



Farnborough Grange Nursery and Infant School – Curriculum Progression

Art

Curriculum Expectations

Early Years (Expressive Arts & Design)

Birth to three (Development Matters)

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

3-4 years old (Development Matters)

- 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.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Reception (Development Matters)

- 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 Learning Goals – end of Reception

Creating with Materials ELG

- 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

KS1

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

	Nursery	Reception	Year 1	Year 2
Drawing	<p>Birth to three</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years old</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Correctly hold and control a range of drawing media to create shapes, patterns and textures.</p> <p>Investigate different lines thick/thin/wavy/straight and textures.</p> <p>Add detail to faces/figurative drawings.</p>	<p>Develop the technique of making patterns using pencils.</p> <p>Begin to explore different ways of showing texture.</p> <p>Observe and talk about patterns and textures</p> <p>Explore drawing lines of different sizes and thickness.</p> <p>Colour inside the lines.</p> <p>Add some details drawing upon key features of their observations</p> <p>Draw using pencil and coloured pencils adding pattern and texture.</p>	<p>Develop their concept of scale and proportions.</p> <p>To start to use shading to create shadow</p> <p>To show improved proportion when drawing the face or the whole body</p>

	Draw, line, pencil, colour, crayon	Thick, thin, wavy, straight	Dark, light, hard, soft, texture, pattern	Proportion, shade, light, dark, mood, feeling, scale
Painting	<p>Birth to three</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years old</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>To explore different brushes and tools for painting</p> <p>To understand what colours are primary colours</p> <p>To explore mixing colours to create new ones.</p> <p>To understand how to create different textures using a paint brush</p> <p>To understand how to create collaboratively, sharing ideas, resources and skills</p>	<p>To select appropriate brushes to suit purpose.</p> <p>To be able to name the primary and secondary colours</p> <p>To understand how to mix paint to create secondary colours</p> <p>To understand that there are different styles of art and explore different artists.</p>	<p>To understand that paint takes time to dry before adding detail.</p> <p>To name colours matching to the environment (e.g. sky blue)</p> <p>To select different brushes for texture and detail.</p> <p>Introduce 'tints' by adding white and 'shades' by adding black to make lighter and darker</p> <p>Use different techniques (e.g. dotting, scratching) to imitate an artist/style of art.</p>
	Colour, paper, lines, shape	Look closely, mix, add, light, dark, bright, smaller, bigger	Primary, secondary, artists, brushes	Texture, detail, techniques, dotting, scratching, shades

Sculpture	<p>Birth to three</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years old</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>To mould and create simple shapes with malleable material.</p> <p>To change the surface e.g. impress and apply simple decoration.</p> <p>Combine found materials to create a model/sculpture Know how to join using hinge joints, glue, and tape.</p>	<p>To know how to manipulate malleable materials e.g. rolling, pinching, pulling, impressing.</p> <p>To know how to create a three dimensional joint eg. An arm on a body</p>	<p>To develop joining with clay by cross hatching and slip.</p> <p>Experiment with clay using a coil pot-creating a larger structure.</p> <p>Plan a sculpture that can be viewed from all angles</p>
	Shape, big, small	Size, shape, join, texture, pattern	Structure, form, malleable, materials, rolling, pinching, pulling, impressing	Joining, cross-hatching, slip,

Collage	<p>Birth to three</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years old</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p style="padding-left: 40px;">Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Understand how to use different textured materials</p> <p>Understand how to connect different materials</p> <p>Know how to tear and cut materials using a range of tools.</p> <p>Understand how to layer materials to create a collage</p> <p>Understand how to create collaboratively, sharing ideas, resources and skills</p>	<p>Use repeated patterns in their collage</p> <p>Create texture using collage materials. Using different a range of medias e.g pulses, paper, chalk, paint</p> <p>Sort and select materials for a simple criteria e.g shades rather than just colours.</p> <p>To cut using more precision using scissor (following a drawn outline).</p> <p>Combine visual and tactile qualities</p>	<p>Select a material for a certain purpose and be able to explain their choices.</p> <p>To cut using more precision using scissor (following a drawn outline)</p> <p>Create individual and group collaged pieces</p>
	Scrunch, glue, roll	Glue, rip, cut, tear, manipulate, layer, texture	Collage, layer, texture, material, shade	Collage, cut, stick, outline

Printing

<p>Birth to three</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4 years old</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Understand how to print using different materials</p> <p>Explore using different colours to create different layers</p> <p>Explore printing on to different materials</p> <p>Understand how to create collaboratively, sharing ideas, resources and skills</p>	<p>Choose appropriate tools to suit purpose.</p> <p>Design a printing block inspired by an artist</p> <p>Name the primary and secondary colours</p> <p>Mix paint to create secondary colours</p> <p>Create light and dark colours</p>	<p>Design their own printing block</p> <p>Create a repeating pattern</p> <p>To experiment with effects and techniques for a given purpose (e.g. rubbings, collage, printing)</p>
<p>Paint, paintbrush</p>	<p>Print, colour, paint, press, hard, soft, excess</p>	<p>Print, pattern, primary colour, secondary colour, lighter, darker, tile</p>	<p>Technique, repeating pattern, equipment, material, fabric, tribal,</p>

Links with artists and their own work	Henri Matisse	Paul Linnet Wassily Kadinsky Eric Carle	Henri Rousseau Ranbir Kaur William Morris	Esther Mahlangu Kenny Hunter Vincent Van Gogh
	To explore the work of Henri Matisse and create a collaborative piece inspired by his artwork	Discuss works of art – saying how they feel, what they notice – in simple terms (I like..., the colours are...)	Say how other artists have used colour, pattern and shape Create a piece of work in response to another artist’s work Describe what they can see and like in the work of another artist Ask relevant questions about a piece of art	Say what or who their work is influenced by Experiment with different styles which artists have used Suggest improvements to their work