



# St Helen's Catholic Infant School

## Art and Design Progression of Skills



Cross-curricular links between Art and RSHE

	Reception	ELG 2021	Year One	Year Two	End of KS1 expectations
Appreciating and reflecting	<p>*Begin to talk about art and artists, <b>and how it makes them feel</b>, sharing their opinions and respecting different people's views.</p>	<p>*Children share their creations, explaining the processes they have used.</p>	<p>*Compare the differences and similarities of different artists, materials and techniques, from different cultures and styles and historical periods.</p> <p>*Make links with own work.</p> <p>*Discuss the impact of significant and diverse artists.</p> <p>*Talk about use of colours in art and discuss feelings.</p>	<p>*Explore and respond to direct sensory experiences, memory and imagination.</p> <p>*Confidently compare and explain the differences and similarities between the work of artists, craft makers and designers, from different cultures, styles and historical periods, make links with own work.</p> <p>*Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> <p>*Discuss the use of colour and imagery.</p>	<p>*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.</p>



# St Helen's Catholic Infant School

## Art and Design Progression of Skills



Cross-curricular links between Art and RSHE

### Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

Possible artists - Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.

<p>*Enjoy using a variety of media.</p> <p>*Draw on different surfaces and coloured paper.</p> <p>*Produce lines of different thickness using a pencil.</p> <p>*Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>*Experiment with a variety of media.</p> <p>*Begin to control the types of marks made with the range of media. Draw on different surfaces/backgrounds.</p> <p>*Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>*Investigate textures by describing, naming, rubbing, copying.</p> <p>*Produce an expanding range of patterns</p> <p>*To begin to produce simple observational drawings of objects.</p>	<p>*Control the types of marks made with the range of media. Draw on different surfaces/backgrounds with a range of media.</p> <p>*Use a sketchbook to plan and develop simple ideas.</p> <p>*Introduce techniques to create a range of tones using graded drawing pencils.</p> <p>*Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>*Continue to investigate textures and produce an expanding range of patterns.</p> <p>*To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p>	<p>*Begin to use a range of materials to design and make products</p> <p>*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*Develop a wide range of art and design techniques in using colour, pattern , line, texture, shape, form and space</p>
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Cross-curricular links between Art and RSHE

### Painting (watercolour, ready mixed, acrylic)

Possible artists - Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.

\*Enjoy using a variety of tools including different size brushes and tools i.e. sponges, brushes, fingers, twigs.  
 \*Recognise and name the primary colours being used.  
 \*Explore the mixing of colours and what happens when we mix two colours together.  
 \*Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.

\*Explore with a variety of media; different brush sizes and tools (be able to apply the paint using different applicators).  
 \*To hold the applicators correctly.  
 \*Explore lightening and darkening paint.  
 \*Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.  
 \*Start to mix a range of secondary colours, moving towards predicting resulting.

\*Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  
 \*To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (light, dark, pale).  
 \*To be able to make various tints of primary colour  
 \*Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  
 \*Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work (improve ability to apply paint in a controlled manner).  
 E.g. small brush for small marks.



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Cross-curricular links between Art and RSHE

<p><b>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b></p> <p>Possible artists - Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.</p>	<ul style="list-style-type: none"> <li>*Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</li> <li>*Impress and apply simple decoration.</li> <li>*Cut shapes using scissors and other modelling tools.</li> <li>*Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials (junk modelling).</li> </ul>		<ul style="list-style-type: none"> <li>*Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</li> <li>*Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</li> <li>*Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>*Impress and apply simple decoration techniques.</li> <li>*Use tools and equipment safely and in the correct way.</li> <li>*To develop an awareness that a sculpture is viewed from all angles eg 3D</li> </ul>	<ul style="list-style-type: none"> <li>*Use equipment and media with increasing confidence.</li> <li>*Shape, form, construct and model from observation and imagination.</li> <li>*Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>*Demonstrate experience in surface patterns/textures and use them when appropriate.</li> <li>*Explore carving as a form of 3D art.</li> <li>*To produce recognisable 3D representations using a range of resources</li> </ul>	
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# St Helen's Catholic Infant School

## Art and Design Progression of Skills



Cross-curricular links between Art and RSHE

<p><b>Collage (paper, tissue paper, material, card, tin foil, sequins)</b></p> <p>Possible artists - Kurt Schwitters, Fred Tomaselli, Derek Gores, Hannah Hoch, Jason Mecier, Henri Matisse,</p>	<ul style="list-style-type: none"> <li>*Hold scissors and cut a range of materials.</li> <li>*Cut straight lines.</li> <li>*Tear paper into strips and simple shapes.</li> <li>*Apply adhesive and place glued surfaces together accurately.</li> <li>*Handling and manipulating a wide range of natural and made materials.</li> </ul>		<ul style="list-style-type: none"> <li>*To develop skills cutting straight and curved lines from a range of materials with some accuracy.</li> <li>*Tear paper into strips and shapes with some accuracy.</li> <li>*To develop skills when applying adhesive sparingly to a range of materials and stick them down accurately.</li> <li>*Work as a member of a group producing a single collage.</li> <li>*To understand that a range of different materials can be combined in one piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>*Making their own simple collage choosing and applying various coloured textured and patterned materials.</li> <li>*Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.</li> <li>*Creating collages by cutting and using materials and by sticking similar objects together to create new textures.</li> <li>*To understand that materials can be selected or created to reflect the colour and surface texture of the subject.</li> </ul>	
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# St Helen's Catholic Infant School

## Art and Design Progression of Skills



Cross-curricular links between Art and RSHE

<p><b>Textiles (weaving, sewing, fabric dye/paint, threads, decorations, tie dye)</b></p> <p>Possible Artists: Ashley, Fassett, African/Indian, Adire,</p>	<ul style="list-style-type: none"> <li>*Enjoy playing with and using a variety of textiles and fabric.</li> <li>*Decorate a piece of fabric.</li> <li>*Show experience in simple weaving: paper, twigs.</li> <li>*Show experience in fabric collage: layering fabric.</li> <li>*Use appropriate language to describe colours, media equipment and textures.</li> </ul>		<ul style="list-style-type: none"> <li>*Begin to identify different forms of textiles.</li> <li>*Have experience in colouring textiles: printing, fabric crayons.</li> <li>*Have some experience of weaving and understand the process and some techniques.</li> <li>*Begin to identify different types and textures of fabric and materials for collage.</li> <li>*Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to identify different forms of textiles.</li> <li>*Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>*Explain how to thread a needle and have a go.</li> <li>*Continue to gain experience in weaving and begin to complete independently.</li> <li>*Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>*Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>*Gain experience in applying colour with printing, dipping, fabric crayons</li> </ul>	
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# St Helen's Catholic Infant School

## Art and Design Progression of Skills



Cross-curricular links between Art and RSHE

### Printing (found materials, rubbings, stencils, sponges, wood blocks, press print, string)

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunitada, Advertising, Bawden

- \*Enjoy taking rubbings: leaf, brick, coin.
- \*Simple pictures by printing from objects.
- \*Develop simple patterns by using objects.
- \*Enjoy using stencils to create a picture

- \*Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- \*Begin to experiment with impressed printing (when the printing block is created by carving out the surface).
- \*Use equipment and media correctly and be able to produce a clean printed image.
- \*Begin to identify forms of printing: Books, posters, pictures, fabrics.

- \*Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- \*Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.
- \*When doing impressed printing, experiment turning the block to create a the same picture but from a different angle.
- \*Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.





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<b>Work of other Artists</b>			<p>*Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>*Children will:</p> <ul style="list-style-type: none"><li>- describe the work of famous, notable artists and designers;</li><li>- express an opinion on the work of famous, notable artists;</li><li>- use inspiration from famous, notable artists to create their own work and compare.</li></ul>	<p>*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.</p>
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### Progression of Vocabulary in ART

#### Drawing

EYFS	YEAR 1	YEAR 2
Line, thick, thin, wavy, straight, pencil, finger, stick, chalk, pastel, felt tip.	Painting, drawing, feelings, yourself, me, you, pencil/s, crayon/s, thick/ness, thin, line, grade.	Painting, drawing, feelings, yourself, me, you, pencil/s, crayon/s, thick/ness, thin, line, grade/s, charcoal, pastel, view, tone/s, light, dark, pattern, texture.

#### Painting

EYFS	YEAR 1	YEAR 2
Sponges, brushes, paint, water, mix, mixed colours, line, colour, texture, shape, 2D, observation, imagination.	Painting, primary, secondary, themselves, thick, thin, brush/es, see, colour.	Painting, mix, match, predict outcomes, secondary, tint, tones.

#### Printing

EYFS	YEAR 1	YEAR 2
Experiment, printing, media, understand, techniques.	Repeat/ing, pattern, print, sponge, paper, textile, design, printing block.	Print, press, roll/rolling, rub/rubbing, stamp/stamping, designer.



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### Sculpture

EYFS	YEAR 1	YEAR 2
Clay, plasticine, dough, explore, materials, model, observation, imagination, demonstrate, modelling tools, control.	Cut, roll, coil, texture, tools, shape/s.	Make, clay. Join, line, shape.

### Textiles

EYFS	YEAR 1	YEAR 2
Experiment, media, understand, glue, sticking, paper, fabric, natural materials, observation, imagination.	Sort, thread, fabric, colour, texture, weave.	Join, fabric, glue, sew, together, create, patchwork.

### Collage

EYFS	YEAR 1	YEAR 2
Experiment, media, understand, glue, sticking, paper, fabric, natural materials, observation, imagination.	Cut, tear, paper, card, collage, gather, sort, materials.	Create, individual/group collage, different materials, repeated pattern.

### Artists knowledge/sketchbooks

EYFS	YEAR 1	YEAR 2
Artists, art work, landscape, portrait, piece of art.	Opinion, artist, ask questions, piece of art, describe.	Artist, colour, pattern, shape, create, natural object, man-made objects, demonstrate, ideas, set out, annotation, notes, changed ideas.