



# Wallace Fields Infant School & Nursery

## Art Progression Overview



| Art: ELG (EAD)  |   |
|---|---|
| <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>   |   |
| <p><b>2-3 years</b></p> <ul style="list-style-type: none"> <li>To make marks intentionally.</li> <li>To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>To know 5 colour names.</li> <li>To use scissors/support scissors to make snips in paper.</li> </ul>  |   |
| 3-4 years   | In Reception  |
| <ul style="list-style-type: none"> <li>Name colours and find an object of the named colour <b>(Colour)</b></li> <li>Children to use the appropriate colour when creating. <b>(Colour)</b></li> <li>Experiment with colour mixing using primary colours <b>(Colour)</b></li> <li>Explore sorting objects in colours <b>(Colour)</b></li> <li>Begin to use colour for a purpose <b>(Colour)</b></li> <li>Draw a continuous shape and add more details. <b>(Drawing)</b></li> <li>Explore a variety of different mark making tools including pencils, crayons, oil pastels and felt tips <b>(Drawing)</b></li> <li>Complete an ABAB pattern using a variety of different resources including paint and physical resources <b>(Drawing) (Pattern)</b></li> <li>Draw a simple representation of a face, including key features <b>(Drawing)</b></li> <li>Access to printing materials and practice printing a clear image. <b>(Pattern)</b></li> <li>Hold scissors correctly and cut around a shape <b>(Form)</b></li> <li>Explore shaping and moulding using playdough and clay. <b>(Form)</b></li> <li>I can talk about a model I have made <b>(Form)</b></li> </ul> | <ul style="list-style-type: none"> <li>Explore the language of primary and secondary colours <b>(Colour)</b></li> <li>Explore mixing colours for a purpose, using the primary colours <b>(Colour)</b></li> <li>Explore finding/sorting colours using light/dark colours E.g. I can find light blue/I can find dark blue <b>(Colours)</b></li> <li>To be exposed to work from different artists <b>(Colour)</b></li> <li>Use colours for a purpose. <b>(Colour)</b></li> <li>Mark make with a purpose and use the correct tool <b>(Drawing)</b></li> <li>Recall and refine their use of different mark making tools and purposes <b>(Drawing)</b></li> <li>Recall pattern work and begin to describe patterns they can see around them <b>(Drawing)</b></li> <li>Draw a representation of a person including face and body and key features. <b>(Drawing)</b></li> <li>Continue to work on printing skills and explore printing using a variety of materials. <b>(Pattern)</b></li> <li>Hold scissors correctly and cut out a circle. <b>(Form)</b></li> <li>Explore shaping and moulding using clay. Children to be introduced to tools to moulding the clay. <b>(Form)</b></li> <li>Plan a simple model using a planning sheet <b>(Form)</b></li> <li>I can write a sentence about a model I have built <b>(Form)</b></li> </ul> |
| <p><b>Reception Key Vocabulary:</b></p> <p><b>Anchor words:</b> Thick, Thin, 2D shape, 3D shape, Flat, Smooth, Rough, similarities, differences, Colour, draw, paint, paper, scissors, glue, chalk, pencil, pen, red, blue, green, yellow, pink, purple, playdough, cut, line, circle, soft, hard</p> <p><b>Goldilocks words:</b> Repeating, Spotted, Striped, texture light, dark, roll, bumpy squash, pinch, squeeze, curved, pattern, Straight line, Long line, Short line, Wavy line, Zig zag</p> <p><b>Step on:</b> stroke, art, collage, materials</p>  |   |

| Art: End of Key Stage One National Curriculum Expectations  |  |   |  |   |
|---|--|---|--|---|
| Drawing<br>(Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software)   | Colour<br>(Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels)   | Form<br>(3D experiences- rigid and malleable materials)   | Printing & Pattern<br>(Found materials, fruit/veg, wood blocks, press print, lino, string)<br>(Paint, pencil, textiles, clay, printing)  | Evaluation  |
| <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> | <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> | <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> | <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> | <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>Learn 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.</li> </ul> |



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| <b>Colour:</b> Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels<br><b>Drawing:</b> Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software<br><b>Form:</b> 3D experiences - rigid and malleable materials<br><b>Printing &amp; Pattern:</b> (Found materials, fruit/veg, wood blocks, press print, lino, string), (paint, pencil, textiles, clay, printing)  |   |
|---|---|
| Year One  | Year Two  |
| <ul style="list-style-type: none"><li>Know the primary colours <b>Colour</b></li><li>Discuss warm and cold colours <b>Colour</b></li><li>Know how to mix 2 primary colours to make secondary colours <b>Colour</b></li><li>Add black and white to darken and lighten colours</li><li>Find collections of colours- different sorts of green, blue, purple etc. Use language to evaluate – light/dark <b>Colour</b></li><li>Continue to explore applying colour with a range of tools for enjoyment <b>Colour</b></li><li>Explore different textures, develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. and experiment with marks, line, form, observational drawing - building on previous experience <b>Drawing</b></li><li>Extend the variety of drawing tools to include charcoal and felt tips <b>Drawing</b></li><li>Observe patterns in the natural and man-made world <b>Drawing</b></li><li>Observe landscapes of artists <b>Drawing</b></li><li>Discuss proportion and where the sky is in landscapes <b>Drawing</b></li><li>draw landscapes as accurately as possible <b>Drawing</b></li><li>Observe anatomy- encourage accurate drawings of people <b>Drawing</b></li><li>Explore the work of an artist who uses colour and make links to their own work (Klee, Kandinsky) <b>Artists</b></li><li>Explore the work of an artist who uses anatomy and make links to their own work <b>Artists</b></li><li>Awareness and discussion of patterns around them <b>Pattern</b></li><li>Experiment creating repeating patterns on paper using drawing or printing or printing their own design <b>Pattern</b></li><li>Use equipment and media correctly, to produce a clean image <b>Pattern</b></li><li>Create patterns and pictures by printing from objects using more than one colour <b>Pattern</b></li><li>Use appropriate language to describe tools, process etc. <b>Pattern</b></li><li>Cut shapes using scissors <b>Form</b></li><li>Use both hands and tools to build <b>Form</b></li><li>Construct to represent personal ideas <b>Form</b></li><li>Make simple joins by manipulating modelling material or pasting carefully <b>Form</b></li><li>Use materials to make known objects for a purpose <b>Form</b></li><li>Carve into media using tools <b>form</b></li><li>Pinch and roll using modelling media <b>form</b></li><li>Discussion of weight and texture <b>form</b></li></ul> <p><b>Evaluation</b><br/>Use appropriate language to describe tools, process etc.</p> | <ul style="list-style-type: none"><li>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ <b>Colour</b></li><li>Make as many tones of one colour as possible using primary colours and white <b>Colour</b></li><li>Darken colours without using black <b>Colour</b></li><li>Learn the complimentary colours <b>Colour</b></li><li>Mix colour to match those of the natural world- colours that might have a less defined name <b>Colour</b></li><li>Experience using colour on a large scale –A3/A2 playground <b>Colour</b></li><li>Continue as year 1 to experiment with tools and surfaces <b>Drawing</b></li><li>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil <b>Drawing</b></li><li>Understand tone through the use of different grades of pencils (HB, 2B, 4B) <b>Drawing</b></li><li>Continue to draw as a way of recording experiences and feelings <b>Drawing</b></li><li>Look at drawings and begin to discuss use of shadows, and use of light and dark <b>Drawing</b></li><li>Sketch to make quick records of something <b>Drawing</b></li><li>Observe anatomy- encourage accurate drawings of people (portraits and moving people.) <b>Drawing</b></li><li>Explore the work of an artist who uses colour and make links to their own work impressionism, Van Gogh, Dave Best <b>Artists</b></li><li>Explore the work of an artist who uses anatomy and make links to their own work artists (Picasso) <b>Artists</b></li><li>Look at and discuss natural and manmade patterns <b>Pattern</b></li><li>Use print making as a means of creating patterns <b>Pattern</b></li><li>Print with growing range of objects – including manmade and natural printing tools <b>Pattern</b></li><li>Experiment by arranging, folding repeating, overlapping, regular and irregular patterning <b>Pattern</b></li><li>Extend repeating patterns – overlapping, using 2 contrasting colours etc. <b>Pattern</b></li><li>Awareness of natural and man-made forms and environments Artist Andy Goldsworthy <b>Form</b></li><li>Expression of personal experiences and ideas in work <b>Form</b></li><li>Shape and form from direct observation <b>Form</b></li><li>Use a range of decorative techniques: applied, impressed and painted <b>Form</b></li><li>Use range of tools for shaping, mark making etc. <b>Form</b></li><li>Replicate patterns and textures in a 3D form <b>Form</b></li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>Talk simply about own work and that of other artists</li><li>Begin to make simple thoughts about own work and that of other sculptures</li></ul> |
| <p><b>Year One Key Vocabulary:</b></p> <p><b>Anchor words:</b> colour mixing, space, bright, bold, cool, warm, shade, light, dark</p> <p><b>Goldilocks words:</b> sketch, symmetrical</p> <p><b>Step-on:</b> foreground, background, diagonal, vertical, horizontal, primary colours, secondary colours</p>   | <p><b>Year Two Key Vocabulary:</b></p> <p><b>Anchor words:</b> Sketch, tone, pattern, technique, shadows, thick, thin, wavy, highlight</p> <p><b>Goldilocks words:</b> complementary, cross hatch, co-ordinating, tint, secondary colour, natural, manmade, shade, blend, portrait, clay, coil, repetition.</p> <p><b>Step on:</b> scratch and slurry, monoprint, complementary.</p>  |