



Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

Art and Design

National Curriculum Purpose of study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Intent: “Every child is an artist. The problem is staying an artist when you grow up.” (Pablo Picasso). Children are, by nature, spontaneous, inquisitive and curious and these qualities make a child a natural artist. We intend to give them the opportunities to express this independently, creatively, spontaneously and courageously in order for them to see themselves as lifelong artists. The understanding of which ultimately will benefit their all-round development across the curriculum and wellbeing for life.

Early Years Foundation Stage Links the EYFS Framework

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3-4 Years (FS1 Nursery) Development Matters 2021	PSED	Select and use activities and resources, with help when needed.
	PD Fine Motor	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.
	EAD	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. 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.
4-5 Years (FS2 Reception) Development Matters 2021	PSED	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	PD Fine Motor	Develop their small motor skills so that they can use a range of tools competently, safely and confidently such as pencils for drawing and paintbrushes.
	EAD	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.
Early	PSED Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Learning Goal (ELG)	PSED <small>Fine Motor</small>	Use a range of small tools, including scissors and paint brushes. Begin to show accuracy and care when drawing.
	EAD <small>Creating with Materials</small>	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.

Key Stage 1 National Curriculum Statutory requirements

- 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.
- To learn 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.

Progression of knowledge: Making skills - Drawing

FS2	Year 1	Year 2
<p>Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools.</p> <p>Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing.</p> <p>Combine materials when drawing.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials e.g., which ones smudge, which ones can be erased, which ones blend.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing</p>	<p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>Use different materials and marks to replicate texture.</p> <p>Manipulate materials and surfaces to create textures, e.g., scratching with tools or blending with fingers.</p> <p>Use marks and lines to show expression on faces.</p> <p>Make a concertina book.</p> <p>Use drawing to tell a story.</p> <p>Use charcoal to avoid snapping and to achieve different types of lines.</p> <p>Use drawing pens.</p>

Progression of knowledge: Making skills – Painting and mixed media

FS2	Year 1	Year 2
<p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials e.g., paint, water for painting.</p>	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p>

<p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways e.g., adding water, adding a lighter colour.</p>	<p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials e.g., cutting, tearing</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>
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Progression of knowledge: Making skills – Sculpture and 3D

FS2	Year 1	Year 2
<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials e.g., playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p> <p>Develop 3D models by adding colour.</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, e.g., spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>

Progression of knowledge: Making skills – Craft and design

FS2	Year 1	Year 2
<p>Explore differences when cutting a variety of materials.</p> <p>Investigate different ways of cutting e.g., straight lines, wavy lines, zig-zags.</p> <p>Follow lines when cutting.</p> <p>Experiment with threading objects, holding equipment steady to do so.</p> <p>Explore techniques for joining paper and card e.g., stick, clip, tie, tape.</p> <p>Apply craft skills e.g., cutting, threading, folding to make their own artworks.</p> <p>Design something on paper ready to make in three dimensions.</p>	<p>What materials can be cut, knotted, threaded or plaited.</p> <p>Wrap objects/shapes with wool.</p> <p>Measure a length.</p> <p>Tie a knot, thread and plait.</p> <p>Make a box loom.</p> <p>Join using knots.</p> <p>Weave with paper on a paper loom.</p> <p>Weave using a combination of materials.</p>	<p>Draw a map to illustrate a journey.</p> <p>Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>

Progression of knowledge: Making skills

	FS2	Year 1	Year 2
Colour	The names of a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	The names of simple shapes in art	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.
Line	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (e.g., bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.

Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours.
Progression of knowledge: Knowledge of artists			
Meanings	FS2	Year 1	Year 2
	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories.	Art can be figurative or abstract.
Materials & Processes	Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long - it is temporary. Sometimes artists cut and stick photos to make new images.	Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make.	Illustrators use drawn lines to show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

Progression of knowledge: Evaluating and analysing			
What is art?	FS2	Year 1	Year 2
	Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.	
Why do people make art?			People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.
How do people talk about art?	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made
Progression of skills			
FS2	Year 1	Year 2	
Generating ideas – Talk about their ideas and explore different ways to record them using a range of media.	Generating ideas - Explore their own ideas using a range of media.	Generating ideas - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	
Continuous provision - Experiment in an exploratory way.	Sketchbooks - Use sketchbooks to explore ideas.	Sketchbooks - Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
End of Key Stage 1 Expectations:			
<ol style="list-style-type: none"> 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. 			

<p>Making skills - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focusing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>Making skills - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.</p>	<p>Making skills - Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
<p>End of Key Stage 1 Expectations:</p> <ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products. 2. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 		
<p>Knowledge of artists - Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p>	<p>Knowledge of artists - Describe similarities and differences between practices in Art and Design, e.g., between painting and sculpture and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Knowledge of artists - Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>
<p>Evaluating & analysing - Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Evaluating & analysing - Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Evaluating & analysing - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>
<p>End of Key Stage 1 Expectations:</p> <ol style="list-style-type: none"> 1. Knows 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. 		