

ART and DESIGN Curriculum Progression 2022 - 2023

Garden Suburb Infant School

End of Phase End Points	Reception Early Learning Goals			End of Key Stage One End Points		
	Expressive Art and Design 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. Related ELG Children at the expected level of development will: <ul style="list-style-type: none">Use a range of small tools including scissors and paint brushesBegin to show accuracy and care when drawing			<ul style="list-style-type: none">Use a range of materials creatively to design and make products.Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.Know 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.		
TECHNIQUES + PROCESSES						
DRAWING	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
Exploration	Begin to explore making marks with a wide range of drawing tools. Begin to explore drawing on different surfaces in the environment	investigate the possibilities of a range of mark making tools. use different surface for mark making begin to make observed representations of people	Choose and use a variety of marks on a background made from a range of different surfaces Continue to make observed representations of people	draw join pencil pastel	mark tool charcoal graphite Begin to	point edge side surface area space HB/B/4B pencils
Lines and Marks	match and draw marks/lines from observations Invent new lines	name, match and draw marks/lines from observation/imagination /memory	explore ideas and use their imagination in response to music/artist’s work as a stimulus for mark making Begin to explore horizon lines and basic one point perspective	long short round straight look	line thick thin curved wavy zig zag spiral	horizontal vertical diagonal height width observe expressive controlled
Shape	observe and draw shapes from observations begin to join several shapes together to make a different shape Invent new shapes	observe and draw shapes from observations join different shapes together to make a whole	observe and draw a group of objects draw shapes between objects and invent new shapes. Explore drawing objects from different viewpoints	shape circle oval square triangle join portrait	space between silhouette rectangle oblong near far self portrait	distance perspective shadow eclipse group symmetrical still – life scale

			Begin to explore near and far through drawing larger, smaller shapes and overlapping shapes			distance perspective
Tone		experiment with light and dark tones using different drawing tools	Investigate a range of tones through drawing light/dark lines, shapes and patterns	dark light	lighter darker harder softer	shadow blend gradual shading stippling hatching cross hatching
Texture	draw on different surfaces with a range of media explore making rubbings of textures in the environment	explore making repeated a variety of marks to create patterns and 'textures'	record and describe 'texture', from observation Use texture to add detail to drawings from imagination	pattern repeat	texture mark bumpy smooth soft hard	Surface rough scaly jagged contrast
PAINTING	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	<p>Begin to wash and clean brushes ready for a new colour</p> <p>Explore possibilities of applying paint in different ways: splashing, blending, smearing, dribbling</p> <p>Explore applying paint with different tools: using brushes, hands, sponges, found objects, sticks, lollipop sticks etc.</p> <p>Explore the range of marks the brushes can make (dots, lines, splodges, filled in areas etc.</p>	<p>Experiment with different brush sizes</p> <p>Wash and clean brushes ready for a new colour</p> <p>Name different types of paints and their properties</p> <p>Use thick and thin paint inc. watercolours</p> <p>Explore using different brush strokes</p> <p>explore techniques e.g. sgraffito</p> <p>mix and match colours to artefacts and objects</p>	<p>mix secondary/tertiary colours, tints and shades (flames)</p> <p>use different brush sizes for large areas and detail.</p> <p>Paint on different scales e.g. large for impasto and small for watercolours</p> <p>experiment with different tools and techniques e.g. layering, mixing media, sgraffito, blotting, painting on a constructed surface, diff watercolour techniques</p>	<p>primary thick thin mix dry wet watercolour</p>	<p>secondary tone tint dry sgraffito texture palette brush- stroke</p>	<p>shade tone colour-wheel ultramarine cyan blue cerise vermillion lemon yellow mid yellow impasto opaque translucent</p>

	Explore what happens when primary colours are mixed. Make paintings from observation of natural objects and from imagination	investigate colour mixing: primary/secondary/tints	mix secondary/tertiary colours, tints and shades create textured paint by adding sand/salt			
PRINTING	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	Exploring printing using found objects, initially using 1 colour. Explore simple monoprinting through adding paint to a printing plate Explore sequence printing. Make patterns, printing objects in a row using more than one colour.	make rubbings to collect textures and patterns print with a range of objects – investigate printing using primary colours create and print using a collagraph block (string/bubble wrap/corrugated paper etc. on card) Explore monoprinting through taking away paint from a printing plate	tear and print with positive and negative stencils investigate layering and overlapping colours when printing create a simple printing block using clay/layers of card experiment with overprinting motifs and colours Explore trace monoprinting	ink-up roller mono-print press pattern	block collagraph texture repeat overprinting	positive negative stencil motif multiple layer
3D	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	Handle and explore a range of malleable/materials that can be joined to make a form. Make simple constructions exploring ways of joining together 2 or more elements. Cover models in a variety of materials. Explore the potential of clay discovering what can be done with it	know how to use tools and materials safely and appropriately experiment with constructing and joining recycled, natural and manmade materials explore a range of marks which can be made by pressing objects into clay roll clay to make spheres, cylinders and coils.	use simple 2D shapes to create a 3D form roll clay to an even thickness make forms from small pieces of clay and apply these for surface decoration. change the form of clay by rolling, pulling, pinching and smoothing	clay hard soft smooth ball push pull press join	flat 3D solid join roll flatten pinch pull tile stone terracotta embed recycled sculptor sculpture	form coil cylinder sphere squeeze, pinching surface natural manmade stable structure

		use different clay of contrasting colours to decorate 3D forms	join two pieces of clay using liquid clay			
COLLAGE	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	<p>Handling and manipulating a wide range of collage materials, sorting and selecting according to colour, shape, texture, size.</p> <p>Experiment with tearing and cutting paper into simple shapes.</p> <p>Explore arranging, overlapping and repeating chosen collage pieces</p>	<p>sort and group materials using colours/texture as starting points</p> <p>fold, crumple, tear, cut and overlap materials</p> <p>create images from a variety of media e.g. photocopies, fabric, textured papers, magazines</p>	<p>work on different scales e.g. large scale collaborative pieces</p> <p>tear, overlap and assemble shapes from paper to create a picture of a scene.</p> <p>create collages using knowledge of primary and complimentary colours.</p>	<p>tear</p> <p>cut</p> <p>stick</p> <p>choose</p>	<p>overlap materials</p> <p>primary colours</p> <p>secondary colours</p> <p>texture</p>	<p>select</p> <p>arrange</p> <p>found</p> <p>natural</p> <p>man-made</p> <p>complimentary colours</p> <p>contrast</p> <p>surface</p>
TEXTILES	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	<p>Explore a range of texture in two or three dimensions use fabric/materials to wrap, fold, cut, stick.</p> <p>Arrange and stick fabric pieces to create patterns and textured “feely” pictures.</p> <p>Experiment with threading, lacing, weaving and wrapping</p>	<p>match and sort fabrics by colour, texture, length, size and shape.</p> <p>explore a variety of materials through: weaving, folding, tearing, cutting, pleating, knotting, fraying, fringing, plaiting</p> <p>cut, shape and join fabric in different ways – e.g. glueing, tying, running stitch</p> <p>colour and decorate fabric using colour wash/oil pastels</p> <p>apply decoration using beads, buttons, feathers, sequins etc.</p>	<p>explore different patterns of weaving e.g. over/under, over 2 and under 1 etc.</p> <p>develop a weaving using something ‘found’ to create a look for the warp e.g. sticks, a wheel, picture frame</p> <p>use a variety of natural/man made materials to create weft apply colour through printing, dipping, fabric crayons (creating and using dyes e.g. from onion skins, tea and coffee.</p>	<p>pattern</p> <p>cover</p> <p>material</p> <p>wool</p> <p>under</p> <p>over</p> <p>wrap</p> <p>pull</p> <p>join</p> <p>tie</p> <p>tear</p> <p>cut</p>	<p>repeat</p> <p>fabric</p> <p>thread</p> <p>decorate</p> <p>texture</p> <p>cotton</p> <p>weave</p> <p>knot</p> <p>print</p>	<p>warp</p> <p>weft</p> <p>surface</p> <p>direction</p> <p>fray</p> <p>fringe</p> <p>pleat</p> <p>plait</p> <p>dye</p> <p>dip</p>

DIGITAL MEDIA	Reception	Year One	Year Two	Vocabulary Reception	Vocabulary Year One	Vocabulary Year Two
	explore and develop ideas/mark making/picture making using digital sources.	begin to explore and develop ideas using digital sources use a simple graphics package to create images and effects e.g. changing the scale of drawing/painting tools/exploring colours and textures/fill create a simple animation on a PC or iPad	explore and develop ideas using digital sources record visual information using photos/film create, save and modify pictures, selecting appropriate brush size, texture, spray, shape, palette etc. create an animation on a PC or iPad using a wider range of tools to add more details	paint draw iPad camera screen printer tool icon fill change	sound line shape spray palette digital camera	modify stop-motion animate animation import effect font retrieve, device copy cut paste edit

Exploring and Developing Ideas

Inventive Ivy



Independent Iris



Resilient Rupert



Co-operative Colin



Reflective Rowan



Reception	Year One	Year Two
<p>Explore, talk about and represent ideas in different ways</p> <p>Explore how they can change and improve their work without worrying about making 'mistakes'.</p> <p>Answer questions about their ideas and work.</p> <p>Talk about their finished art and design work, describing it and how they feel about it, using some relevant vocabulary.</p> <p>Explore the work of artists, craftspeople and designers and begin to make connections with their own work.</p>	<p>Explore and record ideas from their imagination, memories and observations</p> <p>Develop and modify their ideas with growing confidence.</p> <p>Begin to use sketchbooks to try out and develop ideas, and practice new techniques.</p> <p>Begin to ask and answer questions about their ideas and artwork.</p> <p>Explore the work of artists, craftspeople and designers and begin to recognise and talk about similarities, and preferences. Recall names and information about a favourite artist.</p> <p>Answer and begin to ask questions about the starting points for their work.</p>	<p>Explore and record ideas from a range of different starting points, using sketchbooks to develop ideas, practice new techniques and refine drawing skills.</p> <p>Recognise that they can modify and develop ideas as part of the artistic process.</p> <p>Ask and answer questions about their work throughout the process.</p> <p>Explore the work of artists, craftspeople and designers, talk about similarities and differences and share opinions. Name several artists and be able to describe their work.</p> <p>Answer and begin to ask questions about the starting points for their work</p>

