

Art & Design Progression of Knowledge Year Group Overview

<p>Thread</p>	<p>EYFS – Early Learning Goal ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. Is developing small motor skills so is able to use a range of tools competently, safely and confidently rg pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons. Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Creates collaboratively, sharing ideas, resources and skills -Explores, uses and refines a variety of artistic effects to express ideas and feelings - is able to return to and build upon previous learning, refining ideas and developing their ability to represent them.</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> 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 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Reception</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Exploring and Developing ideas (Ongoing)</p>	<ul style="list-style-type: none"> look & talk about what they have produced, describing simple techniques & media used Express likes and dislikes Begin to discuss similarities and differences in art around them View books / art from a range of cultures 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures start to record simple media explorations in a sketch book 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures use a sketch book to plan & develop simple ideas
<p>Evaluating and developing work (Ongoing)</p>	<ul style="list-style-type: none"> Begin to talk about what they liked with their work, what they enjoyed and didn't and express preferences to media Add to / develop their work whilst in the process using their explorations 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
<p>Responding to art.</p>	<ul style="list-style-type: none"> Look and talk about what they have produced, describing simple techniques and media used 	<ul style="list-style-type: none"> Look at & talk about own work & that of others & the techniques they had used expressing their likes & dislikes Explore the work of a range of artists, craft makers & designers, describing the similarities & differences between the different practices and disciplines, & making links to their own work 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers & designers, describing the similarities & differences between the different practices and disciplines, & making links to their own work Express thoughts and feelings about a piece of art. Reflect and explain the success & challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make and how their work could be developed further

<p>Drawing Pencil, charcoal, inks, chalk, pastels,</p>	<ul style="list-style-type: none"> Look at and describe what they have produced describing simple techniques Begin to use a variety of drawing tools – enjoy using graphic tools, fingers, hands, chalk, pens & pencils Develop the correct hand-grip to form marks Produce lines of different thickness and tone using pencils Draw on different surfaces and coloured paper, beginning produce different patterns and textures from observations, imagination and illustrations Investigate different lines: straight, curved, wavy, dashed Observe basic anatomy (faces, limbs) <p>(T1)</p> <p>Vocabulary- paint tool names, paint colours, line, colour, draw, shape, thick, thin, pastels- smudge, blend,</p>	<ul style="list-style-type: none"> Extend the variety of drawing tools – pencils, rubbers, chalk and oil pastels, felt pens, charcoal, pen, chalk Begin to control the types of marks made with a range of media Draw on different surfaces with a range of media Explore different textures – e.g hatching, scribbling, stippling & blending to create light & dark lines Observe & draw landscapes Observe patterns <p>(T1, T5)</p> <p>Vocabulary- Self-portrait, selfie, Primary and secondary colours</p> <p>Mixing</p> <p>Warm (hot) and cool (cold) colours</p> <p>Colour collection, thick, thin, medium paint brushes, Lightening, Darkening</p> <p>Abstract, Sayed Haider, Raza, Bindu, feelings</p> <p>PVA, ready-mix paint, decorate,</p> <p>Vocabulary- pencils, rubbers, crayons, pastels, felt pens, charcoal, pen & chalk, marks, media, texture, hatching, scribbling, stippling, blending, light lines, dark lines, observe, draw, anatomy, patterns, landscape.</p>	<ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, Experiment with the visual elements; line, shape, pattern and colour. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Experiment with tools & surfaces – demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoals, pen & chalk Discuss use of shadows, use light & dark. Continue to investigate light/dark drawing, Understand tone through the use of different graded pencils patterns & shapes with a pencil Sketch to make quick records <p>(T2, T5)</p> <p>Vocabulary- Pen, pencil, line drawing, continuous line, detail, observe, strong & weak lines, charcoal, blend, smudge</p> <p>Colour mix, light shade</p>
<p>Colour - Painting</p>	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size brushes and tools, sponge brushes, finger, twigs Recognize & name the primary colors being used Explore and mix colours Investigate colour mixing using poster and powder paints Explore working with paint on different surfaces & in different ways – coloured, sized & shaped paper <p>(All terms)</p> <p>Vocabulary- paint tool names, paint colours, line, colour, shape, thick, thin, pastels- smudge, blend</p> <p>different lines: straight, curved, wavy, dashed</p> <p>Likes/ dislikes- why?</p> <p>Tool names- scissors, sellotape, shape, join, layer, ideas, like, dislike, textures e.g bumpy, smooth</p>	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects using names of colours Work on different scales. Mix secondary colours and shades using different types of paint and create ‘collections’ of colour tone Explore techniques such as lightening & darkening paint with use of black or white <p>(T1)</p> <p>Vocabulary-Primary and secondary colours</p> <p>Mixing</p> <p>Warm (hot) and cool (cold) colours</p> <p>Colour collection, thick, thin, medium paint brushes, Lightening, Darkening</p>	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects Build confidence in colour mixing shades & tones Explore techniques such as lightening & darkening paint without the use of black or white Understand the colour wheel & colour spectrum Use a suitable brush to produce marks appropriate to work <p>(T1)</p> <p>Vocabulary- primary, secondary, paint colour names, mix, light, dark, shade, tone, brush strokes- thin thick, Colour, tone, shade, darker, lighter etc</p>
<p>Colour - Printing</p>	<ul style="list-style-type: none"> Print using body parts (hands, feet and fingers) to create a continuous flow of printing Create smaller scale printing including rolling tyres in paint / using rollers. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques – (relief) Enjoy making rubbings from the local area and surroundings – leaves, grates, walls, path etc. 	<ul style="list-style-type: none"> Use a variety of techniques, inc Mono printing and resist Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.

	<ul style="list-style-type: none"> Experimenting with and using primary colours to print using everyday objects, vegetables and sponges to form a scene, pictures of repeating pattern Create precise, clear prints (T3) <p>Vocabulary- paint tool names, paint colours, line, colour, shape, thick, thin, pastels- smudge, blend</p>	<ul style="list-style-type: none"> Build a repeating pattern and recognise pattern in the environment. Print a clear image with increasingly complex patterns (T1, T5) <p>Vocabulary- Printing, rollers, ink pad, texture, colour, shape, line</p>	<ul style="list-style-type: none"> Talk about the processes used to produce a simple print. (T1, T6) <p>Vocabulary- primary, secondary, paint colour names, mix, light, dark, shade, tone, print, layer, texture, cut, score, print</p>
Texture	<ul style="list-style-type: none"> Handling, manipulating & enjoying using materials and sensory experiences Create Simple collage including using and onto fabric Collage including layering Use appropriate lang to describe colours, media, equipment & textures (T2, T3, T5) <p>Vocabulary- symmetrical, shape, repeat, Tool names- scissors, sellotape, shape, join, layer, ideas, like, dislike, textures e.g bumpy, smooth</p>	<ul style="list-style-type: none"> Use a variety of techniques, including. Weaving and collage, Know how to, cut, glue and trim material / media according to purpose. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Sort and use media according to specific qualities and for a given purpose Investigate texture by describing, naming and exploring (T3,T5) <p>Vocabulary- marks, media, texture, hatching, scribbling, stippling, blending,</p>	<ul style="list-style-type: none"> Create artwork that uses overlapping & overlaying different media to create effects Thread and use large eyed needles to create running stitches Begin to try simple applique work Start to explore other simple stitches Investigate textures & produce an expanding range of patterns Make a simple mosaic (knowing how to cut, glue and trim to fit the correct shape / area or overlap) Create texture in clay using different tools and techniques to represent actual texture (visual texture) (T1, T3, T5, T6) <p>Vocabulary- draw, line, shape, tone, shade, texture, light, dark, stippling, smudging, cross hatching</p>
Form 3D work / sculpture	<ul style="list-style-type: none"> Understand that we can create / model / sculpt art into 3D form Handling, feeling, enjoying & manipulating materials – clay, papier-mache, salt dough, impress & apply simple decoration, thread beads and cotton reels Constructing/ build using Duplo, Mobilo, Knex, wooden blocks, Lego etc (All terms) Sculpt using a range of materials recycled, natural & man-made materials Shape and model – cut shapes using scissors and other modelling tools To carve with purpose Attach and join materials using glue, paste or tape (T2, T4,T5) <p>Vocabulary- wheel, join, turn, shape, likes, dislikes, colours,</p>	<ul style="list-style-type: none"> Explore sculpture with malleable media – playdough, salt dough Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Use materials to make known objects for a purpose – e.g through observation & imagination Make simple joins Apply simple decoration techniques – paint Use equipment & tools safely & in the correct way Build a textured relief tile. (T1, T5) <p>Vocabulary- Diwa lamp, coiled pot, roll, coil, snake, pinch, carve, mark, press, equipment/ tools</p>	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently Replicate patterns & textures in a 3D form work & that of other sculptors (T4) <p>Vocabulary- Colour, tone, texture. drawing, line, detail, pastels, layering, foreground, background, smudging, digital, analogue, composition, shape, form, space, sculpture, plan, design, natural, interpret, imagination, ephemeral, intuitively</p> <p>mould, clay, join, slick, hatch, plan, design, evaluate, tools, strong, flexible, techniques, combine, assemble, shape, control, measure, score</p>
Pattern (through other areas of art listed previously)	<ul style="list-style-type: none"> Awareness of repeating patterns Will use knowledge of shape to create Irregular painting patterns Will understand simple symmetry (T3, T5) <p>Vocabulary- symmetrical, shape, repeat,</p>	<ul style="list-style-type: none"> Awareness & discussion of patterns Will identify and create repeating patterns Is aware of symmetry in some patterns and can create own Produce an expanding range of pattern & texture Use print to create repeating patterns (T1, T5) 	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular & irregular patterning Natural & man-made patterns – stones, leaves, feathers, sticks, grasses, shells Discuss regular & irregular Use line & tone in different media to consider shape, shade, pattern & texture

		<p>Vocabulary- relief printing, string, card, pattern, hard, soft, materials, cork, pen barrels, sponges, forms of printing (books, posters, pictures, fabrics,)), Indian block printing, repeating patterns, symmetry, print, Weaving, texture, string, cord, wool, fabric, plastic, straws, textile, Compare, similarities, differences, artist, craft maker, prefer,</p>	<p>(T1, T2) Vocabulary- Pattern, shape, line, repeating, symmetrical</p>
<p>Art through technology</p>	<ul style="list-style-type: none"> Explore using art programmes on the computers / ipads (All terms) 	<ul style="list-style-type: none"> Take a self-portrait or a photograph Use a simple computer paint program to create a picture (T1) 	<ul style="list-style-type: none"> Understand how to use 'zoom' to show an object in detail e.g using a viewfinder to focus on a specific part of an artefact before drawing it Use photographs within work for different effects and purposes Create increasingly more complex pictures on the computer. (T2, T3, T4, T5)