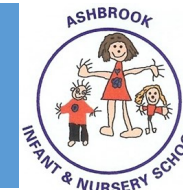


Ashbrook Infant and Nursery School

Progression in Art and Design



Art In The Early Years Curriculum

Activities and Vocabulary in Nursery

that prepare our children to be Artists in Key Stage 1

<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Offer opportunities to explore scale. Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p>	<p>Cut, stick, join</p> <p>Glue, cellotape, tape, blu tack, glue stick</p> <p>Paper</p> <p>Art</p> <p>Artists</p> <p>Craft</p> <p>Making</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>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>Introduce children to the work of artists from across times and cultures.</p> <p>Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p>	<p>Draw, copy</p> <p>Up, down</p> <p>Side to side</p> <p>Round and round</p> <p>Pencil, paint, crayon, pen, chalk</p>

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Progression in Art and Design



Art In The Early Years Curriculum

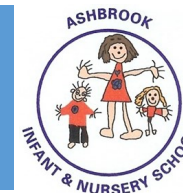
Activities and Vocabulary in Reception

that prepare our children to be Artists in Key Stage 1

<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</p> <p>Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>	<p>Nursery vocabulary plus:</p> <p>Colour</p> <p>Colour mixing</p> <p>Light, dark, lighter, darker</p> <p>How, what, why, where</p> <p>Carefully</p> <p>Rough, smooth, spiky, soft, hard, bumpy, squishy, sticky</p> <p>Line, circle</p> <p>Gallery, museum</p>

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Progression in Art and Design

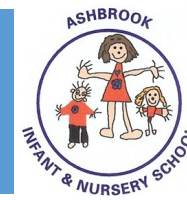


	Year 1	Year 2	Year 3
Exploring and developing ideas	<p>Children record and explore ideas from first hand observation, experience and imagination.</p> <p>Children ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Children develop their ideas.</p> <p>Children explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Children record and explore ideas from first hand observation, experience and imagination.</p> <p>Children ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Children develop their ideas.</p> <p>Children explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Children select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Children question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Children explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>

	Year 1	Year 2	Year 3
Evaluating and developing work	<p>Children review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Children Identify what they might change in their current work or develop in their future work.</p>	<p>Children review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Children Identify what they might change in their current work or develop in their future work.</p> <p>Children annotate work in sketchbook.</p>	<p>Children compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Children adapt their work according to their views and describe how they might develop it further.</p> <p>Children annotate work in sketchbook.</p>

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Progression in Art and Design

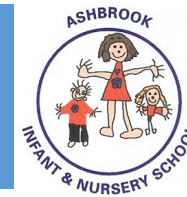


	Year 1	Year 2	Year 3
Drawing	<p>Children extend the variety of drawings tools that they use.</p> <p>Children observe and draw landscapes.</p>	<p>Children experiment with tools and surfaces</p> <p>Children draw a way of recording experiences and feelings</p> <p>Children discuss use of shadows, use of light and dark</p> <p>Children sketch to make quick records</p>	<p>Children experiment with the potential of various pencils</p> <p>Children use close observation</p> <p>Children draw both the positive and negative shapes</p> <p>Children use initial sketches as a preparation for painting</p> <p>Children complete accurate drawings of people – particularly faces</p>

	Year 1	Year 2	Year 3
Colour	<p>Children can name all the primary colours .</p> <p>Children mix colours .</p> <p>Children can find collections of colour.</p> <p>Children apply colour using a range of tools.</p>	<p>Children begin to describe colours by objects.</p> <p>Children make as many tones of one colour as possible (using white).</p> <p>Children darken colours without using black.</p> <p>Children use colour on a large scale.</p>	<p>Children extend their colour mixing.</p> <p>Children make colour wheels.</p> <p>Children introduce the use of different types of brushes.</p> <p>Children use different techniques- apply colour using dotting, scratching, splashing.</p>

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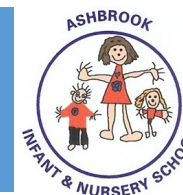


	Year 1	Year 2	Year 3
Texture/Collage	<p>Children use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>Children sort according to specific qualities of materials.</p> <p>Children learn how textiles create things.</p> <p>Children learn how to thread a needle, cut, glue and trim material.</p> <p>Children create images from imagination, experience or observation. Children use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper</p>	<p>Children use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Children use large eyed needles for running stitches and simple appliqué work.</p> <p>Children start to explore other simple stitches.</p> <p>Children create textured collages from a variety of media, they may stitch, knot and use other manipulative skills.</p>	<p>Children use smaller eyed needles and finer threads.</p> <p>Children weave, tie dye and use batik</p> <p>They also use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Children name the tools and materials they have used.</p> <p>Children develop skills in stitching, cutting and joining and they experiment with a range of media e.g.</p>

	Year 1	Year 2	Year 3
Form/ 3D Form	<p>Children construct using materials to make known objects for a purpose.</p> <p>Children carve, pinch and roll coils and slabs using a modelling media.</p> <p>Children make simple joins.</p> <p>Children explore sculpture with a range of malleable materials. They manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Children experiment with, construct and join recycled, natural and man-made materials, exploring shape and form.</p>	<p>Children have an awareness of natural and man-made forms. They express personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)</p> <p>Children replicate patterns and textures in a 3-D form, using the work of sculptors to support their ideas.</p> <p>Children manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models or to build a textured relief tile.</p> <p>Children understand the safety and basic care of materials and tools. They experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Children plan, design and make models, thinking about shape and form, using malleable and rigid materials.</p> <p>Children plan and develop their ideas, understanding the use of different adhesives and methods of construction</p> <p>Children join clay adequately and work reasonably independently.</p> <p>Children construct a simple clay base for extending and modelling other shapes, they cut and join wood safely and effectively. They make a simple papier mache object.</p>

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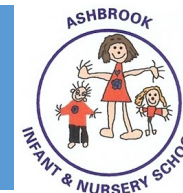


	Year 1	Year 2	Year 3
Printing	<p>Children create patterns.</p> <p>Children develop impressed images.</p> <p>Children use a variety of techniques to produce printing and relief printing.</p>	<p>Children print with a growing range of objects</p> <p>Children identify the different forms that printing takes.</p>	<p>Children use relief and impressed printing. They record textures/patterns and use monoprinting.</p> <p>Children use colour mixing through overlapping colour prints.</p>

	Year 1	Year 2	Year 3
Pattern	<p>Children build their awareness of patterns.</p> <p>Children can discuss the patterns that they see and create.</p> <p>Children create repeating patterns and symmetry.</p>	<p>Children experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Children investigate and recreate natural and manmade patterns.</p> <p>Children discuss regular and irregular patterns.</p>	<p>Children examine and recreate pattern in the environment .</p> <p>Children design using ICT.</p> <p>Children make patterns on a range of surfaces and further explore symmetry.</p>

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	Year 1	Year 2	Year 3
Work of Artists	Children study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.	In addition to studying work as in year 1, children also evaluate and analyse creative works using the language of art, craft and design.	Children explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. They evaluate and analyse creative works using the language of art, craft and design.

	Year 1	Year 2	Year 3
Breadth of Study	<p>Children work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Children use ICT.</p> <p>Children investigate different kinds of art, craft and design.</p>	<p>Children work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Children use ICT.</p> <p>Children investigate different kinds of art, craft and design.</p>	<p>Children work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Children use ICT.</p> <p>Children investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>