



# Halfway Nursery Infant School

## Whole School Progression Map



**Subject: Art**

**Term: Autumn Term 1**

**Concepts:** *Safety and Wellbeing - 'The best me I can be!'*

**Subject Drivers:** *PE, PSHE and Science.*

Aspect	EYFS			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		Y1	Y2	Y3
	Three and Four Year Olds	Reception	ELG			
<b>Skills and Techniques</b> Creating Ideas	<p><b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.</p>	<p><b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><i>Use imagination to form simple images from given starting points or a description (Linked to Little Red Riding Hood Literacy)</i></p>	<p><i>Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task (Linked to Hansel and Gretel Literacy)</i></p>	
<b>Skills and Techniques</b> Drawing / Mark Making	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p><b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such</p>	<p><b>Expressive Arts and Design</b> 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.</p>	<p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><i>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings</i></p>	<p><i>Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/pastel Begin to add detail to line drawings</i></p>	
<b>Skills and Techniques</b> Working with Colour				<p><i>Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these</i></p>		

<b>Skills and Techniques</b> Printing	as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.			<i>Develop controlled printing against outline /within cut out shapes</i>		
<b>Skills and Techniques</b> Sculpture	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.					
<b>Skills and Techniques</b> Textiles and Collage				<i>Develop tearing, cutting and layering paper to create different effects          Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)          Investigate a range of textures through rubbings</i>	<i>Develop collages, based on a simple drawing, using papers and materials          Develop tearing, cutting and layering paper to create different effects</i>	
<b>Knowledge about artists</b>						
<b>Key Vocabulary</b>	Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend	Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make, rough, smooth, straight, curved, cut, snip, rip, tear, scrunch.		<i>thick felt tip pens, chalks, charcoal, wax crayon, mix, colour, natural, primary colour, secondary colour, stick, attach, design, collage, paper, material, paste, detail, blend, fix, rough, smooth, tear, scrunch, rip, cut.</i>	<i>thick felt tip pens, chalks, charcoal, wax crayon, mix, colour, natural, primary colour, secondary colour, stick, attach, design, collage, paper, material, paste, detail, blend, fix, rough, smooth, tear, scrunch, rip, cut.</i>	



# Halfway Nursery Infant School

## Whole School Progression Map



**Subject: Art**

**Term: Autumn Term 2**

**Concepts:** Community and Culture - 'Let's Celebrate!'

**Subject Drivers:** RE, Geography and History

Aspect	EYFS			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		Y1	Y2	Y3
	Three and Four Year Olds	Reception	ELG			
<b>Skills and Techniques</b> Creating Ideas	<b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks.	<b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.			
<b>Skills and Techniques</b> Drawing / Mark Making	Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.  <b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
<b>Skills and Techniques</b> Working with Colour	<b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make.	<b>Expressive Arts and Design</b> 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.				
<b>Skills and Techniques</b> Printing	Develop their own ideas and then decide which materials to use to express them.	Create collaboratively, sharing ideas, resources and skills.		<i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes Experiment with marbling, investigating how ink floats and changes with movement (Christmas cards and calendars)</i>	<i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes (Christmas cards and calendars)</i>	

<b>Skills and Techniques</b> Sculpture	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.					
<b>Skills and Techniques</b> Textiles and Collage	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.			<i>Develop collages, based on a simple drawing, using papers and materials</i>	<i>Develop collages, based on a simple drawing, using papers and materials</i>	
<b>Knowledge about artists</b>					<i>Consider works from different cultures e.g. Chinese block prints (Literacy Links)</i>	
<b>Key Vocabulary</b>	Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend	Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make.		Collage, texture, pattern, colour, shape, print, observe, line, mix, paint, dip, blend, detail, improve, shade, culture, make, build, attach, dry, damp, wet, unique, technique, skill	Collage, texture, pattern, colour, shape, print, observe, line, mix, paint, dip, blend, detail, improve, shade, culture, make, build, attach, dry, damp, wet, unique, technique, skill	



**Halfway Nursery Infant School**  
**Whole School Progression Map**



**Subject: Art**

**Term: Spring Term 1**

**Concepts:** *Innovation & Imagination*

**Subject Drivers:** *DT, Art, ICT.* (Y2 Picasso, Y1 Edvard Munch, FS2 Kandinsky & CP, FS1 CP)

Aspect	EYFS			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		Y1	Y2	Y3
	Three and Four Year Olds	Reception	ELG			
<b>Skills and Techniques</b> Creating Ideas	<b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan.	<b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	<b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	<i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i>	<i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i>	
<b>Skills and Techniques</b> Drawing / Mark Making	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils	<b>Expressive Arts and Design</b> 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	<b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i>	<i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i>	
<b>Skills and Techniques</b> Working with Colour	Explore different materials freely, in order to develop their ideas about how			<i>Recognise and name primary and secondary colours</i>	<i>Recognise and name primary and secondary colours</i>	

	to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		<p><i>Mix primary colours to make secondary colours</i>  <i>Share colour charts to compare variations of the same colour</i>  <i>Create and experiment with shades of colour and name some of these</i>  <i>Recognise warm and cold colours</i>  <i>Create washes to form backgrounds</i>  <i>Explore the relationship between mood and colour</i></p>	<p><i>Mix primary colours to make secondary colours</i>  <i>Share colour charts to compare variations of the same colour</i>  <i>Create and experiment with shades of colour and name some of these</i>  <i>Recognise warm and cold colours</i>  <i>Explore the relationship between mood and colour</i></p>	
<b>Skills and Techniques Printing</b>	Use drawing to represent ideas like movement or loud noises.			<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i>  <i>Develop controlled printing against outline /within cut out shapes</i></p>	<p><i>Develop controlled printing against outline /within cut out shapes</i>  <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i></p>	
<b>Skills and Techniques Sculpture</b>	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.					
<b>Skills and Techniques Textiles and Collage</b>	Explore colour and colour mixing.			<p><i>Develop collages, based on a simple drawing, using papers and materials</i>  <i>Develop tearing, cutting and layering paper to create different effects</i></p>	<p><i>Develop collages, based on a simple drawing, using papers and materials</i>  <i>Develop tearing, cutting and layering paper to create different effects</i></p>	
<b>Knowledge about artists</b>		Artist Study. Describe the work of Wassily Kandinsky.		<p><i>Describe the work of Edvard Munch.</i>  <i>Use work the artists to create own pieces</i>  <i>Consider specific works such as (printing)</i>  <i>Consider works from different cultures e.g.</i></p>	<p><i>Describe the work of artwork of the artist Pablo Picasso (collage)</i>  <i>block prints</i></p>	
<b>Key Vocabulary</b>	Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend	Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make.		<p><i>Technique, line, colour, form, artist, light, dark, tone, shade, secondary, primary, media</i></p>	<p><i>Technique, line, colour, form, artist, light, dark, tone, shade, secondary, primary, cubism</i></p>	



# Halfway Nursery Infant School

## Whole School Progression Map



**Subject: Art**

**Term: Spring Term 2**

**Concepts:** Time & Change – ‘Back to the Future’    **Subject Drivers:** History, Science

Aspect	EYFS			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		Y1	Y2	Y3
	Three and Four Year Olds	Reception	ELG			
<b>Skills and Techniques</b> Creating Ideas	<b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks.	<b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	<i>Use imagination to form simple images from given starting points or a description (Fossils)</i>		
<b>Skills and Techniques</b> Drawing / Mark Making	Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	<b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<i>Begin to control lines to create simple drawings from observations Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings</i>		
<b>Skills and Techniques</b> Working with Colour	<b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make.	<b>Expressive Arts and Design</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.				
<b>Skills and Techniques</b> Printing	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.		<i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces (Fossils)</i>		
<b>Skills and Techniques</b> Sculpture						

<p><b>Skills and Techniques</b> Textiles and Collage</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>		<p><i>Develop tearing, cutting and layering paper to create different effects</i>  (Mother's day cards)</p>	<p><i>Develop collages, based on a simple drawing, using papers and materials</i>  (Mother's day cards)</p>	
<p><b>Knowledge about artists</b></p>						
<p><b>Key Vocabulary</b></p>	<p>Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend</p>	<p>Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make.</p>		<p>Observation, texture, pattern, lines, shade, detail, mould, model, shape, sculpture, 3D, inprint, improve, look closely, manipulate, design, redesign, change, wet, dry, damp.</p>	<p>Observation, texture, pattern, lines, shade, detail, mould, model, shape, sculpture, 3D, inprint, improve, look closely, manipulate, design, redesign, change, wet, dry, damp.</p>	



## Halfway Nursery Infant School Whole School Progression Map



**Subject:** Art

**Term:** Summer Term 1

**Concepts:** Conservation 'Our Wonderful World'

**Subject Drivers:** Geography, Science and PSHE.

Aspect	EYFS			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		End points Y1	End points Y2	End points Y3
	<b>Three and Four Year Olds</b>	<b>Reception</b>	<b>ELG</b>			
<b>Skills and Techniques</b> Creating Ideas	<p><b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p><b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.</p> <p><b>Expressive Arts and Design</b> 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</p>	<p><b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i></p>	<p><i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i></p>	
<b>Skills and Techniques</b> Drawing / Mark Making	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p><b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Develop overall body-strength, balance, coordination and agility.</p> <p><b>Expressive Arts and Design</b> 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</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i></p>	<p><i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i></p>	
<b>Skills and Techniques</b> Working with Colour	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Return to and build on their previous learning, refining ideas</p>	<p>texture, form and function.</p>	<p><i>Recognise and name primary and secondary colours</i> <i>Mix primary colours to make secondary colours</i> <i>Share colour charts to compare variations of the</i></p>	<p><i>Recognise and name primary and secondary colours</i> <i>Mix primary colours to make secondary colours</i> <i>Share colour charts to compare variations of the</i></p>	

	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 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.</p>	<p>and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p><i>same colour</i>  <i>Create and experiment with shades of colour and name some of these</i>  <i>Recognise warm and cold colours</i>  <i>Create washes to form backgrounds</i>  <i>Explore the relationship between mood and colour</i></p>	<p><i>same colour</i>  <i>Create and experiment with shades of colour and name some of these</i>  <i>Recognise warm and cold colours</i>  <i>Create washes to form backgrounds</i>  <i>Explore the relationship between mood and colour</i></p>	
<p><b>Skills and Techniques</b>  <b>Printing</b></p>				<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i>  <i>Develop controlled printing against outline /within cut out shapes</i></p>	<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i>  <i>Develop controlled printing against outline /within cut out shapes</i>  <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i>  <i>Experiment with marbling, investigating how ink floats and changes with movement</i></p>	
<p><b>Skills and Techniques</b>  <b>Sculpture</b></p>					<p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i>  <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i>  <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i>  <i>Begin to form own 3D pieces</i>  <i>Consider covering these with papier-mâché</i>  <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i>  <i>Look at sculptures by known artists and natural objects as starting points for own work</i></p>	
<p><b>Skills and Techniques</b>  <b>Textiles and Collage</b></p>				<p><i>Develop collages, based on a simple drawing, using papers and materials</i>  <i>Develop tearing, cutting and layering paper to create different effects</i></p>	<p><i>Develop collages, based on a simple drawing, using papers and materials</i>  <i>Collect natural materials to create a temporary</i></p>	

					<p><i>collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</i>  <i>Weave using recycled materials – paper, carrier bags</i>  <i>Investigate a range of textures through rubbings</i>  <i>Simple batik work</i>  <i>Develop tearing, cutting and layering paper to create different effects</i>  <i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i>  <i>Weave with wool</i></p>	
<b>Knowledge about artists</b>			<p><i>Describe the work of Edvard Munch.</i>  <i>Use work the artists to create own pieces</i>  <i>Consider specific works such as (printing)</i>  <i>Consider works from different cultures e.g.</i></p>		<p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour)</i>  <i>Georges Braque/Pablo Picasso (collage)</i>  <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i>  <i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i>  <i>Consider works from different cultures e.g. Chinese block prints</i></p>	
	<p>Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend</p>	<p>Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make.</p>	<p><i>Technique, line, colour, form, artist, light, dark, tone, shade, secondary, primary, media, mix, blend, texture, printing, art work, skills, techniques, culture, dry, wet, damp, attach, build, present.</i></p>	<p><i>Technique, line, colour, form, artist, light, dark, tone, shade, secondary, primary, media, mix, blend, texture, printing, art work, skills, techniques, culture, dry, wet, damp, attach, build, present.</i></p>	<p><i>artist, work, art work, detail, skills, techniques, fact, dye, fabric, material, textures, investigate, rubbing, pressing, attach, make, build, fix, blend, create, weave, shapes, line, 3D, 2D.</i></p>	



# Halfway Nursery Infant School

## Whole School Progression Map



**Subject:** Art

**Term:** Summer Term 2

**Concepts:** Enterprise, Inspiration and Aspiration – ‘When I grow up...’

**Subject Drivers:** Art, DT, ICT.

Aspect	EYFS (30 - 50mths to ELGs)			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1	F2		End points Y1	End points Y2	End points Y3
	Three and Four Year Olds	Reception	ELG End of F2			
<b>Skills and Techniques</b> Creating Ideas	<b>Physical Development</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan.	<b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	<b>Physical Development</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  <b>Expressive Arts and Design</b> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	<i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i>	<i>Work from observation and known objects</i> <i>Use imagination to form simple images from given starting points or a description</i> <i>Begin to collect ideas in sketchbooks</i> <i>Work with different materials</i> <i>Begin to think what materials best suit the task</i>	
<b>Skills and Techniques</b> Drawing / Mark Making	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils  <b>Expressive Arts and Design</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which	<b>Expressive Arts and Design</b> 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.		<i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i>	<i>Begin to control lines to create simple drawings from observations</i> <i>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</i> <i>Hold a large paint brush correctly</i> <i>Make marks using paint with a variety of tools</i> <i>Consider consistency when applying paint</i> <i>Colour within the line</i> <i>Draw on smaller and larger scales</i> <i>Begin to add detail to line drawings</i>	
<b>Skills and Techniques</b> Working with Colour				<i>Recognise and name primary and secondary colours</i> <i>Mix primary colours to make secondary colours</i> <i>Share colour charts to compare variations of the same colour</i>	<i>Recognise and name primary and secondary colours</i> <i>Mix primary colours to make secondary colours</i> <i>Share colour charts to compare variations of the same colour</i>	

	<p>materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>			<p><i>Create and experiment with shades of colour and name some of these</i> <i>Recognise warm and cold colours</i> <i>Create washes to form backgrounds</i> <i>Explore the relationship between mood and colour</i></p>	<p><i>Create and experiment with shades of colour and name some of these</i> <i>Recognise warm and cold colours</i> <i>Create washes to form backgrounds</i> <i>Explore the relationship between mood and colour</i></p>	
<p><b>Skills and Techniques</b> <b>Printing</b></p>				<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i> <i>Develop controlled printing against outline /within cut out shapes</i> <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i> <i>Experiment with marbling, investigating how ink floats and changes with movement</i></p>	<p><i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i> <i>Develop controlled printing against outline /within cut out shapes</i> <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i> <i>Experiment with marbling, investigating how ink floats and changes with movement</i></p>	
<p><b>Skills and Techniques</b> <b>Sculpture</b></p>				<p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i> <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i> <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i> <i>Begin to form own 3D pieces</i> <i>Consider covering these with papier-mâché</i> <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i> <i>Look at sculptures by known artists and natural objects as starting points for own work</i></p>	<p><i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i> <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i> <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i> <i>Begin to form own 3D pieces</i> <i>Consider covering these with papier-mâché</i> <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i> <i>Look at sculptures by known artists and natural objects as starting points for own work</i></p>	
<p><b>Skills and Techniques</b> <b>Textiles and Collage</b></p>				<p><i>Develop collages, based on a simple drawing, using papers and materials</i> <i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using</i></p>	<p><i>Develop collages, based on a simple drawing, using papers and materials</i> <i>Collect natural materials to create a temporary collage (an autumn tree/ the school building using</i></p>	

				<p><i>sticks/rocks/leaves etc)</i>  <i>Weave using recycled materials – paper, carrier bags</i>  <i>Investigate a range of textures through rubbings</i>  <i>Simple batik work</i>  <i>Develop tearing, cutting and layering paper to create different effects</i>  <i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i>  <i>Weave with wool</i></p>	<p><i>sticks/rocks/leaves etc)</i>  <i>Weave using recycled materials – paper, carrier bags</i>  <i>Investigate a range of textures through rubbings</i>  <i>Simple batik work</i>  <i>Develop tearing, cutting and layering paper to create different effects</i>  <i>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</i>  <i>Weave with wool</i></p>	
<b>Knowledge about artists</b>				<p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour)</i>  <i>Georges Braque/Pablo Picasso (collage)</i>  <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i>  <i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i>  <i>Consider works from different cultures e.g. Chinese block prints</i></p>	<p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour)</i>  <i>Georges Braque/Pablo Picasso (collage)</i>  <i>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</i>  <i>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</i>  <i>Consider works from different cultures e.g. Chinese block prints</i></p>	
<b>Key Vocabulary</b>	<p>Draw, paint, mix, colour, change, same, different, feel, touch, soft, smooth, hard, rough, blend</p>	<p>Draw, look closely, line, shape names, colour names, mix, paint, dip, blend, fix, attach, build, make.</p>		<p><i>artist, work, art work, detail, skills, techniques, fact, dye, fabric, material, textures, investigate, rubbing, pressing, attach, make, build, fix, blend, create, weave, shapes, line, 3D, 2D.</i></p>	<p><i>artist, work, art work, detail, skills, techniques, fact, dye, fabric, material, textures, investigate, rubbing, pressing, attach, make, build, fix, blend, create, weave, shapes, line, 3D, 2D.</i></p>	