



# Carlisle Infant School



## Art and Design: EYFS Development Matters and KS1 National Curriculum Progression Grid

### In Reception, our budding artists should be taught:

- 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.

- Drawing focus
- Painting/Printing focus
- 3D/Sculpture focus
- Mixed Media
- Artist/Craftsperson/Designer Study focus

Autumn	Spring	Summer
<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>
<ul style="list-style-type: none"> <li>• Draw with developing detail, representing features</li> <li>• Show a chosen emotion in their drawings <i>All About Me – Pen Portrait, Mixing skin tones</i></li> <li>• Explore colour and colour mixing</li> <li>• Begin to create closed shapes with continuous lines <i>Mondrian Circles – Colour mixing</i></li> <li>• To use own ideas and decide on different materials to express them</li> <li>• To make simple models which express their ideas</li> <li>• To manipulate and play with different materials <i>Andy Goldsworthy – Ice Sculptures</i> <i>Archimboldo – Portraits Transient object art</i> <i>Diva Lamp – Diwali</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of painting effects to express their ideas and feelings. <i>Cherry Trees – Damian Hurst</i></li> <li>• Return to a build on previous learning, refining their ideas and their ability to represent them <i>Collage – Material sails</i> <i>Looking at boats – Emily Powell</i></li> <li>• Create collaboratively, sharing ideas, resources and skills <i>Jobs people do – Sculpture/Installation/Photography</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used. <i>Symmetrical butterflies</i> <i>Junk modelling</i> <i>Observational drawings from real butterflies</i></li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>Mini beast sculptures</i></li> <li>• Use different shaped/sized objects to print</li> </ul>
<b>Reception Vital Vocabulary:</b>	<b>Reception Vital Vocabulary:</b>	<b>Reception Vital Vocabulary:</b>
shapes, colour, mixing, grip, size, big, little, small, next to, beside, happy, sad, cross, angry push, squeeze, smooth chalk, paint, pencil, powder, paintbrush	mix, splatter, place, light, dark, above, below, scrunch	fold, shape, join, stick, attach, thread
<b>Reception Enrichment Opportunities:</b>	<b>Reception Enrichment Opportunities:</b>	<b>Reception Enrichment Opportunities:</b>
Opportunities for vertical mark making/ free painting Different environments – Using different tools Winter Walk looking at patterns in nature	London transport – Bus visit to playground large scale paintings TFL- Typography looking at different uniforms, signage and colours used.	Trip to Bocketts farm. Animal paintings, sculptures and drawings.



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### Across KS1, Our budding artists 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.

Drawing focus

Painting/Printing focus

3D/Sculpture focus

Artist/Craftsperson/Designer Study focus

Autumn	Spring	Summer
<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>
<b>Autumn 1 -</b> <ul style="list-style-type: none"> <li>• To observe and draw natural objects from life and discuss their shape and form (possibly link with Africa)</li> <li>• To know how to use pencils to create lines of different thicknesses in drawings</li> <li>• To introduce the terms primary and secondary colours and begin to make them</li> <li>• To establish a sketch book as a record of their skill development, including ideas, techniques and designs</li> <li>• Evaluate what went well in their work</li> </ul>	<b>Spring 1 –</b> <ul style="list-style-type: none"> <li>• To study the work of Peter Thorpe</li> <li>• To study and draw geometric shapes overlapping and joining together</li> <li>• To mix white to primary colours and observe the changes</li> <li>• Demonstrate increased skill with a range of techniques and materials (pencil, crayon, paint collage and begin to try things out and change their minds)</li> <li>• To discuss similarities and differences between piece of art</li> <li>• To begin to analyse pieces of his artwork by describing what they can see and explaining what they think or feel about it. (Discussion around colour and medium used)</li> </ul>	<b>Summer 1 –</b> <ul style="list-style-type: none"> <li>• To study the work of an artist from a different culture/non-European country and discuss feelings and emotions conveyed</li> <li>• To use drawings, symbols and words to represent own feelings and thoughts</li> <li>• To introduce line and texture through use of mixed media</li> <li>• To experiment with using different material to mark make using printing materials</li> </ul>
<b>Year 1 Vital Vocabulary:</b>	<b>Year 1 Vital Vocabulary:</b>	<b>Year 1 Vital Vocabulary:</b>
Observe, tone, texture, shade, shape, Primary colours, Secondary colours	Shape, overlap, Primary colours, Secondary colours, brush strokes, mixing, collage	Pattern, repeat, cross hatch, print, shape, form, texture
<b>Year 1 Enrichment Opportunities:</b>	<b>Year 1 Enrichment Opportunities:</b>	<b>Year 1 Enrichment Opportunities:</b>
Visit to Woodland Gardens looking for autumnal change and collecting variety of natural materials for inspiration.		Visit to Orleans Gallery to view artists' work and engage in mark making activities using a variety of media.



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- 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.

### Drawing focus

### Painting/Printing focus

### 3D/Sculpture focus

### Artist/Craftsperson/Designer Study focus

Year 2 - Autumn	Year 2 - Spring	Year 2 – Summer
<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>	<b>Progression – Knowledge Objectives/Skills:</b>
<b>Autumn –</b> <ul style="list-style-type: none"> <li>•To study the work of Caravaggio and his use of still life</li> <li>•To observe and draw a variety of objects from still life, discussing their shape and form.</li> <li>•To use a variety of sketching pencils to create tone and lines of different thicknesses in drawings</li> <li>•To mix primary colours to create different hues of secondary colours</li> <li>•To use sketch book to record ideas, techniques and designs</li> <li>•Evaluate what went well in their work</li> </ul>	<b>Spring 1 -</b> <ul style="list-style-type: none"> <li>• To study images of animals looking in depth at different scales, claws, and shape and representations of dragons from mythical imagery and from various cultures</li> <li>• Use a viewfinder to focus on a part of an image for sketching</li> <li>• Study work and techniques used by craftsperson – Annie Pugh</li> <li>• To experiment with techniques and tools to create texture and shape, evaluating the successes</li> <li>• To use influences and techniques from other sources to inspire own sculpture</li> </ul>	<b>Summer 2 –</b> <ul style="list-style-type: none"> <li>• To study the work of Sarfraz Khatri to provide inspiration and discuss features of the architecture of India</li> <li>• To study a variety of prints including repeated patterns</li> <li>• Use alternative materials (e.g. vegetables) to create prints using paint</li> <li>• To consider effective tools to mark make using syrofoam/lino</li> <li>• To create and lighten/darken secondary colours using a colour wheel</li> </ul>
<b>Year 2 Vital Vocabulary:</b>	<b>Year 2 Vital Vocabulary:</b>	<b>Year 2 Vital Vocabulary:</b>
Tone, shape, texture, still life, form, colour, foreground, background, shadow, light, viewfinder, perspective, hue, secondary, primary	Scales, overlap, interlocking, shade, tone, viewfinder, clay, plaster, layering, etching, 3D	Traditional, wooden block print, repeating patterns, carved, polystyrene, patterns, roller, ink, print, contrasting, secondary colours, texture, natural dye, culture
<b>Year 2 Enrichment Opportunities:</b>	<b>Year 2 Enrichment Opportunities:</b>	<b>Year 2 Enrichment Opportunities:</b>
ALZ – Christmas crafts	ALZ – Regular sketching opportunities	Workshop using Indian Block Printing