

## Art and Design Progression in knowledge and skills

### Curriculum Intent

We believe creating art expands a child's ability to interact with the world around them and provides a new set of skills for self-expression and communication. We aim to encourage a child's natural sense of wonder about the world in which they live. Our art curriculum is designed to inspire children's curiosity and encourage them to share their responses to what they see, hear, feel, and experience. We aim to develop children's visual and aesthetic awareness to enable them to make informed critical responses about their work and that of others. We want them to achieve personal fulfilment and satisfaction in the works they produce.

We know that art is a visual and tactile subject which children relate to immediately. We also believe that it cultivates important skills that benefit a child's development in their early years. It can help children to develop hand-eye coordination, and help them to learn about size, shape, pattern, and design. It can also help children to develop their decision-making skills and reduce anxiety. The opportunity to create whatever a child desires helps foster creativity, imagination, and personal expression.

### Curriculum Implementation

- the art curriculum is sequenced and well-structured with clear end points. knowledge is built on overtime and learning is broken down into component parts to allow children to know and remember more.
- pedagogical choices are designed to develop the practical, theoretical, and disciplinary knowledge intended in each lesson.
- classroom activities are clear about what is to be learned (the curriculum object) and enable children to practise it.
- teaching approaches take account of children' level of expertise.
- when children learn techniques for the first time, teachers make sure they have enough opportunities to practise crucial components of these techniques.
- as children become more proficient in areas of practical knowledge, classroom activities become increasingly varied and open ended.
- teachers' direct children's attention to the main concepts, themes, and ideas that they are exploring.
- subject specific vocabulary is included in curriculum planning, so children acquire a visual language. This 'language' helps children to express a huge variety of ideas.
- when on educational visits or working with artists and craft workers, we ensure children have enough prior knowledge to make these experiences meaningful.
- teachers make subject-specific adaptations to activities for children with SEND, where appropriate, instead of excessive adaptations to the curriculum or lowering expectations
- the curriculum allows time for children to develop socially, to learn how to negotiate and collaborate to bring expansive ideas to life.

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Early Years and National Curriculum Outcomes					
Early Years Foundation Stage Expressive Arts and Design			Key Stage 1 Art and Design		
<p><b>ELG: Creating with Materials</b> 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>			<p><i>Children can produce creative work, exploring their ideas and recording their experiences, they are proficient in drawing, painting, sculpture and other art, craft and design techniques. They can evaluate and analyse creative works using the language of art, craft, and design. They know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i></p>		
	Nursery		Reception	Y1	Y2
	Birth-3	3-4-year-olds	5-year-olds	6-year-olds	7-year-olds
<p><b>Disciplinary Knowledge</b> <b>Exploring Ideas</b></p>	<p>Make marks using a variety of media.</p>	<p>Talk about their creations and name the tools they have used.</p>	<p>Name some notable artists and describe their work with the support of an adult.</p> <p>Make attempts to use techniques of notable artists, texture, exploring colour, 3D media, drawing and painting.</p> <p>Experiment with familiar tools, to create some interesting pieces, finger painting, easel painting, paintbrushes, exploring clay.</p>	<p>Describe and explain the work of several notable artists.</p> <p>Talk about some of the techniques used by notable artists and to experiment with effects, colour, pattern, form, texture, line and tone and printing.</p> <p>Produces interesting effects and pieces, using familiar tools that children have experimented with,</p>	<p>Know several notable artists and explain their distinctive qualities:</p> <p>Apply the techniques of notable artists in a wide range of work and justify and explain them, colour, pattern, form, texture, line and tone and printing.</p> <p>Seek out new tools and techniques to explore and create striking effects and pieces, creating landscapes, sculpting figures, drawing self-portraits (showing emotion), drawing moving figures,</p>

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						weaving baskets, creating rangoli patterns and layered prints.
<b>Theoretical Knowledge</b>		<b>Nursery</b>		<b>Reception</b>	<b>Key Stage 1</b>	
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Theoretical Knowledge of artists</b>		<ul style="list-style-type: none"> <li>➤ meanings and interpretations</li> <li>➤ materials and processes</li> <li>➤ journeys and connections through time</li> </ul>		<p>To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>To know how to explain what they are doing when they make art.</p> <p>To talk about what they notice, like or dislike about a piece of artwork.</p>	<p>To know how to recognise and describe some simple characteristics of different kinds of art, craft, and design.</p> <p>To know the names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that the artist has used.</p>	<p>To know about the work of a range of artists, craft makers and designers.</p> <p>To describe the differences and similarities using technical vocabulary between different techniques and make links to their own work.</p>
<b>Practical Knowledge</b>				<b>Nursery</b>		<b>Reception</b>
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Drawing Line and Tone</b>	<i>Draw lines and shapes</i>	I know objects can make marks. I know about moving in different ways.	I know about size shape and making different marks.	I know how to draw using different shapes straight lines, circles.	I know that pencils can be hard or soft and make different lines, dots, horizontal, vertical,	I know that there are different tools and techniques for drawing such as hatching.

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	<b>Draw lines of different size and thicknesses</b>	I can make marks intentionally.	I can create closed shapes with continuous lines, and begin to represent objects.	I can experiment in altering the thickness of lines.  I can use more detail in drawing to represent imagination and experience.	I can alter the thickness of lines when appropriate to do so.  I can control lines to create simple drawings from observations and use correct placement. I can draw on smaller and larger scales.	I can use a variety of techniques using several different implements shows a good understanding of line.  I can draw moving figures using correct proportions.  I can sketch to make quick records of something. I can work out ideas through drawing.
	<b>Show patterns and texture.</b>	I notice patterns with strong contrasts and be attracted by patterns resembling the human face.	I can draw with increasing complexity and detail such as representing a face with a circle and including details.	With structured activities and the support of a teacher, I can add patterns and texture to my drawings.	I can use dots and lines to show texture or patterns in my drawings.	I can create good effects by using a mixture of dots, lines, and shading in my drawings.
	<b>Show different tones.</b>	I notice and becomes interested in transformative effect of my action when making marks.	I can explore how lines can be changed through experimenting.	With structured activities and the support of a teacher, I can explore shading.	I know how to add shading for more complex detail in my drawings.	I can successfully use different techniques for shading such as hatching, cross hatching, stippling, finger blending.

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<b>Vocabulary we want the children to learn and use.</b>		<i>up down round pat</i>	<i>top bottom pencil</i>	<i>thin, thick, straight wavy, bumpy, long short, circle, straight</i>	<i>Light, dark, soft, hard, smooth, rough, zigzag, pale, deep, shading, oval, long, curvy, bright, technique, solid, broken.</i>	<i>broad, bold, fine, detail, sketch, faint, graduated, blended, tone, soft, contrast, faint, gradient, shadow, tint, flowing, sharp, harsh.</i>
<b>Practical Knowledge</b>		<b>Nursery</b>		<b>Reception</b>	<b>Key Stage 1</b>	
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Painting Colour</b>	<i>Use thick and thin brushes.</i>	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore paint using brushes and other tools. <a href="https://www.gustav-klimt.com/images/paintings/The-Tree-Of-Life.jpg">https://www.gustav-klimt.com/images/paintings/The-Tree-Of-Life.jpg</a> Draw with paint using detail such as representing a face with a circle.	Some control is developing when using different sized brushes.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Generally, some effective results are achieved by altering the size of brush used.	Good control and careful choices of brush size produce striking effects.
	<i>Mix primary colours to make secondary.</i>	Manipulate and play with different materials with different patterns, colours, tones and textures.	Explore colour and colour mixing.  Explore, use and refine a variety of artistic effects using colour.	With the support of the teacher there is an awareness of how primary colours may be mixed to create secondary colours.  <i>Through exploration and discovery consider 'how' and 'why' things happen</i>	The terms primary and secondary colours are understood and there is some effective mixing of colours.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified.

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	<b>Add white to colours to make tints and black to colours to make tones.</b>	Play and explore black and white materials with different patterns, colours, tones, and textures.	Develop their own ideas and then decide which materials to use to express them.	With the support of the teacher, plan how tints and tones are created for specific purposes.	The terms tint and tone are understood there is some effective experimentation in creating them.	The terms tint and tone are understood there is some effective experimentation in creating them.
<b>Vocabulary we want the children to learn and use.</b>		<i>paint, paper,</i>	<i>Sponge, brush, red, blue, yellow, black, white</i>	<i>colour, shape, size orange, purple, green, brown, thin paint brush, thick paintbrush, Paper: landscape, portrait</i>	<i>Placement, mixing, primary colours, secondary colours, light and dark shades, layers, water colour, chalk pastels.</i>	<i>Tone, technique, media, tint, effect, texture, design, technique, complimentary colours, oil pastels</i>
<b>Practical Knowledge</b>		<b>Nursery</b>		<b>Reception</b>	<b>Key Stage 1</b>	
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Collage</b>	<b>Use a combination of materials that are cut, torn and glued.</b>	Manipulate and play with different materials with different patterns, colours, tones, and textures.	Join different materials and explore different textures.	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.	Thoughtful combinations of materials are created.
	<b>Sort and arrange materials.</b>	Use their imagination as they consider what they can do with different objects.	Explore different materials freely, to develop ideas	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.	Some interesting criteria for sorting and arranging materials are used and explored.

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	<b>Mix materials to create texture.</b>	Mix materials with different patterns, colours, tones, and textures.	Think about how to use different materials to create.	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.	The properties of materials are used to choose materials and explain the textures they create.
<b>Vocabulary we want the children to learn and use.</b>		<i>sticky, soft,</i>	<i>glue, paper, fabric,</i>	<i>crepe paper, magazines, sort, group, colour,</i>	<i>image, media, materials, fold, crumple, tear, mixing media.</i>	<i>layering texture, overlap, edges, effect</i>
<b>Practical Knowledge</b>		<b>Nursery</b>		<b>Reception</b>	<b>Key Stage 1</b>	
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Sculpture</b>	<b>Use a combination of shapes.</b>	Use senses to explore and investigate different materials with different patterns, colours, tones, and textures.	Make simple models.	With encouragement, several shapes are combined.	Shapes are combined in several interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.
	<b>Include lines and texture.</b>	Make marks intentionally.	Use their imagination to consider what they can do with different materials.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.
<b>Vocabulary we want the children to learn and use.</b>		<i>fast, slow, up, down, over, under</i>	<i>roll, pull, push, in, out, squidge, squeeze,</i>	<i>Clay, model, tools, rolling, build, safe, create, sculpture, pinching</i>	<i>Manipulate, malleable, clay, natural, man-made, tools, kneading, tile, sculptor, coiling</i>	<i>Slabbing, design, surface patterns, textures, join, construct, modelling, develop, sculpt, slip</i>



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Practical Knowledge		Nursery		Reception	Key Stage 1	
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
<b>Textiles</b>	<i>Create Patterns</i>	Make marks and patterns intentionally.	Join different materials and explore different textures.	During structured activities, patterns are created with weaving and plaiting.	Generally, experimentation with weaving and plaiting produces some effective patterns.	Interesting patterns are created through thoughtful experimentation with weaving and plaiting.
	<i>Join Materials</i>	Use their imagination to consider what they can do with materials which have different patterns, colours, tones, and textures.	Develop their own ideas and then decide which materials to use to express them.	With the help of the teacher, join different materials, gluing and stitching are experienced.	Generally, gluing effectively joins textiles and there is some experimentation with stitching.	Methods of joining materials are carefully chosen according to the properties of the materials being joined.
<b>Vocabulary we want the children to learn and use.</b>		<i>soft, shiny, bumpy</i>	<i>feathers, cut, scissors, buttons</i>	<i>threading, join, fabric, decorate, beads,</i>	<i>length, cord, fabric crayons, weaving, running stitch,</i>	<i>knotting, fraying, fringing, twisting, plaiting, dyes</i>
Practical Knowledge		Nursery		Reception	Key Stage 1	
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
<b>Printmaking</b>	<b>Use objects to create prints.</b>	Start to make marks intentionally.	Express ideas and feelings through making marks.	With suggestions from a teacher, several objects are used to create prints.	Objects are generally chosen, shapes or fashioned to make prints.	Materials are carefully selected to create shaped objects for printing.
	<b>Press, roll, rub and stamp to make prints.</b>	Use senses to explore and investigate materials with	Manipulate and play with different materials.	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of	Ideas are suggested and reasons given for choosing different methods of printing. A



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		different patterns, colours, tones and textures.			printing leads to some effective prints.	wide range of effective prints are created.
<b>Vocabulary we want the children to learn and use.</b>	<i>Pat, tap, rub, press</i>	<i>sponge, roll, paint, pattern, hard, soft,</i>	<i>Print, cork, roller, roll printing, plastic, mesh, repeating pattern,</i>	<i>Printing block, impression, image, decoration create a pattern, printing pallets,</i>	<i>Overlay, transfer, lino print, carve, reverse, surface, pressure, relief print, mono printing,</i>	