

## Overdale Infant School: *Elements of Art - Progression Map*



### Intent

- For children to have an appreciation for artwork from a diverse range of artists.
- For children to feel confident to explore art and express themselves freely.
- To experience a range of artistic processes and techniques.
- For children to develop the skills needed to produce a range of artwork using a variety of media.

Development Matters		National Curriculum KS1
<b>EAD 3-4 year olds</b> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour-mixing.</li> </ul>	<b>EAD Reception</b> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul> <b>Creating with materials ELG</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught: <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>

	Pre-school	Reception	Year 1	Year 2
Exploring and developing ideas	<p><b>EAD 3-4 year olds</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<p><b>EAD Reception</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul> <p><b>Creating with materials ELG</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, critique (Austin's Butterfly), improve.</p>	
Drawing	<ul style="list-style-type: none"> <li>Teach drawing (pictures are made up of basic shapes)– line, space, shape.</li> <li>Draw a face with enclosed shape (circle) for head, add 2 eyes a nose and a mouth inside the shape/circle</li> <li>Draw a person with enclosed shapes for head and body, add hair, arms and legs</li> </ul>	<ul style="list-style-type: none"> <li>Teach Drawing (pictures are made up of basic shapes)– line, space, position</li> <li>Draw a face with features in correct positions, draw connected body with arms and legs connected to the body in appropriate places.</li> </ul>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	
			<ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p>Christa Rijneveld Bridget Riley Paul Cezanne</p>	<ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use shading, hatching, cross hatching and smudging</li> </ul> <p>Stephen Wiltshire Sean Briggs</p>

Painting	<ul style="list-style-type: none"><li>Explore paint and implements to paint with.</li></ul> Teach – how to use a paint brush and paint pot, ‘dip...scrape...make a line/shape’  Piet Mondrian	<ul style="list-style-type: none"><li>Teach painting (paintings are made up of basic shapes)– line, space, position</li><li>Experience colour mixing:</li><li>Free access to paint and mixing colours to see what happens.</li><li>Teach colour mixing – how to make orange, green, pink, grey, purple</li></ul> Wassily Kandinsky Claude Monet	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. <b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.  Children can: <ul style="list-style-type: none"><li>name the primary and secondary colours;</li></ul> experiment with different brushes (including brushstrokes) and other painting tools;	
			use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, watercolour wash, sweep, dab, bold brushstroke, <ul style="list-style-type: none"><li>mix primary colours to make secondary colours;</li><li>mix own light and dark versions of the same colour</li><li>try to mix own colours to colour match an object/picture</li></ul> Henri Rousseau	use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, <ul style="list-style-type: none"><li>mix primary colours to make secondary colours;<ul style="list-style-type: none"><li>add white and black to alter tints and shades</li></ul></li></ul> Claude Monet
Sculpture	<ul style="list-style-type: none"><li>explore squeezing, rolling-sausage, balling, shaping clay</li><li>3d sculpture using natural materials</li></ul> Andy Goldsworthy	<ul style="list-style-type: none"><li>Clay thumb pot – smoothed and finished – squeezing, balling, shaping, smoothing clay and add finishing techniques (paint and collage).</li><li>3D Artwork- Sculpture using collections of materials, positioning and balancing objects e.g metal sculptures, wood sculptures, plastic sculptures</li></ul> Jill Townsley, Eva Rothschild	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. <b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  Children can: <ul style="list-style-type: none"><li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li><li>use a variety of techniques, e.g. rolling, cutting, pinching;</li><li>use a variety of shapes, including lines and texture;</li></ul> use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, clay slip	

			<ul style="list-style-type: none"> <li>Coil pot, smoothed and finished – squeezing, balling, rolling-sausage, coiling, smoothing clay and add relief decoration with ‘clay slip’ then apply finishing techniques (paint and collage)</li> </ul>	<ul style="list-style-type: none"> <li>Clay tile with relief – squeezing, balling, flatten evenly with rolling pin and wooden batons/rulers as thickness guides. Add relief elements using clay slip then apply finishing techniques (paint and collage). See the work of <b>Christopher Gryder</b></li> </ul>
Collage	<ul style="list-style-type: none"> <li>Experience collage materials and explore different textures.</li> <li>Teach how to use a glue stick with ‘wet glue’ “dip...scrape...wipe the glue” <b>Pablo Picasso</b></li> </ul>	<ul style="list-style-type: none"> <li>Experience collage materials</li> <li>Adding materials to a picture or piece of artwork (e.g glitter, shiny paper)</li> <li>Teach collage – cutting, tearing scrunching own materials to add to create a piece of artwork</li> </ul>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. different papers, magazines, images etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, features, cut, place, arrange.</p>	
			<ul style="list-style-type: none"> <li>3D paper collage, folding, concertina, curling, fringing</li> </ul>	<ul style="list-style-type: none"> <li>Combining photography and collage inspired by the works of <b>Ben Giles</b> <i>Ben Lewis Giles: collage, hand made, retro, vintage, editorial, photo illustration, paper engineering, abstract, conceptual - Artists - Debut Art</i></li> </ul>

<div>Printing</div>	<ul style="list-style-type: none"> <li>Using objects, shapes and sponges to print with.</li> </ul>	<ul style="list-style-type: none"> <li>Using a stencil to print (using sponge or roller to fill the stencil) <b>Orla Kiely</b></li> </ul>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects.</p>
<div>Work of other artists – Suggestions...</div>	<p>Children will have opportunities to develop an appreciation for artwork from a diverse range of artists.</p> <p>Children will have opportunities to look at and discuss:</p> <ul style="list-style-type: none"> <li>the work of famous, notable artists and designers;</li> <li>their opinion on the work of famous, notable artists.</li> </ul> <p>Children will have opportunities to be inspired by the work of artists and create their own work.</p>	<p>Piet Mondrian Andy Goldsworthy</p>	<p>Children will have opportunities to develop an appreciation for artwork from a diverse range of artists.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To understand 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> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>
		<p>Wassily Kandinsky Claude Monet Jill Townsley, Eva Rothschild Orla Kiely</p>	<p>Bridget Riley Christa Rjneveld Paul Cezanne Henri Rousseau</p> <p>Ben Giles <a href="#">Ben Lewis Giles: collage, hand made, retro, vintage, editorial, photo illustration, paper engineering, abstract, conceptual - Artists - Debut Art</a> Christopher Gryder <a href="#">christopher gryder - Bing images</a> Stephen Wiltshire Andy Warhol Sean Briggs Claude Monet</p>