



ART PROGRESSION GRID

Intent: At Dorothy Barley Infant School we believe that a high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with new knowledge and skills. Carefully planned, progressive units of work provide opportunity for active learning and allow pupils to experiment, invent and create, ensuring a strong founding in art and design. Pupils are taught to respond to art work, thinking critically and using subject specific vocabulary to share their ideas. Their understanding of their own and others' cultural heritage is developed through studying a diverse range of artists. By the time children leave Dorothy Barley Infant School, they will have gained new knowledge and skills in the areas of drawing, painting, sculpture, printing and collage. They will be well prepared for the Art and Design curriculum at Key Stage Two and beyond.

<p>SHINE:</p> <p>S – Sparking curiosity H – Hands on and active learning I – Independence N – New knowledge and skills E – Empowering experiences</p>	<p>SMSC:</p> <p>S – Spiritual M – Moral S – Social C – Cultural</p>
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NURSERY	RECEPTION	YEAR 1	YEAR 2
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KEY VOCABULARY	<ul style="list-style-type: none"> Colour Light Dark Paint Draw Mix Line Circle Roll Pinch Stretch Twist Cut Stick 	<ul style="list-style-type: none"> Print Collage Shapes Join Glue Tape Stick Layer Pattern Art Plan Natural materials Illustration 	<ul style="list-style-type: none"> Artist Pattern Texture Outline Primary Secondary Tone Mood Line drawing Palette Brush strokes Collage Layering Effect 	<ul style="list-style-type: none"> Sculpture Etching Gradient Warm tones Cool tones Blended Sketch (Self) Portrait Proportion Cross-hatching Tone Detail Mood Sculpture Smoothing Collagraph Monoprint
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NURSERY	RECEPTION	YEAR 1	YEAR 2
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Generating Ideas and Evaluating			
<p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p>	<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Work together to develop and realise creative ideas</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Consider which materials are best to use</p> <p>Explore and create ideas for different purposes and intentions</p>	<p>Working from observation</p> <p>Use imagination to form objects</p> <p>Use artist sources to develop own ideas</p>

	<p>Provide children with a range of materials to select from, encouraging them to think about and discuss what they want to make</p> <p>Discuss problems and how they might be solved as they arise</p>	<p>Describe how they feel about their work, what they like and how it could be improved</p>	<p>Compare work created by others, identifying similarities and differences</p> <p>Evaluate their own work based on specific criteria</p>
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Drawing

<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 no</p> <p>Use a comfortable grip with good control when holding pens and pencils</p>	<p>Use line and shape to represent real and imaginary objects</p> <p>Include more details within their drawings, such as including all the elements of a face</p> <p>Show different emotions in their drawing</p> <p>Draw from their imagination and from observation</p>	<p>Explore mark making and experiment with drawing lines and 2D shapes</p> <p>Use language to describe lines</p> <p>Draw from observation, with the representation more closely matching reality</p>	<p>Use proportion when drawing (portraits)</p> <p>Begin to use tone to develop form</p> <p>Develop skill and control using sketching pencils</p> <p>Develop techniques for sketching, including cross-hatching</p> <p>Use line for expression when drawing portraits and proportional drawing</p>
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Painting

<p>Explore colours and colour mixing</p> <p>Show different emotions in their paintings, like happiness, sadness, fear etc</p> <p>Use small and large tools to paint on different scales</p>	<p>Develop colour mixing techniques to match colours they see</p> <p>Select different tools for painting on a large and small scale</p> <p>Select colours carefully, thinking about the effect they want to create</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings – colour and brush size</p>	<p>Mix primary colours to create secondary colours</p> <p>Use white and black to create shades and tints</p> <p>Mix a colour to a specification, for example dark green</p> <p>Describe the colours they have created</p> <p>Experiment with brush strokes and handling different brushes</p>	<p>Develop the use of warm and cool tones</p> <p>Select appropriate tools to paint</p> <p>Refine brush techniques, including the amount of water to use to blend colours</p> <p>Blend gradients to create landscapes</p> <p>Describe their colour selections</p> <p>Use different tones to create atmosphere</p>
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Collage

<p>Use one-handed tools and equipment, for example making snips in paper with scissors</p> <p>Explore cutting and sticking to create art</p>	<p>Join materials and explore different textures</p> <p>Use scissors with a greater degree of motor control to cut more accurately</p> <p>Explore how different materials can be stuck together</p>	<p>Refine cutting skills, including cutting out space in an enclosed area</p> <p>Incorporate a variety of materials, including natural materials</p> <p>Experiment with layering for effect</p>	
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	<p>Use different techniques to join materials</p> <p>Create simple collages</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings – selection of materials</p>	<p>Explore different materials and select for effect within their final collage</p> <p>Identify and describe different techniques</p>	
<u>Sculpture</u>			
<p>Make models using malleable materials like playdough</p>	<p>Use malleable materials to represent real objects and imagined ideas</p> <p>Use pinching, twisting and rolling to create different shapes</p>		<p>Use a range of techniques to shape plasticine, including rolling, pinching, twisting, joining and smoothing</p> <p>Use tools to create texture on a sculpture</p> <p>Join elements together to create a sculpture, smoothing over the join</p> <p>Create 3D shapes to represent real life</p>
<u>Printing</u>			
<p>Explore creating prints with paint and a range of tools e.g. cotton reels and potatoes</p>	<p>Explore creating prints with paint and a range of tools e.g. cotton reels and potatoes</p> <p>Use colour to create a simple repeated print</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings – choice of printing material</p>	<p>Create their own foam plate for printing with a geometric shape</p> <p>Create a repeated print inspired by an artist</p> <p>Use techniques for printing with a plate with a greater degree of accuracy</p> <p>Use a roller to distribute paint over a printing plate</p>	<p>Use collagraph printing to create monoprints</p> <p>Use shape and colour to print a scene with several elements</p> <p>Distribute paint evenly over a plate and use pressure to ensure an even print</p>
<u>Knowledge of Artists</u>			
<p>Opportunities to explore a wide range of art, including illustrations, paintings, collage and sculpture</p> <p>Introduce children to the work of artists from across times and cultures</p> <p>Share simple likes and dislikes about works of art</p>	<p>Visit galleries and museums (in person or online) to generate inspiration and conversation about art and artists</p> <p>Notice features in the natural world, defining colours, shapes, texture and smells</p> <p>Share opinions about the work of different artists, recognising that everyone responds to art in a different way and that we can develop our own preferences</p>	<p>Teach about the work of a range of artists. To include:</p> <p>Naomi Wanjiku Gakunga (African patterns)</p> <p>Pablo Picasso (line drawings)</p> <p>Artwork with repeated elements: Gustav Klimt – The Tree of Life Anni Albers – Serigraph on Paper Andy Warhol – Marilyn Diptych Bridget Riley - Nataraja Takashi Murakami – Blue Flowers</p>	<p>Teach about the work of a range of artists. To include:</p> <p>Vincent Van Gogh (self-portraits)</p> <p>Henri Matisse (painting)</p> <p>Niki de Saint Phalle (sculpture)</p>

Assessment

Key Enquiry: Big Questions

Nursery

Expressive Arts and Design

How can I draw a picture of myself?

What colours can we use?

How can we draw an animal?

How can we sculpt a character?

Reception

Expressive Arts and Design

How can we draw a scene from a story?

How can we collage with different materials?

How can we paint the jungle?

How can we print with different materials?

Year 1

Painting

How do we mix secondary colours?

Drawing

How can we use lines and shapes to draw a sea creature?

Printing

How do we print a repeated pattern?

Collage

How do we collage using natural materials?

Year 2

Painting

How do we use different tones to create atmosphere?

Drawing

How do we draw a self-portrait?

Printing

How can we print a garden scene?

Sculpture

How do we represent rainforest creatures through plasticine?