

Suffield Park Infant and Nursery School Progression Map for

Art and Design



Confident, Resilient, Ambitious, Brilliant

Subject Leader: Rebecca Cooper **Red text – EYFS or NC Objectives**

Year Group	Knowledge	Skills	Vocabulary
	Drawing		
R	<p>Range 5</p> <ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons(Moving and Handling) Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (creating with materials) Sometimes gives meaning to marks as they draw and paint (Writing) <p>Range 6</p> <ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines (Moving and Handling) Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (creating with materials) Creates representations of both imaginary and real-life ideas, events, people and objects (being imaginative and expressive) <p>Early Learning Goals</p> <ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (Moving and Handling) <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; (creating with materials)</p> <p>To know that drawing can be used to make simple representations of events, people and objects</p>	<ul style="list-style-type: none"> Begin to use a variety of drawing tools to mark make and draw Use drawings to tell a story Use drawing to retell an event Investigate different lines Draw people, plants and animals through observation 	<p>tool</p> <p>line</p> <p>draw</p> <p>pencil</p> <p>chalk</p> <p>pastels</p> <p>2D shapes</p> <p>names</p> <p>art</p>
1	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know the names of different types of line e.g. straight, curved, zig zag To know that drawing can be used to record an experience, event or object 	<ul style="list-style-type: none"> Can select from a variety of drawing tools Can draw lines to create different textures 	<p>Illustrations</p> <p>straight</p> <p>Wavy</p> <p>curved</p> <p>zig zag</p>

	<ul style="list-style-type: none"> To know that drawings in books are called illustrations and that they can represent story plot or objects To know a drawing of a person can be called a portrait and drawing yourself is a self portrait –link to Science Ourselves topic 	<ul style="list-style-type: none"> Can draw in the style of an illustrator through observation Can draw based on observation e.g a self portrait or still life 	<p>portrait self portrait still life</p>
2	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know what cross hatching is and how it can be used in drawing To know when to use what type of line e.g wavy line for sea waves To know how sketching can be used to produce a quick record of an experience To know that drawing can take a variety of forms including observational drawing and cartoons To know that light and dark/ shading can be used to make shadows To know that different types of pencil can be used to produce different effects, including charcoal 	<ul style="list-style-type: none"> Can experiment with tools and surfaces and say what worked best Can draw as a way of recording experiences and feelings Can discuss use of shadows; use of light and dark and shading Sketch to make quick records Can use a range of lines to represent the shapes in nature in a landscape picture 	<p>sketch smudge cross hatch fine thick observation cartoon shading observation</p>

Year Group	Knowledge	Skills	Vocabulary
	Digital Art – cross curricular with Computing		
R	<p>Range 6</p> <ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies (Technology) To know how to draw a simple representation of people, objects or experience using technology e.g interactive whiteboard and pen drawing (using an art program) <p>Early Learning Goals</p> <p>No relevant objective</p>	<ul style="list-style-type: none"> Can use a mouse or touch screen as a tool for drawing Can use ICT hardware to interact with age-appropriate computer software to draw 	<p>mouse tool digital</p>
1	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know that digital art is one way of producing art for books, posters or cards To know how to produce a simple piece of art using computing software after it is demonstrated 	<ul style="list-style-type: none"> Can select from a variety of drawing tools used within a software package including colour changing and thickness of line icons such as textease Can use the mouse with accuracy as an art tool as an alternative to a paintbrush or pencil 	<p>Digital Software Mouse Icon modern Mondrian</p>

	<ul style="list-style-type: none"> ● To know that digital art is a more recent /modern form of art 	<ul style="list-style-type: none"> ● Can use lines and colour fill tools to recreate a piece of work in the style of Piet Mondrian (see Artists section) 	
2	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● To know that digital art is one way of producing art for books, posters or cards- link to Andy Warhol (see Artists session) ● To know how to produce a simple piece of art using computing software with independence 	<ul style="list-style-type: none"> ● Use art software Independently to produce digital art using a mouse or touch screen ● Can explore how to change the colours and backgrounds of an inserted image or uploaded photo 	Digital Software Mouse Icon function Andy Warhol Image

Year Group	Knowledge	Skills	Vocabulary
Sculpture, collage, weaving and clay work			
R	<p>Range 5</p> <ul style="list-style-type: none"> ● Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ● Uses tools for a purpose (Creating with materials) <p>Range 6</p> <ul style="list-style-type: none"> ● Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking ● Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ● Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (creating with materials) ● Creates representations of both imaginary and real-life ideas, events, people and objects ● Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (being imaginative and expressive) ● Uses simple tools to effect changes to materials ● Handles tools, objects, construction and malleable materials safely and with increasing control and intention (Moving and Handling) <p>Early Learning Goals Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>Sculpture – focus on Land Art – Link to Any Goldsworthy/ forest school experiences</p>	<ul style="list-style-type: none"> ● Use various construction materials. ● Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ● Join construction pieces together to build and balance. ● Use tools for a purpose. ● Can construct using a variety of resources ● Can use simple tools and techniques competently and appropriately. ● Can use appropriate resources and adapt work where necessary. ● Playdough/ salt dough - Can explore how to shape and reshape using stretching, twisting, rolling techniques ● Layer materials to make textures, such as collages, using feathers, papers and natural materials 	<p>tool join fix glue tape scissors build glue sculpture dough weaving texture/ words to describe the touch Andy Goldsworthy</p>

1	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● to use a range of materials creatively to design and make products <p>Collage</p> <ul style="list-style-type: none"> ● To know how to sort according to specific qualities including fabrics, e.g. warm, cold, shiny or smooth. – link to Science Materials topic ● To know that collage can be used to create or represent a mood, theme or memory <p>Sculpture- focus on papier mache</p> <ul style="list-style-type: none"> ● To know that sculptures can be made using recycled materials including papier mache 	<ul style="list-style-type: none"> ● Can select images from recycled materials, photos or magazines by colour or theme to create a collaborative collage ● Can make shapes from rolled up paper, straws, paper and card. ● Can construct and join recycled, natural and man-made materials. ● Can explore shape and form and can talk about it ● Can use papier mache technique to create a sculpture (collaborative piece if desired) 	<p>Assemble Construction 3D shapes shape mould sculpture papier mache texture collage attach material shape</p>
2	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● to use a range of materials creatively to design and make products <p>Sculpture –focus on clay</p> <ul style="list-style-type: none"> ● To know how to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Link to Clarice Cliff. <p>Weaving and Fabric Art -links to DT</p> <ul style="list-style-type: none"> ● To know what textiles can be used for and how to use them to create art pieces ● To know that cutting and sewing a variety of materials can produce a piece of art. 	<ul style="list-style-type: none"> ● Experiment with tools and surfaces ● Can use clay to make a pot or model ● Can use tools to add shape and texture to clay work. ● Can weave fabrics using weaving boards ● Can thread a needle, cut, glue and trim material – link to DT. ● Can create images from imagination, experience or observation. 	<p>Assemble Construction 3D shapes shape mould sculpture clay texture textiles sew stitch thread knead shape</p>

Techniques – wax resist, marbling, pattern, printing, paper folding, dyeing			
R	<p>Range 5</p> <ul style="list-style-type: none"> ● Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons(Moving and Handling) ● Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ● Uses tools for a purpose (creating with materials) <p>Range 6</p> <ul style="list-style-type: none"> ● Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking ● Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ● Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (creating with materials) <p>Early Learning Goals</p> <p>Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Use a range of small tools, including scissors, paint brushes and cutlery; (Moving and Handling) 	<ul style="list-style-type: none"> ● Use everyday and natural objects to make prints with paint ● Add materials to paint such as sawdust or sand to experiment with different textures ● Use colours and types of line to produce irregular patterns ● Paper Folding - Fold, rip, and tear papers and /or fabrics ● Explore what happens when we paint onto a wax picture ● Talk about patterns they see in the environment using everyday language; stripy, spotty 	<p>tool</p> <p>line</p> <p>straight</p> <p>wavy</p> <p>zig zag</p> <p>draw</p> <p>pencil</p> <p>chalk</p> <p>pastels</p> <p>2D shape</p> <p>names</p>
1	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● to use a range of materials creatively to design and make products ● To know what it means for a piece of artwork to have texture 	<ul style="list-style-type: none"> ● Use lines, shape and colour to create regular or repeating patterns ● Exploring and recreating patterns and textures with an extended range of materials, e.g. sponges, leaves or fruit. 	<p>Illustrations</p> <p>print</p> <p>materials</p> <p>range</p> <p>repeating</p>

	<ul style="list-style-type: none"> ● To know what it means for art to have a pattern through simple printing ● To know that materials can be combined to create a visual effect –marbling/ wax resist/dyeing ● To know and use vocabulary to support art discussion and conversation linked to line, tone, pattern, shape, colour and texture ● To name colour choices that would support a feeling – red for angry, blue being calm etc 	<ul style="list-style-type: none"> ● Explore wax resist and marbling techniques ● Can make colour choices as part of being able to represent feelings ● Use folding and tools to make changes to paper, including twisting and curling using tools ● Dyeing - To explore how techniques can be used in dyeing to create patterns e.g tying materials with elastic bands, knotting or experiment with using natural dyes to change the colour of fabrics 	<p>marbling wax resist</p>
2	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● to use a range of materials creatively to design and make products ● To know and use vocabulary to support art discussion and conversation linked to line, tone, pattern, shape, colour and texture ● To know what tool would create the best result e.g size of paintbrush, scissors, rollers, glue spreaders, ● To know what it means to build a repeating pattern and to be able to talk about patterns in the environment –printing. Link to William Morris – see Artists session ● To name types of printing – block, relief printing , monoprinting 	<ul style="list-style-type: none"> ● Can use tools safely and with independence including scissors with growing accuracy ● Can print repeating patterns, e.g. overlapping, using two contrasting colours. ● Create a printing block or tile using recycled materials such as string and cardboard ● Can print images through monoprinting on a variety of papers. ● Can use a printing tile to create repeated image art piece 	<p>Print Block Relief Monoprint Overlap dyeing</p>

Year Group	Knowledge	Skills	Vocabulary
Painting and Colour mixing			
R	<p>Range 5</p> <ul style="list-style-type: none"> ● Continues to explore colour and how colours can be changed ● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience ● Uses tools for a purpose (creating with materials) <p>Range 6</p> <ul style="list-style-type: none"> ● Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking ● Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (creating with materials) ● Creates representations of both imaginary and real-life ideas, events, people and objects ● Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (being imaginative and expressive) ● Uses simple tools to effect changes to materials ● Handles tools, objects, construction and malleable materials safely and with increasing control and intention (Moving and Handling) <p>Early Learning Goal Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; <p>Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. (fine motor)</p>	<ul style="list-style-type: none"> ● Can explore colour and how colours can be changed. ● Use a range of tools to add paint to surfaces including fingers and hands ● Draws lines and circles using gross motor movements. ● Explores what happens when they mix colours –hands and brushes ● Captures experiences and responses with a range of media, such as paint and other materials. 	<p>Colour names mix paintbrush palette</p>
1	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● To know the primary colours ● To know that colours made by mixing two primary colours are called secondary colours 	<ul style="list-style-type: none"> ● Can mix two primary colours independently to explore what secondary colour is made ● Use a paintbrush with control ● Selects colours for a purpose 	<p>primary secondary colour mix Kandinsky</p>

	<ul style="list-style-type: none"> ● To know that colours can be used to convey feelings and produce art in the style of an artist – Kandinsky – see Artists section 	<ul style="list-style-type: none"> ● Mix powder paints ● Can select a brush size for a purpose ● Can name the primary colours ● Can use the words primary and secondary when talking about colours 	
2	<ul style="list-style-type: none"> ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● To know how to make a colour lighter or darker (tone) ● To know the primary colours needed to mix orange, purple and green paint ● To know what a colour wheel can be used for ● To know a range of types of paint including powder and water colours 	<ul style="list-style-type: none"> ● Paint as a way of recording experiences and feelings . ● Experimenting with water colours, colour washes, ready mix paint etc. ● Representing things observed, remembered or imagined, using colour and tools. ● Can make a colour lighter or darker ● Can describe what a colour wheel tells us 	<p>sketch lighter darker colour wheel</p>

Year Group	Knowledge	Skills	Vocabulary
	Artists, Craft Makers and Designers Evaluating our own work and the work of others		
R	<p>Work of Others:</p> <ul style="list-style-type: none"> ● To recognise some famous artworks and link them to the artist (Focus artist each half term linked to topic work in long term plans) ● To know that we can use a style of art to our own pictures <p>Range 5</p> <ul style="list-style-type: none"> ● Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously (Being imaginative & expressive) <p>Range 6</p> <ul style="list-style-type: none"> ● Creates representations of both imaginary and real-life ideas, events, people and objects ● Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth (Being Imaginative and expressive) <p>Early Learning Goal Statutory ELG: Creating with Materials Children at the expected level of development will:- Share their creations, explaining the process they have used;</p> <ul style="list-style-type: none"> ● Sculpture artist – Andy Goldsworthy ● Child initiated learning will inform two further artists studied through topic choices made. <hr/> <p>Evaluating:</p> <p>Range 5</p> <ul style="list-style-type: none"> ● Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously (Being imaginative & expressive) <p>Range 6</p> <ul style="list-style-type: none"> ● Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms (Sense of self) <p>Early Learning Goal Statutory ELG: Self Regulation</p>	<ul style="list-style-type: none"> ● Confident to speak to others about own needs, wants, interests and opinions. ● Can talk about things they have seen in a small group ● Can describe self in positive terms and talk about abilities. 	<p>Artist Painting Famous Sculpture Gallery Exhibition Land art</p>

	<p>Children at the expected level of development will: - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Statutory ELG: Managing Self</p> <p>Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>		
1	<ul style="list-style-type: none"> 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>Work of others:</p> <ul style="list-style-type: none"> To know about the work of a range of artist, craft makers and designers To be able to compare pieces of art work for similarities and differences <p>Artists :</p> <ul style="list-style-type: none"> Learn about Wassily Kandinsky, recognise his work and explore his techniques- colour mixing link Learn about Piet Mondrian, recognise his work and explore his techniques through digital art Learn about Vincent Van Gogh, recognise his work and experiment with still life drawing – flower <p>Evaluating :</p> <ul style="list-style-type: none"> Ask and answer questions about the starting points for their work, and develop their ideas. To be able to talk about art work they like and why To evaluate their own work 	<ul style="list-style-type: none"> Can recognise the work of famous artists studied and use techniques in their own work Can begin to include technical vocabulary in their critique Can talk about a piece of artwork using supported questions- How do you think it was created? How does it make you feel Can talk about their work (and peers) and explain how it makes them feel Can identify ways to improve their work 	<p>Explain Improve Critique Describe Evaluate Artist Craft Designer Artists named in knowledge section</p>
2	<ul style="list-style-type: none"> 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. To know about the work of a range of artists, craft makers and designers To be able to compare pieces of art work for similarities and differences To make links to their own work Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures Learn about Claude Monet, recognise his work and explore his techniques- landscapes link Learn about Andy Warhol, recognise his work and explore his techniques- digital art link Learn about William Morris, recognise his work and explore his techniques- printing Learn about Clarice Cliff, recognise her work and explore her techniques- clay work/ ceramic artist 	<ul style="list-style-type: none"> Can talk about their work (and peers) and explain how it makes them feel Can support peers with praise and a specific way in which they could improve their work Can begin to include technical vocabulary in their critique Can talk about a piece of artwork using supported questions- How do you think it was created? How does it make you feel? 	<p>Explain Improve Critique Describe Evaluate Artist Compare Popular Artists named in knowledge section</p>

	<p>Evaluating</p> <ul style="list-style-type: none">● Review what they and others have done and say what they think and feel about it.● Identify what they might change in their current work or develop in their future● To use knowledge of some technical art words in critique and art discussions		
	<p>Teacher support for Planning – T drive folder for all Artists named on the progression map.</p>		