

Inglewood Nursery and Infant School

Art & Design Curriculum Progression and End Points

Aspect	Little Fawns	Nursery – Little Owls	Reception	Year 1	Year 2
Drawing	<p>I know:</p> <ul style="list-style-type: none"> How to make a mark on a surface. <p>I will:</p> <ul style="list-style-type: none"> Experiment and explore mark making with sticks, tools, thick wax crayons and chunky chalks. Experiment with circular and linear marks. 	<p>I know:</p> <ul style="list-style-type: none"> How to make different marks on different surfaces. <p>I will:</p> <ul style="list-style-type: none"> Explore mark making, introducing thinner crayons and thick pencils. Make lines and enclosed spaces. Begin to use drawing to represent my actions as well as real and imaginary objects. 	<p>I know:</p> <ul style="list-style-type: none"> How to create lines & shapes with pencils. To include detail. I can alter the pressure I apply to a pencil. <p>I will:</p> <ul style="list-style-type: none"> Make light and dark marks with a standard pencil. Make observational drawings. Hold pastels and explore mark making and smudging with them. 	<p>I know:</p> <ul style="list-style-type: none"> How to make different shades (tones) with a pencil. How to use two different graded pencils to create light and dark effects. <p>I will:</p> <ul style="list-style-type: none"> Shade using different pencils. Create light and dark effects using pencils. Create different shades using pastels. Make observational drawings. 	<p>I know:</p> <ul style="list-style-type: none"> Which pencils to select (from a choice of three) to create light and dark tones. How to use line, shape and tone in drawings. <p>I will:</p> <ul style="list-style-type: none"> Apply pressure to create a desired effect. Use pastels to create different effects. Use line, shape and tone. Make observational drawings.
Painting	<p>I know:</p> <ul style="list-style-type: none"> What paint is and how it feels, runs and drips. How and where to apply paint. <p>I will:</p> <ul style="list-style-type: none"> Explore paint and experiment applying it to 	<p>I know:</p> <ul style="list-style-type: none"> The names of the primary colours and common secondary colours. The colour of paint can be changed. <p>I will:</p>	<p>I know:</p> <ul style="list-style-type: none"> Different marks can be created with different tools. How to create different effects by using tools experimentally. White paint will make a 	<p>I know:</p> <ul style="list-style-type: none"> Different tools and brushes create different effects. The primary and secondary colours. How to mix paint to create secondary 	<p>I know:</p> <ul style="list-style-type: none"> How to mix and match colours, and predict the outcomes. Different colours create different moods. <p>I will:</p>

	<p>a surface with my hands, feet and wide paint brushes.</p>	<ul style="list-style-type: none"> • Experiment with a range of age appropriate painting tools. • Hold and use chunky paintbrushes to apply paint to paper on an easel. • Explore mixing different coloured paints. 	<p>colour lighter and black will make it darker.</p> <p>I will:</p> <ul style="list-style-type: none"> • Hold and use a paint brush effectively. • Make lines and enclosed spaces with a paint brush and fill in spaces. • Manipulate tools in different ways. 	<p>colours.</p> <ul style="list-style-type: none"> • How to make different tints by adding white paint. • How to make different tones by adding black paint. • The names of cold and warm colours. <p>I will:</p> <ul style="list-style-type: none"> • Use a range of paint brushes confidently. 	<ul style="list-style-type: none"> • Use a range of tools, techniques and colours to express mood. • Use tools, techniques, colours and effects to create things seen, remembered and imagined.
Printing (Pattern)	<p>I know:</p> <ul style="list-style-type: none"> • Hear an adult describe a pattern around me. • What stripes and spots are. <p>I will:</p> <ul style="list-style-type: none"> • Make a print with my fingers and toes. 	<p>I know:</p> <ul style="list-style-type: none"> • Have an awareness of patterns on my clothing and in my environment. • That pressing a painted object will leave a mark. <p>I will:</p> <ul style="list-style-type: none"> • Experiment printing with my painted hands, feet, materials and other objects. 	<p>I know:</p> <ul style="list-style-type: none"> • What a pattern is. • What a repeating pattern is. • What a print is. <p>I will:</p> <ul style="list-style-type: none"> • Make a clear print with a sponge/object onto paper. • Make a pattern. • Copy a pattern, printing the same sequence of colours and shapes. 	<p>I know:</p> <ul style="list-style-type: none"> • What a design is. • What a mono-print is. <p>I will:</p> <ul style="list-style-type: none"> • Make a design to print. • Copy the design onto polystyrene using a pencil. • Apply paint to the polystyrene using a brush. • Make a print on paper. 	<p>I know:</p> <ul style="list-style-type: none"> • What a relief-print is. • What etching means. • How to describe similarities between my prints and prints by named artists. • About the artist William Morris. <p>I will:</p> <ul style="list-style-type: none"> • Design and create a relief-print. • Use an etching tool.
Collage	<p>I know:</p> <ul style="list-style-type: none"> • Hear an adult describe the texture of different materials. <p>I will:</p> <ul style="list-style-type: none"> • Explore a variety of 	<p>I know:</p> <ul style="list-style-type: none"> • Begin to recognise that materials differ e.g. paper, fabric, wood etc • Begin to describe different textures. 	<p>I know:</p> <ul style="list-style-type: none"> • Which materials to choose to match my ideas. • Many new words to describe textures. 	<p>I know:</p> <ul style="list-style-type: none"> • Materials can contrast in texture and colour. • The material I choose may have an effect on the mood I create. 	<p>I know:</p> <ul style="list-style-type: none"> • How to create an effective collage by choosing materials wisely. <p>I will:</p>

	different materials.	<p>I will:</p> <ul style="list-style-type: none"> • Explore and handle different materials. 	<ul style="list-style-type: none"> • How to combine materials to create different effects. <p>I will:</p> <ul style="list-style-type: none"> • Use scissors to cut paper and card. • Use my hands to tear paper and card. • Gather and sort materials. 	<p>I will:</p> <ul style="list-style-type: none"> • Overlap and overlay materials. • Experiment with different colours and textures of materials. 	<ul style="list-style-type: none"> • Explain why have used specific materials. • Choose specific materials to create a specific outcome.
<p>Clay Sculpture</p>	<p>I know:</p> <ul style="list-style-type: none"> • What playdough is. <p>I will:</p> <ul style="list-style-type: none"> • Explore playdough with loose parts and tools. 	<p>I know:</p> <ul style="list-style-type: none"> • How to manipulate playdough. • That clay is different to playdough. <p>I will:</p> <ul style="list-style-type: none"> • Handle rigid and malleable materials, including playdough and introducing clay. • Manipulate playdough with my hands and change its form with age appropriate tools. • Work in 2D and 3D forms. 	<p>I know:</p> <ul style="list-style-type: none"> • What sculpture means. • How to change malleable materials. • Some things are made with clay. • How to make an imprint. • How to use tools safely. <p>I will:</p> <ul style="list-style-type: none"> • Develop techniques such as pinching, pulling, rolling, squeezing clay with my hands. • Construct models with playdough that represent my ideas. • Make an imprinted clay slab by imprinting tools and objects into a clay slab. 	<p>I know:</p> <ul style="list-style-type: none"> • The names of the materials and tools I use. • How to make a ball of clay. • How to pinch clay between my finger and thumb to shape a pot. • How to make a design by scratching the surface. <p>I will:</p> <p>Revisit techniques for manipulating clay with my hands.</p> <p>Use tools for scratching and carving clay.</p> <ul style="list-style-type: none"> • Pinch clay to form a pot. • Suggest ideas for a 	<p>I know:</p> <ul style="list-style-type: none"> • How to join separate pieces of clay. • How to mould clay to make a mug. • What 'slip' is. <p>I will:</p> <ul style="list-style-type: none"> • Use cutting tools to cut clay clean lines. • Suggest ideas for a mug design. • Join pieces of clay together: using a slip and crosshatching to add mug handle. • Use a slip to smooth out bumps. • Talk about my designs and evaluate them.

				<p>design.</p> <ul style="list-style-type: none"> • Talk about my designs and evaluate them. • Roll a ball of clay with my hands. • Scratch a design on the outer of a pot. 	
Exploring & developing ideas	<p>I will:</p> <ul style="list-style-type: none"> • Explore, experiment and develop my own interests, fascinations and ideas. • Respond creatively to what I see, hear, feel and experience. • Make choices about which materials to use. 	<p>I will:</p> <ul style="list-style-type: none"> • Explore my interests, ideas and ideas suggested by an adult. • Respond creatively to what I see, hear, feel and experience. • Make choices about which materials and techniques to use. 	<p>I will:</p> <ul style="list-style-type: none"> • Explore and describe my ideas. • Respond creatively to what I see, hear, feel and experience. • Make choices about which materials and techniques to use. 	<p>I will:</p> <ul style="list-style-type: none"> • Explore, describe and demonstrate my ideas practically and in a sketch book. • Ask sensible questions about a piece of art. • Describe what I see and like in the work of another artist. • Create a piece of work in response to another artist's work. 	<p>I will:</p> <ul style="list-style-type: none"> • Set out my ideas, using annotation, in a sketch book. • Respond to ideas and starting points. • Explore different methods and materials as my ideas develop. • Explain how other artists have used colour, pattern, shape, texture. • Use some of the ideas of other artists studied to create pieces.
Evaluating & developing work	<ul style="list-style-type: none"> • How can I use this today? • What will it do if I...? • What happens if I do the same? 	<ul style="list-style-type: none"> • What can I change? • What can I do next? • What could I try? • What will happen if I...? 	<ul style="list-style-type: none"> • What do I think about the finished piece? • Can I tell someone what I have done to create this piece? 	<ul style="list-style-type: none"> • What am I proud of? • What did I enjoy? • Did I achieve what I set out to do? • What might I change in this piece or develop in 	<ul style="list-style-type: none"> • What am I proud of? • Did I achieve what I set out to do or did my ideas develop along the way? • How do I feel about

				future work?	<p>the finished piece?</p> <ul style="list-style-type: none"> • Have I noted in my sketch book my feelings on a piece of work and future thoughts?
--	--	--	--	--------------	---

EYFS Birth To 5 Matters Expressive Arts & Design	
Creating With Materials Range 3	What a child might be doing: <ul style="list-style-type: none"> • Continues to explore and experiment with a range of media through multi-sensory exploration and expression. • Notices and becomes interested in the transformative effect of their action on materials and resources.
Range 4	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Enjoys and responds to playing with colour in a variety of ways. • Uses 2D and 3D structures to explore materials and express ideas.
Range 5	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed. • Develops an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects, based on imagination, observation and experience.
Range 6	<ul style="list-style-type: none"> • Uses their increasing knowledge of tools and materials to explore their interests and enquires and develop their thinking.
Being Imaginative & Expressive Range 3	<ul style="list-style-type: none"> • What a child might be doing: • Expresses self through physical actions.

	<ul style="list-style-type: none"> • Pretends that one object represents another.
Range 4	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.
Range 5	<ul style="list-style-type: none"> • Creates drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.
Range 6	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular colours and materials for their own imaginative purposes. • Uses combination of art forms e.g. drawing and talking. • Responds imaginatively to art works and objects e.g that sculpture is squishy like this. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group to create, develop and imaginary idea or narrative.

EYFS Early Learning Goals for Expressive Arts & Design	
Creating With Materials	<p>Children will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative & Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teachers. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and try to move in time with music.

National Curriculum End of KS 1 Art & Design		
Pupils can increasingly use a range of materials	Pupils can use colour, line, pattern, shape,	Pupils can make to their own artwork from

creatively to design and make products.	texture, form and space within their artwork with effect.	observing other artists work.
Pupils can draw, paint and sculpt with increased imagination.	Pupils can talk about a range of artists, craft makers and designers.	
Pupils can confidently share their ideas and experiences through art.	Pupils can describe similarities and differences between different practices and disciplines of art.	