

Subject Overview - Art



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------|---------|----------|----------|----------|---------|-----------|
| Nursery | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
| Reception | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
| Year 1 | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
| Year 2 | Drawing | Painting | Printing | Textiles | Collage | Sculpture |

Progression of Knowledge



| | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
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| Nursery | <p>Expressive Arts and Design Explore colour.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>PD Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> | <p>Expressive Arts and Design Explore colour and colour mixing.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>PD Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> | <p>Expressive Arts and Design Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>PD Use one-handed tools and equipment for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> | <p>Expressive Arts and Design Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> | <p>Expressive Arts and Design Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> | <p>Expressive Arts and Design Beginning to use and explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Beginning to develop their own ideas and then decide which materials to use to express them.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> |
| Reception | <p>Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p> | <p>Expressive Arts and Design Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> | <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> | <p>Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> | <p>Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</p> |

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| | <p>design, texture, form and function.</p> <p>PD Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD Use a range of small tools, including scissors, paintbrushes and cutlery.</p> | <p>function.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD Begin to show accuracy and care when drawing</p> | <p>function.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD Begin to show accuracy and care when drawing</p> | <p>function.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD Begin to show accuracy and care when drawing</p> |
| Year 1 | <p>To begin to use a range of drawing materials to design and draw.</p> <p>To use drawing to reflect their experiences and develop their imagination.</p> <p>To introduce a range of drawing techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> | <p>To begin to use a range of painting materials to design and create.</p> <p>To use painting to reflect their experiences and develop their imagination.</p> <p>To introduce a range of painting techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> | <p>To begin to use a range of printing materials to design and make products.</p> <p>To use printing to reflect their experiences and develop their imagination.</p> <p>To introduce a range of printing techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> | <p>To begin to use textile materials to make products.</p> <p>To introduce a range of art and design techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> | <p>To begin to use a range of materials to design and make products.</p> <p>To use collage to reflect their experiences and develop their imagination.</p> <p>To introduce a range of art and design techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> | <p>To begin to use a range of materials to design and make products.</p> <p>To use sculpture to reflect their experiences and develop their imagination.</p> <p>To introduce a range of art and design techniques.</p> <p>To explore the work of different artists and their similarities and differences.</p> |
| Year 2 | <p>To use a range of drawing materials creatively to design and make products.</p> <p>To use drawing, to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of drawing techniques in using pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a</p> | <p>To use a range of painting materials creatively to design and make products.</p> <p>To use painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of painting techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers</p> | <p>To use a range of printing materials creatively to design and make products.</p> <p>To use printing to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of printing techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers</p> | <p>To use a range of textile materials creatively to design and make products.</p> <p>To use textiles to develop and share their ideas, experiences and imagination</p> <p>To develop a range of textile techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers</p> | <p>To use a range of materials creatively to design and make products.</p> <p>To use collage to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a</p> | <p>To use a range of materials creatively to design and make products.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a</p> |

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| | range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | 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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Progression of Skills



| | Drawing | Painting | Printing | Textiles | Collage | Sculpture |
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| Nursery | <p>I can draw closed shapes with continuous lines.</p> <p>I can begin to use these shapes to represent objects.</p> <p>I can mark make to represent my experiences and my ideas.</p> <p>PD</p> <p>I can mark make using a pencil, crayon, felt tip to draw.</p> | <p>I can paint shapes with continuous lines.</p> <p>I can begin to use these shapes to represent objects.</p> <p>I can paint with increasing detail.</p> <p>I can use my paintings to represent my experiences and my ideas.</p> <p>I can show emotions like happiness, sadness, fear etc. in my paintings.</p> <p>I can explore colour and start to name primary colours.</p> <p>PD</p> <p>I can hold a pencil.</p> <p>I can use a paint brush to mark make.</p> <p>I can hold a paintbrush and use it to paint.</p> | <p>I can print using a variety of tools.</p> <p>I can use printing to represent my ideas.</p> <p>PD</p> <p>I can hold a range of tools correctly and comfortably.</p> | <p>I can explore and choose which materials to use.</p> <p>I can join different materials.</p> <p>PD</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors and using glue.</p> | <p>I can explore and choose which materials to use.</p> <p>I can join different materials.</p> <p>PD</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors and using glue.</p> | <p>I am beginning to use and explore different materials.</p> <p>I am beginning to develop my ideas about how to use the materials and what to make.</p> <p>PD</p> <p>I can use one-handed tools and equipment, for example, cutters, rolling pins.</p> |
| Reception | <p>PD</p> <p>I can hold a pencil and mark make.</p> <p>I can mark make and give meaning to my marks.</p> <p>Use a range of small tools, including scissors and paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> | <p>PD</p> <p>I can mark make and give meaning to my marks.</p> <p>Use a range of small tools, including paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> <p>With support I can begin to safely</p> | <p>PD</p> <p>I can begin to show accuracy to my mark making.</p> <p>Use a range of small tools, including scissors and paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> <p>I can safely use and explore a</p> | <p>PD</p> <p>I can begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors and paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> <p>I can safely use and explore a</p> | <p>PD</p> <p>I can hold a pencil effectively.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors and paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> | <p>PD</p> <p>I can hold a pencil effectively.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors and paintbrushes.</p> <p>EA</p> <p>I can share their creations, explaining the process they have used.</p> |

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| | With support I can begin to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| Year 1 | <p>I can experiment with a variety of media; pencils, rubbers, crayons</p> <p>I can name and draw lines from observations – eg straight, wiggly, curved lines</p> <p>I can begin to control the types of marks made with the range of media</p> <p>I can develop a range of tone using a pencil and use a variety of drawing techniques to create light and dark lines and shapes</p> <p>I can draw for a range of purposes</p> <p>I can look at the drawings of other artists that represent a variety of cultures, and times and relate them to my own work</p> | <p>I can experiment with painting tools – brush sizes and types</p> <p>I can begin to mix primary colours, predict outcomes and create secondary colours.</p> <p>I can begin to show control on the marks I make.</p> <p>I can look at the paintings of other artists that represent a variety of cultures, and times and relate them to my own work</p> | <p>I can explore printing with natural and manmade objects.</p> <p>I can begin to use equipment to produce a printed image.</p> <p>I can print onto paper/textile.</p> <p>I can use printing to produce a picture.</p> <p>I can create a repeating pattern.</p> <p>I can explore different forms of printing.</p> <p>I can talk about my prints and how they were made.</p> <p>I can look at the print work of other artists that represent a variety of cultures, and times and relate them to my own work</p> | <p>I can develop skills cutting fabric into basic shapes.</p> <p>I can explore the texture and begin to name different fabrics</p> <p>I can explore weaving using natural and man-made materials.</p> <p>I can create a simple weaving using different fabrics.</p> <p>I can look at the textile work of other artists that represent a variety of cultures, and times and relate them to my own work.</p> | <p>I can cut straight and curved lines from a range of materials with more accuracy.</p> <p>I can tear paper into strips and shapes with more accuracy.</p> <p>I can apply adhesive sparingly to a range of materials and stick them down accurately.</p> <p>I can begin to classify materials into colours and surface textures.</p> <p>I can understand that a range of different materials can be combined in one piece of work.</p> <p>I can select fabrics and threads to make a simple collage.</p> <p>I can look at the collage work of other artists that represent a variety of cultures, and times and relate them to my own work.</p> | <p>I can explore and talk about different types of sculptures and materials.</p> <p>I can mould malleable materials, e.g. dough or plasticine, to create shapes that can be combined to make objects.</p> <p>I can manipulate malleable materials in different ways including pinching, rolling, kneading.</p> <p>I can shape and model materials for a purpose from observation or imagination.</p> <p>I can use simple tools and equipment safely.</p> <p>I can impress and apply simple decoration techniques.</p> <p>I can look at the sculpture of other artists that represent a variety of cultures, and times and relate them to my own work.</p> |
| Year 2 | <p>I can use different grades of pencil in my drawing to understand tone.</p> <p>I can use charcoal, pencil and pastels.</p> <p>I can investigate how to create different tones by drawing light and dark lines, patterns and shapes.</p> <p>I can show patterns and texture</p> | <p>I can show control over the types of marks made in a range of painting techniques.</p> <p>I can make lighter and darker tints/shades by adding white or black.</p> <p>I can mix the secondary colours using primary colours confidently.</p> <p>I can use suitable tools to</p> | <p>I can continue to explore printing simple pictures.</p> <p>I can design my own printing block.</p> <p>I can make a printing block.</p> <p>I can produce an impressed printing using my printing block.</p> <p>I can understand that a print can be a picture in its own right</p> | <p>I can confidently cut fabric into shapes.</p> <p>I can classify fabrics.</p> <p>I can learn how to thread a large eyed needle.</p> <p>I can begin to sew individual straight stitches as decoration on suitable open-weave fabrics.</p> <p>I understand that sewing is the main method of joining fabric</p> | <p>I can confidently cut straight and curved lines from a range of materials.</p> <p>I can handle and manipulate a wide range of natural and made materials for a purpose.</p> <p>I can make a collage choosing and applying various coloured textured and patterned materials.</p> | <p>I can use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.</p> <p>I can use equipment with increasing confidence.</p> <p>I can use clay, Modroc to create a clay pot, figure, structure.</p> <p>I can build and construct structures from separate but</p> |

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| | <p>in my drawings.</p> <p>I can use increasing detail in my drawing</p> <p>I can use a viewfinder to focus on a specific area.</p> <p>I can draw lines and marks in observational drawing.</p> <p>I can look at different artists work, relate them to my own and then use them to evaluate my own skills.</p> | <p>produce different sized marks.</p> <p>I can look at different artists paintings, relate them to my own and then use them to evaluate my own skills.</p> | <p>or a repeated pattern.</p> <p>I can look at different artists print work, relate them to my own and then use them to evaluate my own skills.</p> <p>I can talk about patterns in natural and man-made objects talking about my print and how it was made.</p> | <p>together.</p> <p>I understand that fabrics can be embellished by sewing to create patterns and textures.</p> <p>I can look at different artist's textile work, relate them to my own and then use them to evaluate my own skills.</p> | <p>I understand that materials can be selected or created to reflect the colour and surface texture of the subject.</p> <p>I can follow instructions to assemble and dis-assemble a range of construction kits to build specific objects.</p> <p>I can build junk models and prepare them for painting and decorating by covering them with paper.</p> <p>I can look at different artist's collage work, relate them to my own and then use them to evaluate my own skills.</p> | <p>similar found objects by combining materials.</p> <p>I can work on a range of scales and sizes.</p> <p>I talk confidently about the materials, how they have been worked and the final result.</p> <p>I can look at different artist's sculpture work, relate them to my own and then use them to evaluate my own skills.</p> |
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Progression of Vocabulary



| | Term 1 - Drawing | Term 2- Painting | Term 3 - Printing | Term 4 - Textiles | Term 5 - Collage | Term 6 - Sculpture |
|-----------|---|--|---|--|--|---|
| Nursery | Line: thick, thin, straight, pencil, felt tip, colour, shape | Sponges, brushes, colour, shape | Explore, print, colour, pattern, | Feel, touch | Colour, paper, glue, joining | Playdough, roll, squash, splat, pinch, flatten, shape |
| Reception | Line: thick, thin, wavy, straight, pencil, felt tip, colour, shape | Sponges, brushes, colour, shape | Explore, print, colour, pattern, repeat | Fabric, thread, stitch, decorate | Colour, paper, fabric, glue, joining, material | Playdough, roll, squash, splat, pinch, flatten, mould, shape |
| Year 1 | Line: Thick, thin, pattern, line, shape, wavy, straight, curved Colour: light/dark, Shape: oval, long | Primary colours Secondary colour Light, dark Mixing | Pattern, textiles, natural, man-made | Weaving, fabrics - different types, threads, knotting, fraying, fringing, pulling threads, twisting, plaiting. | Colour, create, materials, fabric, tear, fold, classify, collage, adhesive, design, collaborate | Plasticine/ playdough, texture-rough/ smooth, roll, tools, manipulate, knead, sculpture |
| Year 2 | Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, grades Texture: smooth, rough, hatching, scribbling, stippling, Colour/pattern: tone, soft, hard, light/dark, pale, deep Shape: oval, long, curvy Illustrators, graphic designers, fashion designers. | Secondary colours Tint, shade, tone, shadow, depth Brush - size and types Illustrators, graphic designers, fashion designers. | Patterns, Printing block, shape, repeating, Printmaker, fashion designer. | Different fabrics, classify, needle, thread, Binca, eye of needle, stitch, running stitch, knot. Curator, fashion designer. | Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, patterned, evaluate, surface, form, textures, fold, crumple, tear, overlap edges Curator, fashion designer. | Sculpture, model, materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, man-made materials Texture: surface, malleable material, build. Architect, architecture. |