



ART & DESIGN: Progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>Physical Development</u> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <u>Expressive Arts & Design</u> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
	Reception (Classes 2-4)	<u>Physical Development</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use a range of small tools, including scissors and paintbrushes. • Begin to show accuracy and care when drawing. <u>Expressive Arts & Design</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
National Curriculum	Key Stage 1 (Classes 5-10)	Pupils should be taught: • to use a range of materials creatively to design and make products. • 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. • 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.

Area	Year Group	Substantive knowledge (practical & theoretical) Key vocabulary is in bold	Disciplinary knowledge (what art is)
Sculpting/ Modelling	Nursery	- Choose basic tools to make marks, cut and imprint - Develop own ideas and choose materials for sculpting/modelling - Handle and explore a variety of substances though malleable play e.g. foam, playdough, sand - Begin to “join” different materials when modelling e.g. two boxes - Name a sculptor and describe the style of their work; Andy Goldsworthy’s ‘land art’ - Know the names of equipment used such as playdough, rolling pin, glue, scissors, box, tub - Understand the terms squash, squeeze, roll, cut, marks, stick - Begin to use vocabulary to describe marks e.g. bumpy, smooth, zig-zag	Take pride in producing models to take home Be aware that artists exist and that we can copy their style
	Reception	- Handle and manipulate a range of substances through malleable play e.g. foam, dough, sand - Experiment with embellishments - Pulls apart and reconstructs junk - Experiment with junk materials with a basic model idea in mind - Collaborate with others when designing and making a model, sharing resources and helping others - Talk about what they have made, explaining processes used - Understand how to use basic tools safely e.g. scissors, hole punch - Know some techniques for joining materials, e.g. how to use adhesive tape and different sorts of glue - Know an increasing range of equipment names such as tools, masking tape, split pin, hole punch - Use vocabulary to describe a process such as squash, squeeze, roll, pull, stretch, fold, bend, join - Begin to develop their range of vocabulary to describe their work, such as soft, hard, rough, patterned, shiny, dull	Be aware of different types of models and sculptures e.g. models made by children, sand sculptures
	Year 1	- Shape and carve malleable materials using a variety of tools and specific techniques e.g. clay tile making using guide sticks - Plan junk model design before building - Experiment with joining media when working with junk materials and begin to apply knowledge of joining techniques to own work - Continue to embed and build up a range of vocabulary for equipment names	Be aware of different types of models and sculptures e.g. models made by children, artists’ sculpture work

		- Name artists who specialise in sculpture and describe the style of their work e.g. Andy Goldsworthy's 'land art'/Malcolm MacLachlan's 'William Bradley sculpture' - Describe a range of textures e.g. even, uneven, rough, smooth, serrated, jagged	
	Year 2	- Apply their previously learnt skills to design and make using malleable materials e.g. clay lighthouses - Use finer techniques to create more detailed work - Design and make 3D artefacts/free standing sculptures with increasing attachment techniques - Know the difference between 2D shape and 3D shape - Name artists who specialise in sand sculpture and study their work e.g. Team Sandtastic and KingSand Make sand sculptures (link to seaside school trip) - Continue to embed and build up vocabulary, such as malleable, manipulate, technique, sculpture, properties, experiment	Be aware of different types of models and sculptures e.g. models made by children, artists' sculpture work, sand sculptures
Collage	Nursery	- Select materials to make collages e.g. paper, pasta, beans - Use basic tools to cut and stick e.g. scissors and adhesive glue - Experiment using different colours and textures - Begin to use vocabulary to describe papers/materials such as, colour names, shiny, bright, sparkly - Know the names of equipment used such as, paper, material, glue, glue spreader, scissors - Understand the terms cut, stick	Take pride in producing art work for display or to take home
	Reception	- Can select collage materials based on preference - Group collage materials based on properties such as colour/texture - Understand how to use basic tools safely e.g. scissors, various types of glue, glue spreader - Collaborate with others to create a large-scale collage, sharing resources and helping others - Begin to develop their range of vocabulary to describe paper/materials such as, texture, natural, soft, rough, shiny, dull, bumpy, smooth - Know an increasing range of equipment names such as adhesive glue, glue stick - Understand the terms select, group, sort	

	Year 1	• Crumple/tear collage materials when exploring the scale of a collage piece • Use smaller embellishments within collages • Collage work shows an awareness of colour • Glue and place collage materials with a simple design in mind • Understand the terms crumple, tear, scale, colour, shade, design, smooth, uneven, warm, cold	
	Year 2	• Use a variety of collage materials to make a specific picture • Develops skills of overlapping and overlaying • Continue to embed and build up vocabulary, such as overlap, overlay	
Painting	Nursery	• Use a variety of tools and liquids to paint and make marks e.g. paintbrushes, sticks, squeeze bottles, flowers, water • Begin to represent objects when painting • Represent different emotions in their paintings e.g. swirls for angry/cross • Experiments with colour and colour mixing • Name a painter and recognise a style of their work; Vincent Van Gogh's 'sunflowers' • Begin to use vocabulary to describe paint such as, colour names, dark, bright • Know the names of equipment used such as paint, paper, paintbrush, stick, water • Understand the terms paint, colour, mark-make, circle, line, colour mix	Take pride in producing art work for display or to take home Be aware that artists exist and that we can copy their style
	Reception	• Hold and use a paintbrush competently • Express their ideas and feelings through painting and share their creations explaining the processes they have used • Use ready mix paint to experiment with colour-mixing (can clean up painting tools using shown method with support) • Identify primary colours by name • Develop colour-mixing techniques to enable them to match the colours they see and want to represent (with support) • Continue to explore a range of ways to apply paint to different surfaces e.g. fingers, brushes, sticks • Work on large and small-scale pieces • Name a painter and recognise and describe a style of their work; Jackson Pollock's 'splatter painting' • Begin to develop range of vocabulary to describe paint e.g. lighter, darker • Know an increasing range of equipment names such as water pot, palette, cleaning bucket, cleaning brush, cleaning cloth, paint pump	Be aware that artists exist and that we can copy their style

		Understand the terms colour-mixing, primary colours, surface, large-scale, small-scale	
	Year 1	- Can colour mix to make green, purple and orange (secondary colours) and pink and brown (can clean up painting tools using shown method) - Creates paintings from direct observation and imagination - Choose the correct tool to apply paint e.g. thick and thin brushes - Understand the term secondary colours - Know an increasing range of equipment names such as pipette, thick and thin brushes, watercolours - Name a painter and recognise and describe the style of their work e.g. Wassily Kandinsky's 'concentric circles'	
	Year 2	- Experiment with colour-mixing to create different tints and tones - Mix colours to match those of the natural world – colours that might have a less defined name - Experiment with a whole range of paint and painting tools to create more delicate work - Use their sketch-book to show the step-by-step process used to create their final painting - Name a painter and recognise and describe the styles of their work e.g. Vincent Van Gogh's 'poppies'/'self-portraits' - Continue to embed and build up vocabulary such as, tint, tone, background, cold, warm, colour chart	Recognise that images can be created in different styles by different artists and these can evoke different feelings
Printing	Nursery	- Print using simple objects e.g. hand, foot, vegetables, sponges - Experiment with random printing - Know the names of equipment used such as fingers, hands, sponges, vegetable names - Understand the terms hold, press, release	Take pride in producing art work for display or to take home
	Reception	- Experiment with random printing using a variety of natural and man-made objects - Make patterns and prints in different media e.g. wet sand/paint - Print repeating and symmetrical patterns with block colours - Name an artist and recognise and describe a style of their work e.g. Andy Warhol's 'pop art' - Understand the terms print, random, natural, man-made, patterns, prints, repeating, symmetrical	Be aware of different types of prints e.g. prints by children or artists

	Year 1	• Make rubbings using natural and man-made materials • Print with a variety of natural and man-made objects • Experiment with pattern work; regular and irregular • Understand the terms rubbings, regular, irregular	
	Year 2	• Experiment with overprinting (use of different colours and images) • Create own printing tools to create repetitive patterns • Identify different forms printing takes: books, pictures, wallpaper, fabrics, etc. • Continue to embed and build up vocabulary such as, overprinting, printing tool, repetitive	Know that printing can be used for different purposes and begin to appreciate how different artists have created their prints
Drawing	Nursery	• Drawings have some resemblance of people or objects • Explore a range of mark making materials e.g. pencils, pens, chalk, crayons, finger, stick • Represent different emotions in their drawings e.g. a smile on Mummy's face because she is feeling happy • Draw on different surfaces working on both large and small scale e.g. cave drawing, wallpaper, playground, paper • Draw around the outline of a basic 2D shape • Know the names of equipment used such as paper, pencils, pens, chalk, crayons, wallpaper • Understand the terms draw, mark make, drawing, circle, line, shape	Take pride in producing art work for display or to take home
	Reception	• Explore a larger range of drawing tools e.g. pastels, sketching pencils • Draw on different surfaces working on both large and small scale • Draw basic shapes to represent objects • Encourage accurate drawing of people • Show emotions in drawings • Begin adding details to drawings using both their imagination and observational skills • Know an increasing range of equipment names such as pastels, sketching pencils • Use vocabulary to describe marks made, such as thick, thin, wavy, straight, zig-zag, line, circle, shape names	
	Year 1	• Uses observational skills to draw a variety of objects using different media • Develop scale and detail in drawings • Begin to create different tones using light and dark • Use vocabulary to describe marks made, such as horizontal, vertical, diagonal, curly, curved, straight, jagged	Realise that the same object can be portrayed differently

	Year 2	• Use a wider range of drawing tools to draw animals, people and objects • Draw for a sustained period of time • Experiment with different drawing techniques • Use their sketch-book to show the step-by-step process used to create a final drawing piece • Name an artist and recognise and describe a style of their work e.g. Paul Cezanne's 'still life fruit' • Continue to embed and build up vocabulary, such as tone, soft, hard, light, dark, pale, deep	Begin to recognise an artist by the style of the drawing e.g. an illustrator of a picture book
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