

ART Curriculum Progression at Merebrook Infant School



EYFS Framework/ National Curriculum			
Pillar of Learning: Drawing			
	Early Years	Year 1	Year 2
Substantive Knowledge	- Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing and paintbrushes. (PD: Reception) - Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD: 3&4 Year Olds) - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD: 3&4 year olds)	- To use drawing to develop and share ideas, experiences and imagination. - To develop a wide range of art and design techniques in using line, shape and space.	- To use drawing to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using line, shape and space.
Practical Knowledge (Developing Skill)	- I can experiment with a variety of tools to draw. - I can draw closed shapes. - I can begin to make accurate drawing of people.	- I can use a variety of tools to draw. - I am beginning to observe and draw objects of different size and perspective. - I am beginning to explore using dots and lines to add pattern and texture. - I can draw a self-portrait with recognisable features.	- I can select an appropriate drawing tool for its purpose. - I can sketch to make quick records or plan. - I can use a dots and lines to add pattern and texture. - I can draw a self-portrait with correctly placed features in the correct place and use correct sizing. - I can see the use of light, dark and shadow in art work.
Theoretical Knowledge	Possible artists portrait to look at: Vincent Van Gogh/Wassily Kandinsky - Learn about when he lived/died - Learn about where he was from - What type of artist - Why he painted in the way he did.	Possible artists portrait to look at: Pablo Picasso/David Hockney - Learn about when he lived/died - Learn about where he was from - What type of artist - Why he painted in the way he did. - Discuss meaning and interpretation of artists self-portraits.	Possible artists portrait to look at: Freda Kahlo/Romero Britto. - Learn about when she lived/died - Learn about where she was from - What type of artist - Why she painted in the way she did. - Discuss meaning and interpretation of artists self-portraits. Use work of Romero Britto to inspire children back grounds of portraits. Use technique of layering up.
Disciplinary knowledge	Talk with the children about what art is. Why is it made and why people enjoy making and looking at art. Within sessions use the following questions to tease out children's thoughts and opinions of different types of art. - How has this art been made? - What has the artist created? - Do you like it?	Within sessions use the following questions to tease out children's thoughts and opinions of different types of art. - How has this art been made? - What is the purpose of this piece? - Have we seen art like this before in other cultures? - What is art? Why do we create pieces of art?	Within sessions use the following questions to tease out children's thoughts and opinions of different types of art. - How has this art been made? - What is the purpose of this piece? - Have we seen art like this before in other cultures? (Draw attention to influences of art throughout history) - What is art? Why do we create pieces of art? - What was the artist feeling when creating this piece? - What was the message he wanted to portray? - How would you judge this piece of art work? - Do you like it? Can you explain/justify?
Greater Depth Statements		- Uses sketches books effectively to explore different drawing techniques. - Demonstrates a high level of skill in drawing. - Recognises that own drawing skills and techniques need to be developed and select which one to refine. - There is evidence of drawing skills they have learnt being applied in their work. - Completes work to a high a standard, showing pride in their work.	- To effectively use sketch books to practise drawing skills and techniques. - Own self portrait shows a good level of detail and size proportion of features. - Demonstrates a high level of skill in drawing. - Able to critique own work, explaining what went well and what they would like to improve on. - Produces high quality presentation of work in final pieces.
Vocabulary	Mark making, lines, shapes, self-portrait.	Draw, self-portrait, face, features, eyes, nose, mouth, ears.	Draw, self-portrait, features, eyes, ears, nose, mouth, chin, eyebrows, eye lashes, lines, dots, light and dark.
Artists/Lessons for completed pieces	- Mark making in sketch book. 2D shape drawing in sketch book. - Picture of Van Gogh – discussion re: face/features.	- Feature drawing in sketch book, looking at size. - Exploration of lines and dots within eyes, lips. - Plan of face and feature plotting	- Explore pencils of different grades. - Practise of sketching of faces for quick records and placement.

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	• Photo of self – discussion re: features • Completed pencil drawn self-portrait.	• Photo of Pablo Picasso – discussions re: face/features/placing of features. • Photo of self – labelling of parts/feature of face. • Completion of pencil drawn self-portrait, with evidence of correct size and experiment of lines and dots.	• Exploration of dots and lines to add patterns and details such as eye brows, eye lashes, freckles, lines around eyes/lips/etc. • In-depth study of drawing an eye – looking at shaping/shading/detailed features. • Photo of Freda Kahlo – discussion points about artist/features of self-portrait. • Completion of pencil drawn self-portrait, with evidence of use of different shades of pencils for detail.
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Pillar of Learning: Painting			
	EYFS	Year 1	Year 2
Substantive knowledge	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing and paintbrushes. (PD: Reception) • To explore colour and colour mixing. (EAD: 3&4 year olds) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD: Reception) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD: ELG)	• To be able to use a range of materials creatively to design and make products. • To use painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour and pattern.	• To be able to use a range of materials creatively to design and make products. • To use painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern and line.
Practical Knowledge (Developing Skill)	• I can name the 3 primary colours. • I can describe what happens when I mix them. • I am beginning to mix and name secondary colours.	• I can name all the primary and secondary colours. • I know what primary colours are mixed to make secondary colours. • I can apply colours using a range of tools.	• I can make tints of a colour by adding white. • I can change the shade of a colour by adding small amounts of black. • I can apply colour using a range of tools including a range of different size brushes.
Theoretical Knowledge	• Possible artists to learn about/explore and make comparisons and contrast. (Piet Mondrian/ Henri Matisse) • Learn about Piet Mondrian/Henri Matisse • When he lived/died • Where he was from. • What type of artist • Why he used the style he did • Look at a range of his works. Are they similar/different.	• Possible artists to learn about/explore and make comparisons and contrast. (Paul Klee/ Wassily Kandinsky) • Learn about Paul Klee/Wassily Kandinsky • When he lived/died • Where he was from. • What type of artist • Why he used the style he did • Look at a range of his works. Are they similar/different.	• Possible artists to learn about/explore and make comparisons and contrast. (Vincent Van Gogh/ Claude Monet) • Learn about Vincent Van Gogh/Claude Monet • When he lived/died • Where he was from. • What type of artist • Why he used the style he did • Look at a range of his works. Are they similar/different.
Artists/Lessons for completed tasks	• Create a primary colour map – using pens, pencils, crayons, paint. • Mondrian – looking at how primary colours are used in art work. • Creating own style of Mondrian work. • Create a mixing pallet with primary colours.	• Create a colour mixing pallet of adding primary to make secondary in sketch book. Possible use of water colours. • Explore Paul Klee – Sun and Castle. Discuss how the work uses primary and secondary (Warm and cool colours) • Exploring colours assigned to an emotion. • Create a colour wheel to show primary and secondary colours. • Use colour mixing to create own version of Paul Klee Sun and Castle.	• Exploring colour mixing with different media i.e. poster paints and water colours. • Making tint charts – selecting a primary colour and adding small amounts of what each time to change the tint. • Making shade charts – selecting a primary colour and adding small amounts of black each time to change the tone/shade. • Experimenting with a range of brushes of different sizes. • Discussion of artists work: Van Gogh's Wheatfield with Crows – use of tints and tones.

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			Use of tonal and tint mixing to create own version of Van Gogh's Wheatfield with Crows.
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Greater Depth Statements		- Effectively uses sketch books to explore colour mixing techniques, showing multiple attempts to perfect mixing. - Able to use a paint brush effectively to apply paint in layers and not scrub. - Effectively selects and uses colour to evoke/convey moods and feeling. - Completes work to a high standard, showing pride in their work. - Demonstrates a high level of skill in painting.	- Effectively uses sketch books to practise colour mixing techniques. - Demonstrates use of different paint brush sizes to complete a final piece. - Demonstrates a high level of skill in painting. - Able to critique own work, explaining what went well and what they would like to improve on. - Produces high quality presentation of work in final pieces. - Begins exploring colouring mixing to create tertiary colours.
Vocabulary	Primary colours, red, yellow, blue, mix.	Primary colours, secondary colours, red, yellow, blue, orange, purple, green, mix, paint brush.	Primary colours, secondary colours, mix, red, yellow, blue, orange, purple, green, tint, tone, light, dark, paint brush, thick, thin.

Pillar of Learning: 3D Form /Sculpture			
	Early Years	Year 1	Year 2
Substantive knowledge	- Joins materials and explores different textures. (EAD: 3&4 year olds) - Return to and build on previous learning, refining ideas and developing their ability to represent them. (EAD: Reception) - Create collaboratively sharing ideas, skills and resources (EAD: ELG).	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Practical Knowledge (Developing Skill)	- I can construct with a purpose in mind. - I can manipulate materials to construct models. - I can join different materials to make models.	I can use a variety of natural, recycled and manufactured materials for sculpturing a known object.	I can use a variety of techniques such as rolling, pinching and cutting, to sculpture with clay.

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Theoretical Knowledge	- Suggested artist/ Barbara Hepworth/Miechelle Reader - Learn about artist and sculpture - When he lived/died. - Where he was from. - What type of artist.	- Learn about artist and sculpture - Andy Goldsworthy/Nils Udo - When he lived/died - Where he was from - What type of artist - Why he used they style he did - Look at a range of natural art works over history. Are they similar/different	- Learn about artist and sculpture – Sir Anthony Gormley/Rachel Whiteread - When he lived - Where he was from. - What type of artist - Why he used they style he did - Look at the items he has used to create his art work. - Compare modern clay sculptures/pot with those from history? Are their any similarities of differences?
Artists/Lessons for completed tasks	- Lesson on focus artist and their works. - Allowing children to create sculptures with construction kits. - Allowing children to create sculptures with boxes. - Allowing children to create sculptures with play dough. - Allowing children to create sculptures with food.	- Lesson on focus artist and their works. - Explore the works/images of work by Andy Goldsworthy – collate images of favourites and make notes re: feelings, meanings. Likes/dislike, use of colours. - Drawing from nature: explore natural objects, twigs, stones, leaves, pine cones, feathers. Take photos for sketch books, draw them, explore lines, colours, shapes, form. - Planning group piece of natural art. Could be a circular pattern/portrait/scene. - Walk in woodland area to collect items for creating group work. - Create and showcase. Allow children to discuss each other’s pieces. What do they like? What looks affective? Were the correct materials selected?	- Lesson on focus artist and their works. Looking at pots made throughout history. - Exploring techniques with clay such as slabbing (rolling), coiling (rolling and building up in layers) pinching, squeezing. PHOTOS FOR SKETCH BOOKS - Exploring mark making on clay using a range of tools. - Discussion of art works: Use of clay techniques used, what the pot is portraying, what emotions does the pot give you? - Design of own pot – sketch books. - Creations of own pot. - Decorating pot with clay embellishments and pen sketching. - SCULPTURE WALK AROUND MK CITY CENTRE
Disciplinary knowledge	Talk with the children about what art is. Why is it made and why people enjoy making and looking at art. Within sessions use the following questions to tease out children’s thoughts and opinions of different types of art. - How has this art been made? - What has the artist created? - Do you like it?	Within sessions use the following questions to tease out children’s thoughts and opinions of different types of art. - How has this art been made? - What is the purpose of this piece? - Have we seen art like this before in other cultures? - What is art? Why do we create pieces of art?	Within sessions use the following questions to tease out children’s thoughts and opinions of different types of art. - How has this art been made? - What is the purpose of this piece? - Have we seen art like this before in other cultures? (Draw attention to influences of art throughout history) - What is art? Why do we create pieces of art? - What was the artist feeling when creating this piece? - What was the message he wanted to portray? - How would you judge this piece of art work? - Do you like it? Can you explain/justify?
Greater Depth Statements		- Effectively uses a sketch book to sketch ideas and plan sculptures. - Confidently explores and combines materials to create sculptures. - Demonstrates a high level of skill in sculpture. - Considers careful placement of items to create maximum impact on the sculpture. - Completes work to a high standard, showing pride in their work.	- Effectively uses sketch books to plot and plan sculptures. - Confidently experiments sculpting with different materials. - Uses influence from historical clay work in their own work. - Able to critique own work, explaining what went well and what they would like to improve on. - Demonstrates a high level of skill in sculpture. - Produces high quality presentation of work in final pieces. - Final sculpture piece shows clear definitions of embellishments.
Vocabulary	Model, joining, construct, build.	Model, construct, joining, build, sculpture, position, natural materials	Model, sculpture, joining, position, slabbing, coiling, roll, pinch, cut, clay, materials.