



## Holmesdale Infant School: Art Curriculum Overview and Knowledge and Skills Progression Map

Art	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery Art	<b><u>Expressive arts and design: Exploring and using media and materials : Continuous provision</u></b> <b>30-50 months</b> <ul style="list-style-type: none"><li>Explores colour and how colours can be changed / Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects / Beginning to be interested in and describe the texture of things</li></ul>					
Reception Art	<b>40-60 months</b> <ul style="list-style-type: none"><li>Explores what happens when they mix colours / Experiments to create different textures. / Understands that different media can be combined to create new effects. / Manipulates materials to achieve a planned effect.</li></ul> <b>ELG:</b> <ul style="list-style-type: none"><li>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and</li></ul>					
<b>Nursery and Reception Continuous Provision</b> / Access to these inside and outside <u>Creative areas in each classroom and outside</u> <ul style="list-style-type: none"><li>Glue, tape dispensers, scissors, pencils, felt, tips, chalk</li><li>Range of paper and card of different colours and textures</li><li>Mixed media including cloth, lollipop sticks, straws, ribbon, wool, bottle tops, recycled materials</li><li>Easel in outside provision - children independently colour mix</li></ul>						
YEAR 1 Art  <b>Bold red</b> – main focus for Art that term	<b>Drawing</b> Self Portraits pencil sketch  <b>colour mixing</b> – independent  <b>Mixed Media</b> Teddy bear collage Robot collage  <b>Printing</b> Hand and finger  Christmas cards	<b>Mixed Media</b> African Kente weaving  Andy Goldsworthy – natural materials  <b>Drawing</b> Firework Art – independent / chalk,  Observational drawing: fruit  <b>Moudling</b> Clay fruit	<b>Drawing</b> Observational drawings of buildings - Reigate Priory	<b>Printing</b> Mother’s Day cards  <b>Painting</b> Colour mixing – Castle and the sun – Paul Klee  pastels and 2D shapes  <b>Moulding</b> Look at sculptures of kings and queens (look at artists)	<b>Painting</b> Monet’s water Lily  Cherry blossom pictures  <b>Drawing</b> Fathers’ Day Cards	<b>Moulding</b> Make a clay pot Look at William Morris artist/ design and incorporate into clay pots  <b>Printing</b> Take One Picture w/s focus  <b>Printing</b> With fruit



<p>YEAR 2 Art</p> <p><b>Bold red</b> – main focus for Art that term</p>	<p><b>Drawing</b> Portrait detectives</p> <p>Portraits from photo of job they want to do (head photo on paper)</p> <p>Create a picture for their class animal using chalks, pastels or crayons</p>	<p><b>Drawing / Painting</b> Observational drawings of bike – pencils/charcoal</p> <p><b>Painting</b> Icarus - colour mixing (painting)</p> <p><b>Mixed Media</b> Christmas cards / calendars – paper strips, tissue paper scrunching</p> <p><b>Moulding</b> Christmas salt dough decorations</p>	<p><b>Mixed Media</b> Weaving Fire of London</p> <p><b>Painting</b> The Thames silhouette of London</p>	<p><b>Textiles</b> Something for time travelling?</p> <p><b>Mixed Media</b> Mother's Day cards</p>	<p><b>Printing</b> Polystyrene printing blocks with rollers and paint - fruits</p> <p><b>Drawing : pastels</b> Cezanne observational drawings of fruit</p> <p>Father's Day Cards</p>	<p><b>Moulding/Sculpture</b> Clay animals</p> <p><b>Mixed Media</b> : collage background for salt dough animals</p>
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## Holmesdale Infant School Skills Progression

**Subject area: Art**

**Key Skills:** Art Tools and Drawing, Painting; Moulding; Mixed Media; Form; Printing; Pattern, Line and Shape; Evaluating

Art Skill	Nursery	Reception	Year 1	Year 2
<b>Drawing</b> (Pencil, charcoal, chalk, pastels, paint, stencils, cutting, gluing) shading	<ul style="list-style-type: none"><li>- Enjoys making marks, signs and symbols on a variety of types of paper</li><li>- Will use a variety of tools and media offered.</li><li>- Will work expressively and spontaneously using marks, lines and curves</li><li>- Give meaning to the marks they make</li><li>- Begin to hold and handle the tools the correct way and safely</li><li>- independently select the tool required</li></ul>	<ul style="list-style-type: none"><li>- Can hold and handle tools in the correct way and safely.</li><li>- Can independently select which drawing tools to use, such as pencils and crayons and use them with some dexterity and control.</li><li>- Can use a variety of different art tools on one task eg pencil, chalk, cutting and gluing.</li><li>- Can create simple representations of events, people or objects, using their own ideas from memory or imagination</li><li>- Can draw from observation</li><li>- Can use different degrees of pressure-light and hard when using a tool (shading)</li></ul>	<ul style="list-style-type: none"><li>- Consolidate fine motor through use of different pencils and tools</li><li>-Use different amounts of pressure independently</li><li>-begin to discuss the different effects created by different tools.</li><li>-Independently selecting and using a variety of different art tools on one task e.g pencil, chalk, cutting and gluing</li><li>-Apply colour using range of tools, crayon, chalk, pastel</li><li>-Begin to scale drawings correctly</li><li>-Observe and begin to draw anatomy (faces,limbs)</li><li>-begin to use shading techniques using different tools.</li></ul>	<ul style="list-style-type: none"><li>- Shows increasing pencil control</li><li>- Explores tone using different grades of pencil, pastel and chalk</li><li>- Will experiment and investigate</li><li>- Produces growing range of patterns and textures</li><li>- Can make drawings from observation adding light / dark tone, colour and features</li><li>- develop</li><li>- sketch to make quick records</li><li>- share their ideas, experiences and imagination</li><li>- Begin to revisit their work and develop / improve</li></ul>



Art Skill	Nursery	Reception	Year 1	Year 2
<b>Painting</b>  (Watercolour, colour wheels ink, dye)  <b>Paints used</b>	<ul style="list-style-type: none"> <li>-can represent their own ideas.</li> <li>-select different colours</li> <li>- Explores mixing primary colours to make orange, purple and green</li> <li>- explores painting with poster paint</li> <li>- independently mixes own colours with power paints</li> <li>- Can use other tools such as sponges to apply paint</li> <li>-Can select and use different brushes to explore and make marks of different thickness and using poster and powder paints</li> </ul> <b>Poster / powder paints</b>	<ul style="list-style-type: none"> <li>-Experimenting with and using primary colours</li> <li>- knows and can identify primary colours-red, blue, yellow and can mix primary colours to make orange, purple and green</li> <li>-Use a range of tools to apply paint for a desired effect such as sponges</li> <li>-can represent their own ideas.</li> </ul> <b>Poster / powder paints</b>	Can investigate, experiment, mix and apply colour to express ideas and convey mood -Create texture using colour and different thickness of paint - uses different sizes of brushes to create desired	<ul style="list-style-type: none"> <li>- Mix a range of colours (secondary)</li> <li>- Make different shades of colours using white</li> <li>- Darken colours without using black</li> <li>- Explore the relationship between colour and mood</li> <li>- Use paintbrush to create wide range of marks</li> <li>-Can use colour and painting skills and apply surface techniques to create or suggest a place time or season</li> <li>- Share different techniques and ideas</li> <li>- Begin to revisit their work and develop / improve</li> </ul> <b>Water colour, poster</b>
<b>Moulding</b> Playdough, plastecine, Clay, plaster, found objects	<ul style="list-style-type: none"> <li>- Can handle and manipulate rigid and malleable materials such as playdough, clay, plastecine card and found objects (natural and man made) to represent something</li> <li>-can represent their own ideas.</li> </ul> Sensory experiences	<ul style="list-style-type: none"> <li>- Can handle and manipulate rigid and malleable materials such as playdough, clay, plastecine card and found objects (natural and man made) to represent something</li> <li>With increasing control</li> <li>-can represent their own ideas.</li> </ul> - <i>Make Diwali Clay pots</i>  Simple weaving	<ul style="list-style-type: none"> <li>-Handling and manipulating clay collages</li> <li>-representing their own ideas through design.</li> </ul> Can model in malleable / plastic materials and control form to assemble basic shapes or forms -Can feel recognise and control surface experimenting with basic tools on rigid / pliable materials  - use clay to construct a simple functional form such as a pot or coil pot smoothing and joining clay with care / using one piece of clay Can respond to sculptures and craft artists to help them adapt and make their own work	<ul style="list-style-type: none"> <li>-Can model in malleable / plastic materials and control form to assemble basic shapes or forms</li> <li>-Can feel recognise and control surface experimenting with basic tools on rigid / pliable materials</li> </ul> -use clay to construct a simple functional form such as a pot or coil pot or animals smoothing and joining clay with care / using one piece of clay Clay leaves from one piece of clay  Can respond to sculptures and craft artists to help them adapt and make their own work



<p><b>Mixed Media</b> (Textiles, materials, natural art, weaving, craft, collage, mosaic, hard and soft)</p>	<p>-Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea -uses resources in a different or unusual way- uses resources such as threads, cottons, wool, paper strips and natural fibres -can represent their own ideas.</p>	<p>- Explore different textures -uses resources in a different or unusual way -selects resources to adapt work. -can represent their own ideas. -using &amp; selecting different media for a particular purpose -Begin to use 'rubbing' skills to create a skeleton of natural art</p> <p><i>Tree and leaf rubbings</i></p>	<p>-Can respond to sculptures and craft artists to help them adapt and make their own work -Can cut threads and fibres, stitch, sew together and surface decorate using adhesive beads and/ or buttons</p> <p>Suggested activities for years one and two - Weaving using ribbons and others materials / collaborative or individual piece</p>	<p>Can respond to sculptures and craft artists to help them adapt and make their own work</p> <p>Andy Goldsworthy – pictures using natural materials / outside art</p> <p>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive beads and/ or buttons -Can collect, deconstruct, discuss and use fabrics and cloth to resemble new work</p> <p>Suggested activities for years one and two - Weaving using ribbons and others materials / collaborative or individual piece</p>
<p><b>Printing</b> (fruit/vegetables, lino, string, found materials, leaves)</p>	<p>Can explore and create patterns and textures with range of found resources – natural and man made -Can represent their own ideas</p>	<p>Can explore and create patterns and textures with range of found resources – natural and man made -Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks -represent their own ideas -using different parts of our body to print</p>	<p>Experiment with printing – and improving the quality and placement of the image. Use different parts of the body to print with -Rubbings – can take rubbings from texture to understand and inform their own texture prints.</p>	<p>Can mono print by marking onto an ink block or drawing onto the back of paper on an inked block. Controlling line and tone using tools and pressure.</p> <p>-identify the different forms printing takes</p>



Art Skill	Nursery	Reception	Year 1	Year 2
<b>Evaluating</b> Following a set of instructions Differences and Similarities Famous Artists	-Draw on experiences and reflect this in their drawing.	- Communicate what they think and feel about their own work -Discuss the effect of different media on different colours e.g glitter and a dark background (Bonfire Night- rocket pictures) Discussion-linking the significance of our art to a special event (mother's day).	Describe what they think and feel about their work  Evaluate what they like and feel about other artists work	Evaluating differences and similarities Begin to look at work of other artists ie  Andy Goldsworthy