

Ryhope Infant School Academy Progression of Art and Design Skills

Area of Study	Nursery/Reception (40 - 60 months – ELG)	Year 1	Year 2
Creating ideas	<p>Selects appropriate resources and adapts work where necessary.</p> <p>Create simple representations of events, people and objects.</p>	<p>Explore ideas and collect information.</p> <p>Begin to collect ideas in sketchbooks.</p> <p>Explore and work with different materials.</p> <p>Begin to think about what materials best suit the task.</p> <p>Use observation and known objects as a start point.</p> <p>Use imagination to form simple images from a given start point or description.</p>	<p>Begin to use the language of art and design (portrait, self-portrait, line drawing, detail, landscape, cityscape, bold, space, observe, focus, neutral, sweep, dab, brushstroke, shades, tints, sculpture, carving, installation, abstract, geometric, collage, mosaic, features, textile, fabric, weave, dye etc)</p> <p>Continue to use sketchbooks to record ideas.</p> <p>Question and make observations about starting points, and respond positively to suggestions.</p> <p>Adapt and refine ideas.</p>
Drawing/Mark Making	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>Draw lines of varying thickness.</p> <p>Control lines to create simple drawings from observations.</p> <p>Use thick felt tip pens/chalks/wax crayon.</p> <p>Hold a large paint brush correctly.</p> <p>Make marks using paint with a variety of tools.</p> <p>Colour within the line.</p>	<p>Consider consistency when applying paint.</p> <p>Draw on smaller and larger scales.</p> <p>Begin to add detail to line drawings, such as shading, thick and thin lines, patterns and shapes.</p> <p>Use charcoal/pastel.</p>

Working with Colour	<p>Explore what happens when they mix colours.</p> <p>Chooses particular colour for a purpose.</p>	<p>Recognise and name primary and secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Recognise warm and cold colours.</p> <p>Use a variety of different brushes to see what happens.</p> <p>Create washes to form backgrounds.</p>	<p>Experiment with different brushes and brushstrokes, as well as other painting tools.</p> <p>Mixing paints to understand tone – add white and black to alter tints and shades.</p> <p>Share colour charts to compare variations of the same colour.</p> <p>Create and experiment with shades of colour and name some of these.</p> <p>Explore the relationship between mood and colour.</p>
Printing	<p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>Use a variety of materials (finger print, sponge, fruit, blocks) to print to form patterns, experimenting with amounts of paint applied and develop control.</p> <p>Demonstrate a range of techniques e.g rolling, pressing, stamping and rubbing.</p>	<p>Block print to form patterns, experimenting with amounts of paint applied and develop control.</p> <p>Copy an original print.</p> <p>Develop controlled printing against outline/within cut out shapes</p> <p>Experiment with marbling, investigating how ink floats and changes with movement.</p>

Sculpture	<p>Manipulate materials to create a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Develop understanding of 2D and 3D in terms of artwork – paintings/sculptures.</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials.</p> <p>Investigate natural, recycled and manufactured materials and experiment with how they can be connected together to form simple structures.</p> <p>Begin to form own 3D pieces.</p> <p>Investigate clay – pinching, rolling, cutting, twisting, scratching and coiling.</p> <p>Look at sculptures by known artists and natural objects as starting points for own work.</p>	<p>Continue to develop understanding of 2D and 3D sculptures and consider covering these with papier-mâché.</p> <p>Continue to form own 3D pieces, using a variety of shapes, lines and textures.</p> <p>Continue to investigate clay – pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</p>
Textiles and Collage	<p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Manipulate materials to create a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Collect natural materials to create a temporary collage (an autumn tree/the school building using sticks/rocks/leaves etc)</p> <p>Weave and plait to show pattern using recycled materials – paper, carrier bags etc</p> <p>Investigate a range of textures through rubbings.</p>	<p>Develop collages, based on a simple drawing, using papers and materials. Children to understand how to refine their work e.g. add texture by mixing materials.</p> <p>Simple batik work.</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach.</p>

	Selects appropriate resources and adapts work where necessary.	Develop tearing, cutting and layering paper to create different effects. Use a variety of media, e.g. paper, magazines etc	Weave and plait with wool. Decorate and embellish to add detail, colour and effect.
Knowledge about Artists		<p>Learn about the work and range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Eg.</p> <p>Describe the work of artwork artists such as Jackson Pollock, Paul Klee, Kandinsky (colour), Georges Braque/Pablo Picasso (collage) Andy Goldsworthy, LS Lowry, Monet, Joan Miro, Jackson Pollock, Robert Delaunay, Piet Mondrian, Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration of work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture), , to create own pieces.</p> <p>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing).</p> <p>Consider works from different cultures e.g Chinese block prints.</p> <p>Consider at least 1 local artist/artwork:</p> <p>Angel of the North (Anthony Gormley) Tommy and Emily Wilding Davison (Ray Lonsdale) John Speight (cut out artist) Emily Ward (paintings coastlines, landmarks and castles) Zoe Emma Scott (watercolours) Northumberlandia (Landscape sculpture – Charles Jencks) The Brick Train (David Mach) Conversation Piece (aka the weebles) – (Juan Munoz) The Big Spoon (Bob Budd)</p>	

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