



Wallace Fields Infant School & Nursery

Art Progression Overview

Art: ELG (EAD)	
Children at the expected level of development will: <ul style="list-style-type: none">• 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.	
3-4 years	In Reception
<ul style="list-style-type: none">• Explores the use of different textures.• Draws with increasing complexity and detail e.g. a face with details.• Shows different emotions in their drawings/paintings.• Can name colours.• Uses the work of artists as inspiration for their own work.	<ul style="list-style-type: none">• Knows how to mix colours successfully.• Can discuss the work of artists.• Can use the work of an artist as inspiration for their own work.
<p>Reception Key Vocabulary:</p> <p>Anchor words: 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>Goldilocks words: 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>Step on: stroke, art, collage, materials</p>	



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



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Drawing: Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software
Colour: Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels
Form: 3D experiences - rigid and malleable materials
Printing & Pattern: (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"> • Know the primary colours Colour • Discuss warm and cold colours Colour • Know how to mix 2 primary colours to make secondary colours Colour • Find collections of colours- different sorts of green, blue, purple etc. Use language to evaluate – light/dark Colour • Continue to explore applying colour with a range of tools for enjoyment Colour • Explore the work of an artist who uses colour and make links to their own work (Klee, Kandinsky) Artists • 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 Drawing • Extend the variety of drawing tools to include charcoal and felt tips Drawing • Observe patterns in the natural and man-made world Drawing • Observe landscapes of artists Drawing • Discuss proportion and where the sky is in landscapes Drawing • draw landscapes as accurately as possible Drawing • Explore the work of an artist who uses anatomy and make links to their own work Artists • Observe anatomy- encourage accurate drawings of people Drawing • Awareness and discussion of patterns around them Pattern • Experiment creating repeating patterns on paper using drawing or printing or printing their own design Pattern • Use equipment and media correctly, to produce a clean image Pattern • Create patterns and pictures by printing from objects using more than one colour Pattern • Use appropriate language to describe tools, process etc. Pattern • Cut shapes using scissors Form • Use both hands and tools to build Form • Construct to represent personal ideas Form • Make simple joins by manipulating modelling material or pasting carefully Form • Use materials to make known objects for a purpose Form • Carve into media using tools form • Pinch and roll using modelling media form • Discussion of weight and texture form <p>Evaluation Use appropriate language to describe tools, process etc.</p>	<ul style="list-style-type: none"> • Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ Colour • Make as many tones of one colour as possible using primary colours and white Colour • Darken colours without using black Colour • Learn the complimentary colours Colour • Mix colour to match those of the natural world- colours that might have a less defined name Colour • Experience using colour on a large scale –A3/A2 playground Colour • Explore the work of an artist who uses colour and make links to their own work impressionism, Van Gogh Artists • Continue as year 1 to experiment with tools and surfaces Drawing • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil Drawing • Understand tone through the use of different grades of pencils (HB, 2B, 4B) Drawing • Continue to draw a way of recording experiences and feelings Drawing • Look at drawings and begin to discuss use of shadows, and use of light and dark Drawing • Sketch to make quick records of something Drawing • Explore the work of an artist who uses anatomy and make links to their own work artists (Picasso) Artists • Observe anatomy- encourage accurate drawings of people (portraits and moving people.) Drawing • Look at and discuss natural and manmade patterns Pattern • Use print making as a means of creating pattern Pattern • Print with growing range of objects – including manmade and natural printing tools Pattern • Experiment by arranging, folding repeating, overlapping, regular and irregular patterning Pattern • Extend repeating patterns – overlapping, using 2 contrasting colours etc. Pattern • Awareness of natural and man-made forms and environments Form • Expression of personal experiences and ideas in work Form • Shape and form from direct observation Form • Use a range of decorative techniques: applied, impressed and painted Form • Use range of tools for shaping, mark making etc. Form • Replicate patterns and textures in a 3D form Form <p>Evaluation</p> <ul style="list-style-type: none"> • Talk simply about own work and that of other artists • Begin to make simple thoughts about own work and that of other sculptures



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Year One Key Vocabulary:

Anchor words: colour mixing, space, bright, bold, cool, warm, shade, light, dark

Goldilocks words: sketch, symmetrical

Step-on: foreground, background, diagonal, vertical, horizontal, primary colours, secondary colours

Year Two Key Vocabulary:

Anchor words: Sketch, tone, pattern, technique, shadows, thick, thin, wavy, highlight

Goldilocks words: complementary, cross hatch, co-ordinating, tint, secondary colour, natural, manmade, shade, blend, portrait, clay, coil, repetition.

Step on: scratch and slurry, monoprint, complementary.