

# WILLIAM LILLEY INFANT AND NURSERY SCHOOL



## NATIONAL CURRICULUM

**INTENT, IMPLEMENTATION, KNOWLEDGE AND SKILLS PROGRESSION AND  
ASSESSMENT**

**ART**

## INTENT

**Our children develop creativity, independence, curiosity and self-reflection whilst equipping them with the knowledge and skills to express and create their own works of art. Children explore line, tone, texture, colour, pattern, shape and 3D form which will enable them to express their individual creativity. As a result children are able to draw, paint, understand colour, shade and sculpture through exploring and discussing art through a range of cultures and artists.**

## IMPLEMENTATION

Progressive child initiated learning opportunities in EYFS and the next in KS1, building on developmental skills eg creative areas and workshops	Children taught about a range of media and encouraged to make choices	Art as a driver when learning about celebrations and different cultures	Environmental art – outdoors used to promote and enhance art knowledge	Topics incorporating art knowledge and skills
Skills based curriculum focusing upon; drawing, painting, printing, textiles, 3D, collage, computing, sketching and questioning about art and design	Topic linked – art cross curricular	Art Themed days/cultural days giving children a range of enhanced experiences	Learning about artists and their life throughout topic work	Mark making opportunities in abundance throughout indoor and outdoor environment in EYFS
Homework art based tasks and related celebration assemblies for completed tasks	'Take one picture' topic KS1	Exploration and skills developed through ICT – photographs, computers etc	Links to fine motor skills through Friday enrichment clubs	Christmas card designs created and printed
Curiosity boards	Art competition's eg school flag and logo competition	Family fun – engaging parents in their child's learning through joint art projects	Community art activities and events eg, summer fair, Hemlock happening etc	

## LONG TERM PLAN OVERVIEW – ART

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>NURSERY</b>	All about me: myself	All about me: my house	The wide, wide world: traditional tales	The wide, wide world: celebrate	Wonderful world: circle of life	Wonderful world: The summertime
<b>RECEPTION</b>	Me and you	Down our street	Cultural explorers We are different we are the same ?	Real life superheroes	Squeak, cluck, roar	Before I was born We're off on a journey...
<b>CYCLE A – YEAR 1/2</b>	Location, Location, Location	Surprise, Surprise!	Winter Wonderland!	Furry, feathery friends	Land Ahoy!	Our future
<b>CYCLE B – YEAR 1/2</b>	Medieval magic	Best of British	Active planet	Rumble in the Jungle	Pollution solution!	Inside Out

Main foci Minor foci

## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION - EYFS

ART Curriculum area	Three and Four-Year-Olds	Reception	Three and Four-Year-Olds	Reception	VOCABULARY - NURSERY	VOCABULARY - RECEPTION
	<b>KNOWLEDGE</b>		<b>SKILLS</b>			
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Know that there is a range of drawing media.</li> <li>Know that different drawing media have different mark making potentials.</li> </ul>	<ul style="list-style-type: none"> <li>Know that different media form different marks</li> <li>Know how to select media to form different marks</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>EAD - Use drawing to represent ideas like movement or loud noises.</li> <li>EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>PD - Develop overall body-strength, balance, coordination and agility.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	thick, thin, wavy, straight, pencil, stick, chalk, pastel, felt tip	Marks, lines, thick, thin,
<b>Painting</b>	<ul style="list-style-type: none"> <li>Know that colours of paint can be experimented with.</li> <li>Know the names of colours.</li> </ul>	<ul style="list-style-type: none"> <li>Know there are primary colours and their names</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>EAD - Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>PD - Develop overall body-strength, balance, coordination and agility.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	mark making tools, sponges, different brushes,	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination,
<b>Printing</b>	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Know what printing is</li> <li>Know how to print with a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	experiment, printing, media, understand, techniques	Print, stamp, press, roll,

<b>Textiles</b>	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different textiles can be combined to make artwork</li> </ul>	<ul style="list-style-type: none"> <li>PD - Use large-muscle movements to wave flags and streamers,</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>fabric, cotton wool, paper, cut, material</li> </ul>	<ul style="list-style-type: none"> <li>join, practise, threading, stitches, understand, decorate</li> </ul>
<b>3D</b>	<ul style="list-style-type: none"> <li>Know that modelling materials can be shaped.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you can model art using playdough and clay</li> </ul>	<ul style="list-style-type: none"> <li>PD - Use large-muscle movements to wave flags and streamers,</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>explore, mark making, effects, material, observe, imagination, tools, control, fine motor</li> </ul>	<ul style="list-style-type: none"> <li>experiment, clay, plasticine, dough, model,,</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different textiles can be combined to make artwork</li> </ul>	<ul style="list-style-type: none"> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>experiment, media, understand, glue, sticking, paper, fabric, materials, effects, observe, imagination</li> </ul>	<ul style="list-style-type: none"> <li>join, practise, threading, stitches, understand, decorate</li> </ul>
<b>IT</b>	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create an image using the computer</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Image, draw, paint,</li> </ul>	<ul style="list-style-type: none"> <li>Paint program, create</li> </ul>
<b>Knowledge of artists</b>	<ul style="list-style-type: none"> <li>Know that art exists all around us.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to talk about something that you like about art</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>art, Design, drawing,</li> </ul>	<ul style="list-style-type: none"> <li>Like, opinion, discuss</li> </ul>

For detailed breakdown of skills per term in EYFS, please refer to EYFS progression of skills documents

## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – KS1

<b>Year 1 and Year 2 National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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</li> </ul>
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		Year 1 Knowledge	Year 2 Knowledge	Year 1 Skills	Year 2 Skills	Y1 and Y2 Vocabulary
<b>Art and design</b>	Drawing	<ul style="list-style-type: none"> <li>• Know that different types of lines can be drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Know that pattern and texture can be used to create drawings.</li> <li>• Know that shading creates tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul>	thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, tone, soft, hard, shiny, tone, light, dark, pale, deep, oval, long, curvy, bright
	Painting	<ul style="list-style-type: none"> <li>• Know that there are primary and secondary colours and know their names.</li> <li>• Know that paint can be mixed to create colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that paint can be mixed to create tones and shades.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their painting?</li> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul>	brush, size, scale, colour, mixing, primary colours, primary shades, tones, techniques, layering
	Printing	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print with sponges, vegetables or fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> </ul>	hard, soft, rollers, pallets, mono printing, roll printing, stencils, repeating patterns
	Textiles	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> <li>Can they create part of a class patchwork?</li> </ul>	match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving
	3D	<ul style="list-style-type: none"> <li>• Know that modelling materials can be shaped with their hands and different tools to create different outcomes.</li> <li>• Know that simple joins can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be added using different tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a clay pot?</li> <li>• Can they add line and shape to their work?</li> </ul>	materials, products, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, paint, create, texture, construct, join, natural, manmade, surface
	Collage	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> </ul>	create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, texture, fold, crumple, tear, overlap

	Use of IT	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and change their picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a picture independently?</li> <li>• Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>• Can they edit their own work?</li> <li>• Can they take different photographs of themselves displaying different moods?</li> <li>• Can they change their photographic images on a computer?</li> </ul>	(See computing vocab)
	Knowledge of artists	<ul style="list-style-type: none"> <li>• Know that they can form an opinion about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that their work can be similar or different to the work of a well-known artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>	Compare, same, different, artist, craft maker, designer, question



## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION IN TOPICS – EYFS

NURSERY	Art Topic/ Theme	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
<b>Autumn 1 –</b> All about me	Painting	<ul style="list-style-type: none"> <li>Know that colours of paint can be experimented with.</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Explore colour and colour mixing.</li> </ul>	mark making tools, sponges, different brushes,
<b>Autumn 2 –</b> All about me: homes and celebrations	Drawing 3D	<ul style="list-style-type: none"> <li>Know that there is a range of drawing media.</li> <li>Know that modelling materials can be shaped.</li> <li>Know that you can model art using playdough and clay</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>PD - Use large-muscle movements to wave flags and streamers,</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Join different materials and explore different textures.</li> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	pencil, stick, chalk, pastel, felt tip, explore, mark making, effects, material, observe, imagination, tools, control, fine motor experiment, clay, plasticine, dough, model,,
<b>Spring 1 –</b> The wide, wide world: traditional tales	Printing	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> </ul>	experiment, printing, media, understand, techniques
<b>Spring 2 –</b> The wide, wide world: people who help us	Drawing Textiles	<ul style="list-style-type: none"> <li>Know that different drawing media have different mark making potentials.</li> <li>Know that you can make art with a range of different materials.</li> <li>To know that different textiles can be combined to make artwork</li> </ul>	<ul style="list-style-type: none"> <li>PD - paint and make marks.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use a comfortable grip with good control when holding pens and pencils.</li> <li>EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>EAD - Use drawing to represent ideas like movement or loud noises.</li> <li>EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	thick, thin, wavy, straight, Image, draw, paint, material, join, practise, threading, stitches, understand, decorate
<b>Summer 1 –</b> Wonderful world: circle of life	Painting IT (tablet/ IWB)	<ul style="list-style-type: none"> <li>Know the names of colours.</li> <li>Know that you can make art with a range of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>EAD - Explore colour and colour mixing.</li> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	mark making tools, sponges, different brushes, fabric, cotton wool, paper, cut,
<b>Summer 2 –</b> Wonderful world: the summertime	Collage Famous artist - Henri Matisse the snail	<ul style="list-style-type: none"> <li>Know that you can make art with a range of different materials.</li> <li>Know that art exists all around us.</li> </ul>	<ul style="list-style-type: none"> <li>PD - Choose the right resources to carry out their own plan.</li> <li>PD - Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>EAD - Develop their own ideas and then decide which materials to use to express them.</li> <li>EAD - Join different materials and explore different textures.</li> </ul>	experiment, media, understand, glue, sticking, paper, fabric, materials, effects, observe, imagination, art, Design, drawing,

RECEPTION	Art Topic/ Theme	Knowledge Reception	Skills Reception	Vocabulary Reception
<b>Autumn 1 –</b> Me and you	Painting IT	<ul style="list-style-type: none"> <li>• Know there are primary colours and their names</li> <li>• Know how to create an image using the computer</li> </ul>	<ul style="list-style-type: none"> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination, Paint program, create
<b>Autumn 2 –</b> Cultural explorers – we are different, we are the same	Printing	<ul style="list-style-type: none"> <li>• Know what printing is</li> </ul>	<ul style="list-style-type: none"> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	Print, stamp, press, roll,
<b>Spring 1 –</b> Down our street	Painting Collage	<ul style="list-style-type: none"> <li>• Know there are primary colours and their names</li> </ul>	<ul style="list-style-type: none"> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• PD - Develop overall body-strength, balance, coordination and agility.</li> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• EAD - Create collaboratively, sharing ideas, resources and skills</li> </ul>	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination,
<b>Spring 2 –</b> Real life superheroes	Textiles Printing Artist – Andy Warhole printing	<ul style="list-style-type: none"> <li>• Know how to print with a range of materials</li> <li>• To know that different textiles can be combined to make artwork</li> <li>• Know how to talk about something that you like about art</li> </ul>	<ul style="list-style-type: none"> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	Print, stamp, press, roll, Like, opinion, discuss, join, practise, threading, stitches, understand, decorate
<b>Summer 1 –</b> Squeak, cluck, roar	Drawing	<ul style="list-style-type: none"> <li>• Know that different media form different marks</li> </ul>	<ul style="list-style-type: none"> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	Marks, lines, thick, thin,
<b>Summer 2 –</b> Before I was born...we're off on a journey	Drawing 3D	<ul style="list-style-type: none"> <li>• Know how to select media to form different marks</li> <li>• Know that you can model art using playdough and clay</li> </ul>	<ul style="list-style-type: none"> <li>• EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• EAD - Create collaboratively, sharing ideas, resources and skills</li> <li>• PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	Marks, lines, thick, thin, experiment, clay, plasticine, dough, model

## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION IN TOPICS – KS1

KS1 CYCLE A	Art Topic/ Theme	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
Autumn 1 – Location, Location, Location	Drawing 3D	<ul style="list-style-type: none"> <li>Know that different types of lines can be drawn</li> <li>Know that modelling materials can be shaped with their hands and different tools to create different outcomes.</li> <li>Know that simple joins can be made.</li> </ul>	<ul style="list-style-type: none"> <li>Know that pattern and texture can be used to create drawings.</li> <li>Know that shading creates tone.</li> <li>Know that patterns and textures can be added using different tools.</li> </ul>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves in their drawing?</li> <li>Can they create moods in their drawings?</li> <li>Can they draw using pencil and crayons?</li> <li>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> <li>Can they add texture by using tools?</li> <li>Can they make different kinds of shapes?</li> <li>Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>Can they use charcoal, pencil and pastels?</li> <li>Can they create different tones using light and dark?</li> <li>Can they show patterns and texture in their drawings?</li> <li>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> <li>Can they make a clay pot?</li> <li>Can they add line and shape to their work?</li> </ul>	thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, tone, soft, hard, shiny, tone, light, dark, pale, deep, oval, long, curvy, bright, materials, products, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, paint, create, texture, construct, join, natural, manmade, surface	
Autumn 2 – Surprise, Surprise!	Printing Artist - Kandinsky	<ul style="list-style-type: none"> <li>Know that you can combine different artistic techniques to create a piece of art.</li> <li>Know that they can form an opinion about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Know that patterns and textures can be created using different materials</li> <li>Know that their work can be similar or different to the work of a well-known artist.</li> </ul>	<ul style="list-style-type: none"> <li>Can they print with sponges, vegetables or fruit?</li> <li>Can they print onto paper and textile?</li> <li>Can they design their own printing block?</li> <li>Can they create a repeating pattern?</li> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>Can they create a print like a designer?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	hard, soft, rollers, pallets, mono printing, roll printing, stencils, repeating patterns Compare, same, different, artist, craft maker, designer, question	
Spring 1 – Winter Wonderland!	Painting IT	<ul style="list-style-type: none"> <li>Know that there are primary and secondary colours and know their names.</li> <li>Know that paint can be mixed to create colours.</li> <li>Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Know that paint can be mixed to create tones and shades.</li> <li>Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves in their painting?</li> <li>Can they name the primary and secondary colours?</li> <li>Can they use a simple painting program to create a picture?</li> <li>Can they use tools like fill and brushes in a painting package?</li> <li>Can they go back and change their picture?</li> </ul>	<ul style="list-style-type: none"> <li>Can they mix paint to create all the secondary colours?</li> <li>Can they mix and match colours, predict outcomes?</li> <li>Can they create a picture independently?</li> <li>Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>Can they edit their own work?</li> <li>Can they take different photographs of themselves displaying different moods?</li> <li>Can they change their photographic images on a computer?</li> </ul>	brush, size, scale, colour, mixing, primary colours (See computing vocab)	
Spring 2 – Furry, Feathery Friends	Painting Artist – Robert Oxley	<ul style="list-style-type: none"> <li>Know that there are primary and secondary colours and know their names.</li> <li>Know that paint can be mixed to create colours.</li> <li>Know that they can form an opinion about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Know that paint can be mixed to create tones and shades.</li> <li>Know that their work can be similar or different to the work of a well-known artist.</li> </ul>	<ul style="list-style-type: none"> <li>Can they create moods in their paintings?</li> <li>Can they choose to use thick and thin brushes as appropriate?</li> <li>Can they paint a picture of something they can see?</li> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they mix their own brown?</li> <li>Can they make tints by adding white?</li> <li>Can they make tones by adding black?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	primary shades, tones, techniques, layering Compare, same, different, artist, craft maker, designer, question	

<b>Summer 1 – Land Ahoy!</b>	Textiles (Flag)	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> <li>• Can they create part of a class patchwork?</li> </ul>	match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving
<b>Summer 2 – Our future</b>	Collage (Sports Kit)	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> </ul>	create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, texture, fold, crumple, tear, overlap

KS1 CYCLE B	Art Topic/ Theme	Knowledge Y1	Knowledge Y2	Skills Y1	Skills Y2	Vocabulary Y1	Vocabulary Y2
Autumn 1 – Medieval magic	NO ART COVERAGE THIS HALF TERM						
Autumn 2 – Best of British	Drawing 3D Artist – Anthony Gormley	<ul style="list-style-type: none"> <li>Know that different types of lines can be drawn</li> <li>Know that modelling materials can be shaped with their hands and different tools to create different outcomes.</li> <li>Know that simple joins can be made.</li> <li>Know that they can form an opinion about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Know that pattern and texture can be used to create drawings.</li> <li>Know that shading creates tone.</li> <li>Know that patterns and textures can be added using different tools.</li> <li>Know that their work can be similar or different to the work of a well-known artist.</li> </ul>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves in their drawing?</li> <li>Can they create moods in their drawings?</li> <li>Can they draw using pencil and crayons?</li> <li>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> <li>Can they add texture by using tools?</li> <li>Can they make different kinds of shapes?</li> <li>Can they cut, roll and coil materials such as clay, dough or plasticine?</li> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>Can they use charcoal, pencil and pastels?</li> <li>Can they create different tones using light and dark?</li> <li>Can they show patterns and texture in their drawings?</li> <li>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> <li>Can they make a clay pot?</li> <li>Can they add line and shape to their work?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, tone, soft, hard, shiny, tone, light, dark, pale, deep, oval, long, curvy, bright materials, products, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, paint, create, texture, construct, join, natural, manmade, surface, Compare, same, different, artist, craft maker, designer, question	
Spring 1 – Active Planet	NO ART COVERAGE THIS HALF TERM						
Spring 2 – Rumble in the jungle	IT	Know that you can combine different artistic techniques to create a piece of art. Know that they can form an opinion about a piece of art.	Know that patterns and textures can be created using different materials. Know that their work can be similar or different to the work of a well-known artist.	<ul style="list-style-type: none"> <li>Can they use a simple painting program to create a picture?</li> <li>Can they use tools like fill and brushes in a painting package?</li> <li>Can they go back and change their picture?</li> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create a picture independently?</li> <li>Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>Can they edit their own work?</li> <li>Can they take different photographs of themselves displaying different moods?</li> <li>Can they change their photographic images on a computer?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	(See computing vocab) Compare, same, different, artist, craft maker, designer, question	
Summer 1 – Pollution Solution	Painting Collage	<ul style="list-style-type: none"> <li>Know that there are primary and secondary colours and know their names.</li> <li>Know that paint can be mixed to create colours.</li> <li>Know that you can combine different</li> </ul>	<ul style="list-style-type: none"> <li>Know that paint can be mixed to create tones and shades.</li> <li>Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Can they communicate something about themselves in their painting?</li> <li>Can they create moods in their paintings?</li> <li>Can they choose to use thick and thin brushes as appropriate?</li> <li>Can they paint a picture of something they can see?</li> <li>Can they name the primary and secondary colours?</li> <li>Can they cut and tear paper and card for their collages?</li> <li>Can they gather and sort the materials they will need?</li> </ul>	<ul style="list-style-type: none"> <li>Can they mix paint to create all the secondary colours?</li> <li>Can they mix and match colours, predict outcomes?</li> <li>Can they mix their own brown?</li> <li>Can they make tints by adding white?</li> <li>Can they make tones by adding black?</li> <li>Can they create individual and group collages?</li> <li>Can they use different kinds of materials on their collage and explain why they have chosen them?</li> </ul>	brush, size, scale, colour, mixing, primary colours, primary shades, tones, techniques, layering, create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, texture, fold, crumple, tear, overlap	

		artistic techniques to create a piece of art.				
<b>Summer 2</b> – Inside Out	Printing Textiles	<ul style="list-style-type: none"> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> <li>• Know that you can combine different artistic techniques to create a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that patterns and textures can be created using different materials</li> <li>• Know that patterns and textures can be created using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print with sponges, vegetables or fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> </ul> <p>Can they create a repeating pattern?</p> <ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> </ul> <p>Can they weave with fabric and thread?</p>	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> </ul> <p>Can they create a print like a designer?</p> <ul style="list-style-type: none"> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> </ul> <p>Can they create part of a class patchwork?</p>	<p>hard, soft, rollers, pallets, mono printing, roll printing, stencils, repeating patterns, match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving</p>

## END OF KS1 ASSESSMENT STATEMENT

CHILDREN WILL EITHER HAVE 'MET' OR 'NOT MET' THE FOLLOWING STANDARD AT THE END OF EACH YEAR.

	Assessment statement
Year 1	<p>By the end of year one we expect the children to have used a range of materials, use drawing and painting, develop techniques of colour, pattern, texture and line, learn about a range of artists and recognise similarities and differences between them. By delivering art through a skills based curriculum, this enables the children to make progress with the skills they have been taught through topics which also incorporate a range of activities which involve the community, themed days and celebrations. Therefore our children will develop creativity, independence, curiosity and self-reflection whilst being equipped with the knowledge and skills to express and create their own works of art.</p> <p>In Key Stage 1 we assess children's work in art by making informal judgements as we observe them during lessons. On completion of a skill, the teacher marks the work and comments as necessary. At the end of a unit of work a summary judgement is made about the work of each pupil in relation to the National Curriculum.</p>
Year 2 (End of KS1)	<p>By the end of year two we expect the children to use a range of materials, use drawing, painting and sculpture, develop techniques of shape, form and space, learn about the work of craft makers and designers and recognise similarities and differences between them. By delivering art through a skills based curriculum, this enables the children to make progress with the skills they have been taught through topics which also incorporate a range of activities which involve the community, themed days and celebrations. Therefore our children will develop creativity, independence, curiosity and self-reflection whilst being equipped with the knowledge and skills to express and create their own works of art.</p> <p>In Key Stage 1 we assess children's work in art by making informal judgements as we observe them during lessons. On completion of a skill, the teacher marks the work and comments as necessary. At the end of a unit of work a summary judgement is made about the work of each pupil in relation to the National Curriculum.</p>