



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, and how it makes them feel, 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. *Make links with own work. *Discuss the impact of significant and diverse artists. *Talk about use of colours in art and discuss feelings.</p>	<p>*Explore and respond to direct sensory experiences, memory and imagination. *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. *Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. *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>



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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.

- *Enjoy using a variety of media.
- *Draw on different surfaces and coloured paper.
- *Produce lines of different thickness using a pencil.
- *Start to produce different patterns and textures from observations, imagination and illustrations.

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- *Experiment with a variety of media.
- *Begin to control the types of marks made with the range of media. Draw on different surfaces/backgrounds.
- *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.
- *Investigate textures by describing, naming, rubbing, copying.
- *Produce an expanding range of patterns
- *To begin to produce simple observational drawings of objects.

- *Control the types of marks made with the range of media. Draw on different surfaces/backgrounds with a range of media.
- *Use a sketchbook to plan and develop simple ideas.
- *Introduce techniques to create a range of tones using graded drawing pencils.
- *Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.
- *Continue to investigate textures and produce an expanding range of patterns.
- *To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.

- *Begin to use a range of materials to design and make products
- *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- *Develop a wide range of art and design techniques in using colour, pattern, line, texture, shape, form and space



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Painting (watercolour, ready mixed, acrylic)

Possible artists - Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keefe, 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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<p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><small>Possible artists - Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.</small></p>	<ul style="list-style-type: none"> *Enjoy a range of malleable media such as clay, papier Mache, Salt dough. *Impress and apply simple decoration. *Cut shapes using scissors and other modelling tools. *Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials (junk modelling). 	<ul style="list-style-type: none"> *Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. *Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. *Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. *Impress and apply simple decoration techniques. *Use tools and equipment safely and in the correct way. *To develop an awareness that a sculpture is viewed from all angles eg 3D 	<ul style="list-style-type: none"> *Use equipment and media with increasing confidence. *Shape, form, construct and model from observation and imagination. *Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. *Demonstrate experience in surface patterns/textures and use them when appropriate. *Explore carving as a form of 3D art. *To produce recognisable 3D representations using a range of resources 	
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<p>Collage (paper, tissue paper, material, card, tin foil, sequins)</p> <p>Possible artists - Kurt Schwitters, Fred Tomaselli, Derek Gores, Hannah Hoch, Jason Mecier, Henri Matisse,</p>	<ul style="list-style-type: none">*Hold scissors and cut a range of materials.*Cut straight lines.*Tear paper into strips and simple shapes.*Apply adhesive and place glued surfaces together accurately.*Handling and manipulating a wide range of natural and made materials.		<ul style="list-style-type: none">*To develop skills cutting straight and curved lines from a range of materials with some accuracy.*Tear paper into strips and shapes with some accuracy.*To develop skills when applying adhesive sparingly to a range of materials and stick them down accurately.*Work as a member of a group producing a single collage.*To understand that a range of different materials can be combined in one piece of work.	<ul style="list-style-type: none">*Making their own simple collage choosing and applying various coloured textured and patterned materials.*Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.*Creating collages by cutting and using materials and by sticking similar objects together to create new textures.*To understand that materials can be selected or created to reflect the colour and surface texture of the subject.	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles (weaving, sewing, fabric dye/paint, threads, decorations, tie dye)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; color: red;">Possible Artists: Ashley, Fassett, African/Indian, Adire,</p>	<ul style="list-style-type: none"> *Enjoy playing with and using a variety of textiles and fabric. *Decorate a piece of fabric. *Show experience in simple weaving: paper, twigs. *Show experience in fabric collage: layering fabric. *Use appropriate language to describe colours, media equipment and textures. 		<ul style="list-style-type: none"> *Begin to identify different forms of textiles. *Have experience in colouring textiles: printing, fabric crayons. *Have some experience of weaving and understand the process and some techniques. *Begin to identify different types and textures of fabric and materials for collage. *Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> *Begin to identify different forms of textiles. *Match and sort fabrics and threads for colour, texture, length, size and shape. *Explain how to thread a needle and have a go. *Continue to gain experience in weaving and begin to complete independently. *Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. *Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. *Gain experience in applying colour with printing, dipping, fabric crayons 	
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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, Kunisada, 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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Work of other Artists			<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">- describe the work of famous, notable artists and designers;- express an opinion on the work of famous, notable artists;- use inspiration from famous, notable artists to create their own work and compare.	<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.