

**Nyewood CE Infant School**  
**Art Progression in Knowledge and Skills**

**Curriculum Intent**

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

**Art and Design Intent**

As artists in God's world, we are creative and innovative learners who express ourselves in our own unique way, just as God, the creator, is an artist of all things.

**EYFS**

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	<b>Autumn Term</b>		
<b>Drawing</b>	<p><b>Children know...</b>            How to make marks with drawing tools.            What surfaces they are able to draw on.            A range of materials and tools.</p> <p><b>Children can...</b>            Begin to make marks to create shapes and representations of familiar things.            Draw on different surfaces.            use a range of materials and tools- chalk, fingers, pens, pencils etc for pleasure.</p>	<p><b>Children know...</b>            How to use different materials.            A range of familiar objects and people.            Where to access different materials.            What surfaces they are able to draw on successfully.</p> <p><b>Children can...</b>            Create marks on surfaces.            Create marks to make simple representations of people and objects.            Use a range of materials.            Make choices about the surfaces they draw on.</p>	<p><b>Children know...</b>            How to control a range of materials and tools.            How to use a range of materials and tools correctly and safely.            How to produce different sized marks using tools including thickness of lines.            How to represent their ideas and feelings through mark making.</p> <p><b>Children can...</b>            Use a range of materials and tools with control.            Produce lines of different thickness.            Create marks to represent their own ideas, thoughts and feelings.</p>
<b>Colour</b>	<p style="text-align: center;"><b>Children Know...</b></p> <p style="text-align: center;">What a variety of tools look like and where to get them.            What a range of colours look like.</p> <p style="text-align: center;"><b>Children Can...</b></p>	<p style="text-align: center;"><b>Children Know...</b></p> <p style="text-align: center;">How to mix colours together.            What to use to mix colours together.            The purpose of a variety of tools and how to use them.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p style="text-align: center;">The purpose of a range of tools.            How to use a range of tools correctly and safely.            The names of a variety of colours.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p style="text-align: center;">Use a variety of tools for a purpose.</p>

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	Enjoy using a variety of tools including different sized brushes, fingers, twigs etc. Recognise different colours.	<b>Children Can...</b> Explore what happens when they mix colours together. Use a variety of tools.	Name a variety of colours. Use a variety of colours for a purpose.
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
	<b>Spring Term</b>		
<b>Drawing</b>	<b>Children know...</b> How to make marks with drawing tools. What surfaces they are able to draw on. A range of materials and tools.  <b>Children can...</b> Begin to make marks to create shapes and representations of familiar things. Draw on different surfaces. use a range of materials and tools- chalk, fingers, pens, pencils etc for pleasure.	<b>Children Know...</b> How to control a range of tools and materials successfully.  <b>Children Can...</b> Use a range of materials and tools with control.	<b>Children Know...</b> A range of vocabulary to use when talking about marks they have made. That making marks on different surfaces has different outcomes.  <b>Children Can...</b> Use a range of materials and tools with control and talk about the marks they make. Describe the marks made on different surfaces.
<b>Printing</b>	<b>Children Know...</b> How to use a simple stencil. How to create a print following adult instructions.  <b>Children Can...</b> Create prints with the support of an adult. Use a given stencil.	<b>Children Know...</b> How to create a rubbing successfully. How to use a range of objects to create a print. What a stencil is. How to use a stencil to create an image.  <b>Children Can...</b> Experiment with different objects, taking rubbings and printing. Use a stencil to create a simple picture.	<b>Children Know...</b> How to make accurate prints. Which objects and tools to use when printing.  <b>Children Can...</b> Use printing to create pictures and patterns.
<b>Knowledge and Skills Area</b>	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
	<b>Summer Term</b>		
<b>Drawing</b>	<b>Children know...</b> How to make marks with drawing tools.	<b>Children Know...</b> What the terms line, tone and thickness mean.	<b>Children Know...</b> How to create different tone with materials.

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	<p>What surfaces they are able to draw on. A range of materials and tools.</p> <p><b>Children can...</b> Begin to make marks to create shapes and representations of familiar things. Draw on different surfaces. use a range of materials and tools- chalk, fingers, pens, pencils etc for pleasure.</p>	<p>How to use a pencil to get an intended outcome. How to create different tones using pencil. What a pattern is. What a texture is.</p> <p>How to use drawing skills to create patterns and textures.</p> <p><b>Children Can...</b> Produce lines of different thickness and tone using a pencil. Begin producing different patterns and textures.</p>	<p>What the term tone means. The purpose of their work. What a pattern is. What a texture is.</p> <p>How to draw from observation and their imagination.</p> <p><b>Children Can...</b> Produce lines of different tone for a purpose. Produce different patterns and textures from observations, imagination and illustrations.</p>
<b>Colour</b>	<p><b>Children Know...</b> The names of some colours. How they can change colours.</p> <p><b>Children Can...</b> Name some colours. Explore colour and how colours change.</p>	<p><b>Children Know...</b> How to control a variety of tools confidently and safely. What a primary colour is. What the primary colours are.</p> <p><b>Children Can...</b> Use a variety of tools with control. Recognise and name the primary colours.</p>	<p><b>Children Know...</b> Simple artistic vocabulary to talk about their work. What a primary colour is and their names. How to mix paint successfully.</p> <p><b>Children Can...</b> Talk about marks they make. Recognise the primary colours and begin experimenting with mixing.</p>
<b>Form</b>	<p><b>Children Know...</b> How to use their hands to form and mould a variety of media. What the purpose of scissors are and how to use them safely. They can combine objects to create a construction. How to build a simple construction successfully.</p> <p><b>Children Can...</b> Use a variety of malleable media such as clay, paper mache, salt dough etc Begin to experiment with tools such a scissors. Combine objects to build a construction.</p>	<p><b>Children Know...</b> The properties of a range of malleable materials. The purpose of their work. How to use scissors and other modelling tools successfully and safely. Which cutting tools suit which purpose. How to build a construction.</p> <p><b>Children Can...</b> Use malleable media to create with a purpose in mind. Cut simple shapes using scissors and other modelling tools. Build construction with a purpose in mind.</p>	<p><b>Children Know...</b> How to create a design (orally, mentally or physically). How to mould, move and form malleable media. How to incorporate decoration within a design. How to use scissors with control. How to make accurate cuts and follow a line. Some simple vocabulary to talk about their choices.</p> <p><b>Children Can...</b> Use malleable media to create with a design in mind and apply simple decoration. Cut shapes accurately using scissors with control and precision.</p>

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			Explain the choices and purpose of a construction they have built.
<b>Texture</b>	<p><b>Children Know...</b> What a range of materials feel like. How to follow an adults support.</p> <p><b>Children Can...</b> Explore simple weaving with support. Play with a variety of materials and textiles.</p>	<p><b>Children Know...</b> The properties of some materials. some vocabulary to describe textures. What how to weave and what the final outcome looks like.</p> <p><b>Children Can...</b> Explore the texture of a variety of materials. Complete simple weaving.</p>	<p><b>Children Know...</b> A range of vocabulary to describe materials. What weaving is. How to layer materials and materials.</p> <p><b>Children Can...</b> Explore the texture of a variety of materials and discuss how they feel. Complete weaving and layering of fabrics.</p>
<b>Creating</b>	<p><b>Children Know...</b> How they created their work. Words to explain their artistic actions.</p> <p><b>Children Can...</b> Share their creations within smaller groups, or 1:1 with a teacher or peer. Explaining the process with support and guidance from an adult (questioning).</p>	<p><b>Children Know...</b> How to explain what they have done using artistic vocabulary. How to share fairly.</p> <p><b>Children Can...</b> Share their creations, explaining the process they have used to get there.</p>	<p><b>Children Know...</b> How to present work to a group of people. How they created their work and can explain this in sequential order to others.</p> <p><b>Children Can...</b> Share their creations with not only their class, but a wider audience, explaining in detail the processes they have used, perhaps giving examples of why and how they got there.</p>
<b>Key Vocabulary</b>	Drawing, pencil, paint, ink, chalk, pastels, mark making, create, pattern, observation. tools, sellotape, scissors, brushes, fingers twigs, materials, paint, clay, paper mache, colour names, colour mixing, primary colours surface, pattern, texture, textiles, malleable, materials, size, thickness, shapes, line, tone, construction, join, control, print, stencil, rubbing, image, plan.		
<b>Year 1</b>			
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
	<b>Autumn Term</b>		
<b>Drawing</b>	<p><b>Children Know...</b> How to correctly hold and use a pencil. The uses of a variety of media. How to draw from observation. What is meant by different surfaces.</p> <p><b>Children Can...</b> consolidate their fine motor skills when using pencil.</p>	<p><b>Children Know...</b> How to make different marks. Which media can be used to create particular marks. A variety of drawing techniques and how to create them.</p>	<p><b>Children Know...</b> A variety of drawing techniques and the names of them. How to create different tone with different media. How to blend to achieve lighter and darker lines.</p>

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	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk etc.          Draw on different surfaces.          Begin to copy a variety of drawing techniques.</p>	<p style="text-align: center;"><b>Children Can...</b></p> <p>Control the types of marks made with a range of media.          Use a variety of drawing techniques such as: hatching, scribbling, stippling and blending.</p>	<p>Techniques on how to scale a drawing correctly.          How to control a range of media with fine motor skills.          The purpose of their work and ways in which they can meet it.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Name and use a variety of drawing techniques.          Develop a range of tone and blending to create light/dark lines.          Scale drawings correctly (relative sizes in a composition)          Use a range of media with strong accuracy and control.          Use a media with a purpose in mind.</p>
<p style="text-align: center;"><b>Colour</b></p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>How to make different marks.          how to apply colour to a tool and onto a surface.          Which tools are successful in applying colour.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Begin to show control over the marks they make.          Apply colour with a variety of tools.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>What the terms lightening and darkening mean.          What the outcome of lightening and darkening is.          That colours can be changed.          The names or primary colours and recognise these.          How to mix colours together.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Lighten and darken paint by exploring techniques other than adding white or black.          Name the primary colours.          Start to mix a range of secondary colours.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>What a primary and secondary colour is and what these look like.          How certain colours change when mixing them.          That when you mix colours together the outcome is different.          What texture is and how you can create different textures.          How to change the thickness of paint.          Different ways of applying paint.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Name both primary and secondary colours.          Predict results when colour mixing.          Create texture using colour, different thicknesses and application.</p>

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<p><b>Printing</b></p>	<p><b>Children Know...</b>          What is meant by the term print.          What a pattern is.          How to create simple prints to form a picture or pattern.          The properties of a range of materials.          How to create an impressed print.</p> <p><b>Children Can...</b>          Use printing to create simple pictures and patterns.          Explore a range of hard and soft materials to print.          Experiment with impressed printing.</p>	<p><b>Children Know...</b>          which equipment is successful for printing.          Which media is appropriate for printing.          That different amounts of paint have a different outcome.          How to apply paint to tools.</p> <p><b>Children Can...</b>          Use equipment and media correctly to produce a clean printed image.          Experiment with the amount of paint they apply to a printing tool.          Develop control in using printing tools.</p>	<p><b>Children Know...</b>          What different forms of printing there are.          What different forms of printing look like.          What a pattern is.          What symmetry is and looks like.          A range of vocabulary to discuss other artists work and their own.</p> <p><b>Children Can...</b>          Identify different forms of printing.          Discuss patterns and symmetry when printing.</p>
<p><b>Knowledge and Skills Area</b></p>	<p><b>Working Towards the Expected Standard</b></p>	<p><b>Working At the Expected Standard</b></p>	<p><b>Working at Greater Depth within the Expected Standard</b></p>
<p><b>Summer Term</b></p>			
<p><b>Texture</b></p>	<p><b>Children Know...</b>          What a texture is.          A range of vocabulary to describe textures.          Names of a variety of textures.          How to create a rubbing.          What a collage is.          How they can combine materials.          What a weave is and what the outcome looks like.</p> <p><b>Children Can...</b>          Explore the texture of a variety of materials and discuss how they feel.          Investigate textures by describing, naming, rubbing and copying.          Combine different materials to create a collage.          Weave and layer materials.</p>	<p><b>Children Know...</b>          The names and properties of a variety of materials.          Key vocabulary relating to materials and texture.</p> <p><b>Children Can...</b>          Sort materials according to their specific quality.          Discuss the similarities and differences of materials.</p>	<p><b>Children Know...</b>          How to overlap materials.          what a range of textures look and feel like.          The purpose of their work and the outcome they are trying to achieve.</p> <p><b>Children Can...</b>          Overlap materials to create different textures and effects.</p>

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<b>Form</b>	<p><b>Children Know...</b>            How to form a design (orally, mentally or physically).            Which materials are malleable.            What decoration means.            How to use scissors safely.            What is mean by accuracy, control and precision.            Key vocabulary used to talk about their choices.            How to build a construction successfully.</p> <p><b>Children Can...</b>            Use malleable media to create with a design in mind and apply simple decoration.            Cut shapes accurately using scissors with control and precision.            Explain the choices and purpose of a construction they have built.</p>	<p><b>Children Know...</b>            What the purpose of their work is.            How to shape a variety of malleable materials.            What is meant by the term manipulate and ways of achieving this.            Which tools suit each purpose.            How to use tools safely.</p> <p><b>Children Can...</b>            Shape and model materials for a purpose from observation and imagination.            Manipulate materials in a variety of ways including rolling, pinching and kneading.            Use tools and equipment safely and in the correct way.</p>	<p><b>Children Know...</b>            How to impress onto malleable materials.            A range of techniques for adding detail and decoration.            A range of artistic vocabulary.</p> <p><b>Children Can...</b>            Impress and apply simple decorations techniques.            Use appropriate language to describe tools and media.</p>
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<b>Key Vocabulary</b>	Layering, techniques, media, matching, scribbling, stippling, blending, lightning, darkening, secondary colours, equipment, collage, properties, form, decoration, accuracy, precision, manipulate.
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<b>Year 2</b>
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<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
	<b>Autumn Term</b>		
	<b>Contextual Outcomes:</b>		

<b>Drawing</b>	<p><b>Children Know...</b>            How to make different marks.            Which media can be used to create particular marks.            A variety of drawing techniques and how to create them.</p> <p><b>Children Can...</b>            Control the types of marks made with a range of media.            Use a variety of drawing techniques such as: hatching, scribbling, stippling and blending.</p>	<p><b>Children Know...</b>            What is meant by tone and what it looks like.            What light and dark is and how to use a pencil to create these.            How to draw using observation.            Know what is meant by the term sketch and that it is an informal, quick technique.</p> <p><b>Children Can...</b>            Investigate tone by drawing light/dark lines and patterns using pencil.            Draw lines and marks from observations.</p>	<p><b>Children Know...</b>            What tone is.            There is a variety of pencil gradients and the outcome they have.            What a shadow is.            How to incorporate shadows, light and dark in their artwork.</p> <p><b>Children Can...</b>            Understand tone through the use of different grades of pencil.</p>
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		Sketch to make quick recordings.	Discuss the use of shadows and light and dark.
<b>Colour</b>	<p><b>Children Know...</b>            What the terms lightening and darkening mean.            What the outcome of lightening and darkening is.            That colours can be changed.            The names or primary colours and recognise these.            How to mix colours together.</p> <p><b>Children Can...</b>            Lighten and darken paint by exploring techniques other than adding white or black.            Name the primary colours.            Start to mix a range of secondary colours.</p>	<p><b>Children Know...</b>            A range of painting techniques.            How to control when making marks.            What colours are warm and cool.            Which brushes suit each purpose.</p> <p><b>Children Can...</b>            Begin to control the types of marks made in a range of painting techniques- layering, mixing and adding texture.            Recognise warm and cold colours.            Use suitable brushes to produce marks appropriate for the work.</p>	<p><b>Children Know...</b>            What is meant by shades and recognise different shades.            What shades and tones of one colour look like.            That colours represent different feelings.            What is meant by consistency.            That they can change the consistency of paint.            How to change the consistency of paint.</p> <p><b>Children Can...</b>            Mix a range of shades and tones of the same colour.            Explore the relationship between colours and feelings.            Work with different consistencies.</p>
<b>Printing</b>	<p><b>Children Know...</b>            which equipment is successful for printing.            Which media is appropriate for printing.            That different amounts of paint have a different outcome.            How to apply paint to tools.</p> <p><b>Children Can...</b>            Use equipment and media correctly to produce a clean printed image.            Experiment with the amount of paint they apply to a printing tool.            Develop control in using printing tools.</p>	<p><b>Children Know...</b>            What impressed printing is.            how to print from objects.            How to use printing tools.</p> <p><b>Children Can...</b>            Demonstrate experience of impressed printing- drawing into ink, printing from objects.            Make simple marks on rollers and pallets.</p>	<p><b>Children Know...</b>            What overprinting is and what it looks like.            What is meant by the term motif.</p> <p><b>Children Can...</b>            Experiment with overprinting- motifs and colour.            Begin making more complex marks and prints.</p>
<b>Knowledge and Skills Area</b>	<b>Working Towards the Expected Standard</b>	<b>Working At the Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>

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Summer Term			
<b>Texture</b>	<p style="text-align: center;"><b>Children Know...</b></p> <p>The names and properties of a variety of materials. Key vocabulary relating to materials and texture.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Sort materials according to their specific quality. Discuss the similarities and differences of materials.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>What a natural material is. How to create pattern and texture. The different actions you can complete with paper.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Use natural materials to consider pattern and texture. Investigate different textures with paper-scrunching, tearing, screwing etc.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>How to use basic sewing skills safely. How to form a simple stitch. What is meant by applique.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Complete simple stitching. Experiment with applique.</p>
<b>Form</b>	<p style="text-align: center;"><b>Children Know...</b></p> <p>What the purpose of their work is. How to shape a variety of malleable materials. What is meant by the term manipulate and ways of achieving this. Which tools suit each purpose. How to use tools safely.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Shape and model materials for a purpose from observation and imagination. Manipulate materials in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>How to join together different materials. What is meant by strength. The difference between natural and man-made forms.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Make appropriate joins thinking about the strength and structure. Discuss natural and man-made forms.</p>	<p style="text-align: center;"><b>Children Know...</b></p> <p>What a 3D shape is. How to carve. How to use tools safely to carve. A few artists/sculptures and recognises their work.</p> <p style="text-align: center;"><b>Children Can...</b></p> <p>Explore carving as a form of 3D art. Use the work of artists/ sculptures as a starting point for their own work.</p>
<b>Key Vocabulary</b>	Scale, sketch, warm/cool colours, shades, consistency, impressed printing, over printing, motif, natural, man-made, qualities, scrunching, tearing, screwing, applique, stitch, needle, thread, strength, carve.		