



# Pocklington CE Infant School

## *Progression in Art Knowledge & Skills*

### EYFS Progression of skills and assessment checkpoints - **Expressive Art and Design.**

#### Art

##### Birth-Three

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

- . Start to make marks intentionally.
- . Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. .
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials. .
- . Use their imagination as they consider what they can do with different materials.
- . Make simple models which express their ideas.

##### Three- Four Years

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures. .

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

##### Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

##### Creating with materials- ELG .

- 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.
- Make use of props and materials when role playing characters in narratives and stories.

	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>. Explore colour and colour-mixing.</p>		
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	Nursery Baseline	Nursery End of Autumn 2	Nursery End of spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring 2	Reception EY Profile Year one Baseline
Painting skills	I can use my hands, feet and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.	Uses <u>very good</u> control to correctly hold and paint carefully in the lines.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD CWM-ELG
Colour	<p>I can use pre-made paints and am able to name most colours.</p> <p>I am beginning to explore mixing colour.</p>		<p>Uses primary colours to make secondary colours, e.g. green, orange and purple. Adds white to alter a shade or tint of paint.</p>			<p>Mixes and matches to a specific colour or shade needed.</p>	<p>Colours matches by altering the tint or shades.</p> <p>Creates warm and cold colours.</p>

Technique	I can make marks by drawing circles and lines.		Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.
Printing skills	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	I am beginning to understand that to print, I must press down and carefully lift off the printing tool.	I can print simple shapes with adult prompting for instructions.	I can independently print simple shapes, but I am helped with using the space to build up my composition.	I can independently print clear representations to create full pictures, without any support and add details	I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the</u> space.
(Drawing skills) Technique	I can make marks by drawing circles and lines.	I can draw enclosed spaces using lines and give meaning. Draws faces with basic features.	I can draw potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features	Draws from observation by making a careful study and then includes features and details in the pictures
Subject	I can draw things that I have seen.	I can draw simple things from memory.	I can draw self-portraits and use ideas from objects or pictures in my own work.		Draws landscapes with backgrounds, cityscapes and	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings

						buildings. Includes objects within these scenes, e.g., furniture and natural objects.	and objects from making close observation.
Joining Techniques	I can use glue sticks to join pieces.	I use glue spatulas and pva glue to join pieces.	I can join items using tapes - masking and Sellotape - cutting lengths needed.	I can join items in a variety of ways, sellotape, hole punches, glue and masking tape.	I can join items in a Variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using treasury tags, split pins and paperclips.
Sculpture	I can explore the dough.	I can make marks in the dough.	I can manipulate the dough by squashing, rolling, pinching, twisting and cutting. I can make something and give meaning to it.			I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt.  I can carefully select additional materials to incorporate and enhance my model.

KS1- Cycle B							
	Sculpture & 3D		Painting & Mixed Media		Drawing		Craft & Design
Methods & Techniques	<ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay</li> </ul>		<ul style="list-style-type: none"> <li>• Mix a variety of shades of a secondary colour.</li> <li>• Make choices about amounts of paint to use when mixing a particular colour.</li> <li>• Match colours seen around them.</li> <li>• Create texture using different painting tools.</li> <li>• Make textured paper to use in a collage.</li> <li>• Choose and shape collage materials eg cutting, tearing.</li> <li>• Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• Add painted detail to a collage to enhance /improve it.</li> </ul>		How to: <ul style="list-style-type: none"> <li>• Use shapes identified within in objects as a method to draw.</li> <li>• Create tone by shading.</li> <li>• Achieve even tones when shading.</li> <li>• Make texture rubbings.</li> <li>• Create art from textured paper.</li> <li>• Hold and use a pencil to shade.</li> <li>• Tear and shape paper.</li> <li>• Use paper shapes to create a drawing.</li> <li>• Use drawing tools to take a rubbing.</li> <li>• Make careful observations to accurately draw an object.</li> <li>• Create abstract compositions to draw more expressively.</li> </ul>		How to: <ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Separate wool fibres ready to make felt.</li> <li>• Lay wool fibres in opposite directions to make felt.</li> <li>• Roll and squeeze the felt to make the fibres stick together.</li> <li>• Add details to felt by twisting small amounts of wool.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing tile evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>
	Colour	Form	Shape	Line	Pattern	Tone	Texture
Knowledge & Skills	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').  Colours can be mixed to 'match' real life objects or to create things from your imagination.	That 'composition' means how things are arranged on the page.  Pieces of clay can be joined using the 'scratch and slip' technique.  A clay surface can be decorated by pressing into it or by joining pieces on	Collage materials can be shaped to represent shapes in an image.  Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	N/A (in the combined progression of skills)	Patterns can be used to add detail to an artwork.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	Collage materials can be chosen to represent real-life textures.  Collage materials can be overlapped and overlaid to add texture.  Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.  Painting tools can create varied textures in paint.

<b>Knowledge of Artists</b>	<ul style="list-style-type: none"> <li>Some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>Art can be figurative or abstract.</li> <li>Artists try out different combinations of collage materials to create the effect they want.</li> <li>Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul>	<b>Evaluating &amp; Analysing</b>	<ul style="list-style-type: none"> <li>People use art to tell stories.</li> <li>People make art about things that are important to them.</li> <li>People make art to share their feelings.</li> <li>People make art to explore an idea in different ways.</li> <li>People make art for fun.</li> <li>People make art to decorate a space.</li> <li>People make art to help others understand something.</li> </ul>
<b>Assessment</b>	Teacher in lesson assessment / Lesson assessment sheet when not taught by class teacher / Kapow end of unit quiz		

KS1- Cycle B							
	Sculpture & 3D		Painting & Mixed Media		Drawing		
<b>Methods &amp; Techniques</b>	<ul style="list-style-type: none"> <li>Roll and fold paper.</li> <li>Cut shapes from paper and card.</li> <li>Cut and glue paper to make 3D structures.</li> <li>Decide the best way to glue something.</li> <li>Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>Make larger structures using newspaper rolls.</li> </ul>		<ul style="list-style-type: none"> <li>Combine primary coloured materials to make secondary colours.</li> <li>Mix secondary colours in paint.</li> <li>Choose suitable sized paint brushes.</li> <li>Clean a paintbrush to change colours.</li> <li>Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>Overlap paint to mix new colours.</li> <li>Use blowing to create a paint effect.</li> <li>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul>		<ul style="list-style-type: none"> <li>That a continuous line drawing is a drawing with one unbroken line.</li> <li>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Hold and use drawing tools in different ways to create different lines and marks.</li> <li>Create marks by responding to different stimulus such as music.</li> <li>Overlap shapes to create new ones.</li> <li>Use mark making to replicate texture.</li> <li>Look carefully to make an observational drawing.</li> <li>Complete a continuous line drawing.</li> </ul>		
	Colour	Form	Shape	Line	Pattern	Tone	Texture
<b>Knowledge &amp; Skills</b>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings</p>	<p>That a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours</p>	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p>



						mixed affects the shade of the secondary colour produced.	Different drawing tools make different marks
Knowledge of Artists	<ul style="list-style-type: none"><li>• Some artists are influenced by things happening around them.</li><li>• Sometimes artists concentrate on how they are making something rather than what they make.</li><li>• Artists living in different places at different times can be inspired by similar ideas or stories.</li><li>• Artists choose materials that suit what they want to make.</li></ul>			Evaluating & Analysing	<ul style="list-style-type: none"><li>• Art is made in different ways.</li><li>• Art is made by all different kinds of people.</li><li>• An artist is someone who creates.</li></ul>		
Assessment	Teacher in lesson assessment / Lesson assessment sheet when not taught by class teacher / Kapow end of unit quiz						