspiration from the work of others Know collage can be used as a background Know paper can be torn or cut for effect</p> <p style="text-align: center;">Specific Skills:</p>
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Know marks can be made using a variety of drawing tools

Be able to select appropriate tools to make a range of marks

Make thick and thin marks

Identify shades of primary colours

Wider Curriculum Links:

Geography: Seasonal changes and weather

Art History: Albrecht Durer (1471 – 1528)
Piet Mondrian (1872 – 1944)

Reading: The Storm Whale by Benji Davies Owl Babies by Martin Waddell (illustrated by Patrick Benson) Hairy Maclary from Donaldson's Dairy by Lynley Dodd
Where the Wild Things Are by Maurice Sendak

Visits/Experiences:

Crafty Workshop school visit for painting clay pots

Key vocabulary:

Cross hatch
Monochrome
Texture
Palette

Be able to combine a range of materials to produce textile art

Wider Curriculum Links:

Art History: Karen Lederer (born 1986)
Anne Kelly

Reading: Here We Are by Oliver Jeffers The Dot by Peter H Reynolds
Ugliest Dog in The Universe by Debra Fasier

Visits/Experiences:

Craft Workshop

Key vocabulary:

stippling
stroking
overprint
thread
assemble
fibres

Be able to select materials based on their properties
Be able to take inspiration from the work of an artist
Be able to build up layers, using collage to create a background
Be able to tear paper and use scissors to cut for precision

Wider Curriculum Links:

Art History: Kenojuak Ashevak (1927 – 2013)
Paul Klee (1879 – 1940)

Reading: I is for Inuksuk by Mary Wallace The Inuksuk Book by Mary Wallace
We Are Artists: Women who made their mark on the world by Kari Herbert
The Cat and The Bird by Geraldine Elschner (illustrated by Peggy Nille)
What Paul Made by Valerie Downs

Visits/Experiences:

Shipping Gallery Maryport

Key vocabulary:

balance
construct
model
tear



	Primary colours Brushstrokes		snip paste
Future Learning	<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.		

