

**PROGRESSION IN ART AND DESIGN - EYFS TO YEAR 2**

A child with secure, age-related Art knowledge and skills will show evidence of attainment set out for the end of each unit:

<b>EYFS</b>	<b>EXPLORERS</b> (Never Give Up)	<b>PLANET PROTECTORS</b> (Be Nice)	<b>HEROES</b> (Work Hard)	<b>EXPLORERS</b> (Never Give Up)	<b>PLANET PROTECTORS</b> (Be Nice)	<b>HEROES</b> (Work Hard)
By the end of EYFS	<i>Textiles - Printing Tinga Tinga</i>	<i>Recycled 3D Jellyfish</i>	<i>Collage/Digital Media</i>	<i>Textiles/Printing/ Collage</i>	<i>3D/Painting/Drawing</i>	<i>3D/Collage Modigliani</i>
<p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>I can safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can use a range of small tools, including scissors and paintbrushes.</p>	<p>I can explain my understanding of different textures.</p> <p>I can observe, discuss and create patterns.</p> <p>I can mix primary colours together to make secondary colours and shades.</p> <p>I can use the tools and techniques necessary for relief printing.</p> <p>I can talk about the work of the African painter Edward Saidi Tingatinga and make links to my own work.</p>	<p>I can mix colours for a purpose.</p> <p>I can do simple observational drawings.</p> <p>I can use wax resist techniques to create patterns.</p> <p>I can explore shape and form and construct with recycled materials.</p> <p>I can evaluate my work using simple artistic language.</p>	<p>I can show some proficiency in drawing and sketching to share my ideas.</p> <p>I can use previously learned skills to mix colours together.</p> <p>I can talk about what a portrait is and create a self-portrait, using techniques from Cubism.</p> <p>I can use collage to develop my work.</p> <p>I can use simple digital media techniques.</p> <p>I can evaluate the work of the artist Picasso and compare my own work to his.</p>	<p>I can use different methods to print on fabric, extending my learning from relief printing in Year One.</p> <p>I can show appreciation for the work of a variety of artists and take inspiration from Miro in my own work.</p> <p>I can use different techniques to create a 3D picture, including overlapping, overlaying and adding texture.</p> <p>I can demonstrate simple weaving and wrapping techniques.</p>	<p>I can further develop colour mixing talking about why I have chosen a certain medium.</p> <p>I can use mixed media to create a background.</p> <p>I can complete detailed observational drawings showing progression from Year One.</p> <p>I can use recycled collage materials to “enhance” my artwork.</p> <p>I can work collaboratively to make a large-scale sculpture using Modroc and junk materials.</p> <p>I can evaluate my artwork and that of others.</p>	<p>I can show skill in drawing and sketching, using techniques of shading.</p> <p>I can demonstrate how I have further developed my skills of colour mixing and collage.</p> <p>I can construct with clay to create a 3D sculpture in the style of Modigliani.</p> <p>I can talk about the work of Amedeo Modigliani in terms of painting and sculpture.</p> <p>I can compare and contrast the portrait work of Modigliani with Picasso.</p>



# OVERCHURCH INFANT SCHOOL

## PROGRESSION IN ART VOCABULARY - EYFS TO YEAR 2

EYFS	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)
By the end of EYFS	<i>Textiles - Printing Tinga Tinga</i>	<i>Recycled 3D Jellyfish</i>	<i>Collage/Digital Media</i>	<i>Textiles/Printing/ Collage</i>	<i>3D/Painting/Drawing</i>	<i>3D/Collage Modigliani</i>
colour painting drawing materials shape	texture pattern colour shade relief printing primary colours textile	line drawing sculpture three dimensional natural man-made wax resist join	portrait self-portrait secondary colours Cubism collage digital media	<i>Revise vocabulary from Year One tone overlap overlay impressed image weaving wrapping</i>	<i>Revise vocabulary from Year One 3D local colour form shape mixed media</i>	<i>Revise vocabulary from Year One hatching cross hatching stipple digital media blending</i>

Fiction and Non-fiction books to support learning:

EYFS	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)
'Matisse's Magical Trail' by Tim Hopgood  'Beautiful Ooops' by Barney Saltzberg	'This Little Artist' by John Holub	Katie and the Sunflowers by James Mayhew  A History of Pictures by David Hockney	Nature Art by Jenny Bowers	Vincent's Starry Night and other stories by Michael Bird  The Art Book for Children by Phaidon	Art – A Children's Encyclopaedia by DK	Little People Big Dreams: Frida Kahlo



**OVERCHURCH**  
INFANT SCHOOL

**EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS – ART**

FOUNDATION SUBJECT	KEY STAGE TWO	VOCABULARY LEARNED IN YEAR THREE
<p>ART</p>	<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ produce creative work, exploring their ideas and recording their experiences</li> <li>♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>♣ evaluate and analyse creative works using the language of art, craft and design</li> <li>♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>♣ about great artists, architects and designers in history.</li> </ul>	<p>firing slip/slurry ceramic manipulation form medium/media sculpture model kiln wedging scoring slab glaze pinch leather hard plastic stage bone dry stage greenware bisque</p> <p>tertiary colours perspective value-shading balance</p>