



Chalfont St Peter Infant School Skills Progression 2023/2024

Subject area: Art and Design

National Curriculum Aims

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1 Pupils should be taught:

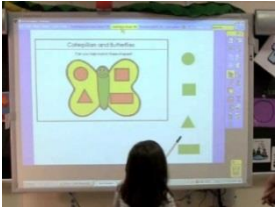
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the 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.

Sketch books are used to illustrate the children's learning and their 'journey of Art' throughout **KS1**. Evidence of Expressive Arts and Design for **EYFS** will also be located on Tapestry. The sketchbook represents a space where children can freely express, create and develop ideas; often with limited guidance from teachers. It will demonstrate their experiences and opportunities in Art and Design including themed weeks eg Arts and English Week. There will also be regular opportunities to display and share work within the school environment and sometimes the wider community of Chalfont St Peter. (Local competitions, displays, local walks and visits)

Skill	Early Years	Year 1	Year 2
Drawing and Mark Making  Children will explore, practise and develop the skills of drawing and mark making using line (shape), tone (colour) and form (pattern and texture).	• Introduce a range of drawing materials and teach correct grip for sketching • In Continuous Provision, explore a variety of media – HB, pencils, coloured pencils and wax crayons, felt tip pens • Know similarities and differences between materials • Use lines to create shapes, make marks, patterns and textures • Make simple representations of people and objects. • Learn that different media make	• Begin to develop use and practice of a variety of media eg. HB, 4B, Black Beauty pencils, Charcoal pencils, pastels, etc. Further media: fine liner black pens • Name a variety of media and to begin to predict the results that they might achieve. • Explore the use lines and marks to create an increasing range of shapes, patterns and textures. Feathers, scales, fur, cross hatching, wavy, zig zag (Inspired by Bridget Riley)	• Develop and practice the use and control of an increasing variety of media eg pencils, charcoal (Pointillism) • Name specific media and know the results that some might achieve. • To confidently use lines and marks to create an increasing range of shapes, patterns and textures. • To draw accurately (cross curricular links) and 'colour

This skill will also be linked to other areas of the curriculum and also taught during discreet Art lessons.	different types of marks • Draw on a range of surfaces and scales eg dark paper, brown paper, large group work • Name, choose and self-select colours to draw independently.	• Begin to draw/colour for a range of purposes – prepare for sculpture, cross curricular subjects: crocodiles, tigers, owls, teddies (English) Seasons, (Science) houses, rockets and fire engines (Design Technology) Fossils (History) transport and beach (Geography) etc • Explore and develop the human figure including facial features for self-portraits – Animals including humans - Science • Explore and select different media to achieve different tones and affects. • Learn the skill of observational drawing during the History of the Teddy Bear. • Explore and look at the drawings of other artists –Bridget Riley, Alma Thomas, John Joseph Turner, David Miller, John Audubon, Sally Dunbar • Evaluate their work suggesting ways for improvement	in' demonstrating increasing detail (War Memorial observational drawing) • Use an increasing range of media for drawing eg pastels, charcoal, oil pastels, chalk • Working from the human figure in a range of poses and circumstances developing from Year 1 (Florence Nightingale portraits) • Study in detail the drawings of other artists Andy Warhol (Pop Art) Also Picasso (Cubism portraits) that represent a variety of cultures, times in History and relating them to their own work • Evaluate their own drawing skills and those of their peers commenting with relevance and impact
Painting and Colour  Children will explore, practise and develop the skills of painting whilst learning how to mix and create colour and various hues. This skill will also be linked to other areas of the curriculum and also taught during discreet Art lessons.	• Experiment with mixing colours. • Introduce tools and methods of painting giving access to a range of painting implements. • Experiment in a variety of ways: fingers objects, sponges etc. • Introduce palettes, water pot, paints etc. • Create paintings on different surfaces and a range of sizes.	• Begin to mix and match basic colours and make them lighter or darker – name primary, and secondary colours. • Begin to use watercolour and understand the effect of diluted colour. (colourwash background cross curricular) (- Great Fire of London flames – History) • Locate colours for accurate matching eg; fruits, flowers, seasonal colours, animal markings (cross curricular Science)	• Confidently and with accuracy mix and match basic colours making them lighter or darker; name primary, secondary and some tertiary colours (orange-red, blue-green etc) (colour investigation) (tinting) • Work on a large and smaller scale filling the space. (Spirals) • Create paint textures eg pointillism • Study the painting of other artists George Seurat (The Seine at the Grande Jette)

Printing, Pattern, Textiles  Children will learn that a print is a record of a surface. Skills are developed to make prints on different types of surfaces including fabric and to create both patterns and pictures by printing with objects. Children will learn that Textile Art is art that uses varying materials and fibres to produce decorative, artistic objects.	• Introduction to printing: hand/foot prints, sponges, corks shapes etc. • Name and use colour, shape, objects to make patterns of child's own choosing. • Introduction to textiles during focus weeks (Art Week, Christmas etc)	• Print repeating patterns using 2D shapes (cross curricular Maths) • Explore printing using: potatoes, sequin waste, sponges, bubble wrap, corrugated card etc. (Houses and homes using line and form – History - Art and Design – create a skyline of buildings – inspiration Artist, Stephen Wiltshire) • Explore carving to develop and share their ideas, experiences and imagination (using polystyrene and paint rollers) • Create rubbings from raised texture (cross curricular leaf rubbings – Science) • Explore weaving using: paper, wool, natural wooden looms based on colour and the season of Winter. (place mat, Christmas wall hanging)	• Pupils design and create a press print using polystyrene or cork. • Print repeating patterns and rotate to develop an idea. • Transfer print onto fabric (Create printing blocks for Adinkra cloth) • Study the artist Owusu - Ankamah • Be confident in their understanding that printing can be used for varying effects. • Investigate other techniques eg. cutting a simple stencil
Collage  Children learn the technique of an art process, where the artwork is made from assembling and adding various materials in order to create a new and complete textured form.	• During Continuous Provision opportunities are given to develop the skill of cutting varied materials • Opportunities are provided to create pictures and own choices for sticking and developing texture • Develop oral skills for describing colour and textures created	• Develop cutting skills in both straight lines and curves. (throughout the entire curriculum) • Work collaboratively to create group collages. (Class/school displays) • Understand that a range of materials can be combined in one project. (English – fruit riddles, teddy puppets, Smeds and Smoos rocket) (Project Week collage specific to individuals)	• Cutting skills are mostly accurate and increasing in control • Make simple collages choosing and applying various coloured and textured materials. (Traditional African Art masks) • Understand that materials can be selected to reflect the colour and surface texture of the subject eg fur, water etc Features of Art and Craft tradition including Art Form and symmetry with a link to Maths.

Sculpture and Form  Children will learn that Sculpture involves the creation of Art, usually in 3D using length, width, and height. It is a process that often develops the skill of moulding, carving or modelling.	• Introduction to sculpture during Continuous Provision – pinching, pulling, rolling, moulding • Pushing objects/tools into dough/clay • Junk modelling available • Sand tray available. • Use natural objects – explore Andy Goldsworthy	• Explore malleable materials eg clay or dough (Fish inspired by David Miller) • Explore and develop ideas for 3D sculpture (Body sculpture working collaboratively. Paper Sculpture – John James Audobon.) • To begin to realise that sculpture is completed over time. • To evaluate work and ask questions with regard to challenges.	• Explore variable materials for sculpture including papers for various thicknesses eg papier mache (African masks – Kenya, Geography) • Know that sculpture is completed over time often involving more than one process. eg moulding, kneading, layering (natural resources). (Arts Week 3D sculptures) • To evaluate work and know comment with relevance when seeking ways of improvement.
Art in Computing  Children will be given opportunities to apply and develop artistic and creative skills within Computing lessons. They will develop ideas using ICT tools to refine, review, modify and evaluate their work reflecting on its quality.	• Select and explore ICT resources that are available to them. (Beebots) • Begin to use tablets/Ipads to record their own work. • Explore mark making on the Interactive Whiteboard.	• Use Purple Mash – Teacher to set 2Dos. • Use simple programmes within Purple Mash to draw digitally and incorporate Art (2Simple – 2Publish, 2Create) • Create posters – Traditional Tales Goldilocks - English • Create Newspapers – Great Fire of London – History • Non Fiction – Owls, Crocodiles, Tigers - English • Fiction – Aliens	• Use simple software packages to draw digitally and incorporate Art (Pointillism) (2Simple – 2Publish) • Create Leaflets – Kenya - Geography