



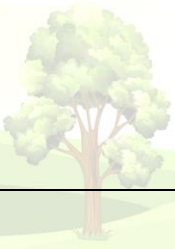
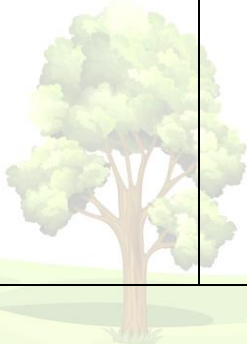
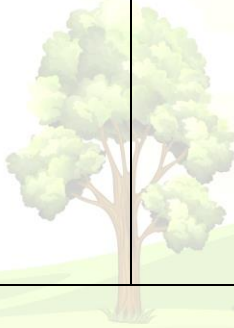
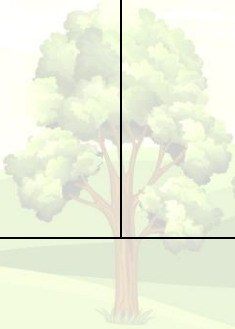


ART AND DESIGN TREES OF KNOWLEDGE AND SKILLS PROGRESSION

EYFS		YEAR 1			YEAR 2			
Nursery	Reception	Autumn Term Who am I? Around the World	Spring Term To the Rescue	Summer Term Wonderful Westacre Animal Allsorts	Autumn term London's Calling The Great Fire of London	Spring term Famous Explorers Victorians	Summer term India Out and About	
Knowledge	<ul style="list-style-type: none"> Know that different materials can be used to make things Know that they can use their own ideas and feelings to express themselves Know that things the observe and hear can be represented through drawing, painting and model making Know the names of feelings – happiness, sadness, fear, anger, etc. and know that these can be expressed in drawings and paintings 	<ul style="list-style-type: none"> Know that marks can be made in different ways, using different media Know that they can use their own ideas and feelings to express themselves Know that different tools, materials and techniques can create different effects (colour, design, texture, form and function) Know that movement and noise can be represented in pictures Know what two colours can be mixed to make another colour: 	<ul style="list-style-type: none"> Know that lines can be created in different ways by: using media of different thicknesses, applying different amounts of pressure, movements in different directions Know about the work of the Pixar creative artists to produce Toy Story characters Know and name the artist Georgia O'Keefe Know about O'Keefe's style & subject matter Know about the materials used by O'Keefe, and 	<ul style="list-style-type: none"> Know what a collage is Know that collage is created by applying a range of materials Know how to select and apply different materials to create a desired effect Know who Vanessa Barragao is and that she is a contemporary artist Know that Barragao produces collages to represent seascapes Know and name Joseph Turner Know what Turner's work looks like and 	<ul style="list-style-type: none"> Know and name the artist Henri Rousseau Know what Henri Rousseau's work looks like (simple shapes and defined outlines) and that he builds up colours by colour mixing and layering Know that Henri Rousseau paints from his imagination Know what 'foreground' and 'background' mean and that positioning is important Know and name the artist Barbra Hepworth Know what a sculpture is 	<ul style="list-style-type: none"> Know what a sculpture is Know and identify warm colours Know how to select and use a range of materials Know how to select and use suitable tools and techniques to build a 3D model of a building Know how to attach pieces using different techniques Know the suitability of materials for joining together two pieces Know and use vocabulary: 3D, sculpture, construct, fold, attach 	<ul style="list-style-type: none"> Know and name the Artist William Morris Know that Morris was part of the 'Arts and Crafts' Movement Know what the Arts and Crafts Movement represented Know that he created Stained Glass and Wallpaper Know how to design a pattern based on nature Know that a design should have a purpose and an audience Know how to develop and create a Press Print Know how to create a 	<ul style="list-style-type: none"> Know that Art can come from different Cultures as well as individual Artists Know that an Artistic genre can reflect the surroundings from which it came, eg colour, images Know that the Art work they are exploring comes from India Know what a 3D relief is Know how to design a wall hanging based around Indian style patterns and subjects (eg peacock) Know how to build a picture using layers of thick card

<ul style="list-style-type: none"> • Know the names for most primary and secondary colours • Know that colours can be mixed to make other colours 	<p>purple, green, orange</p> <ul style="list-style-type: none"> • Know that there are different shade of a colour – light and dark • Know that there are a range of materials that stick things together – glue, sellotape, string, ribbon • Know that people, places and objects can be represented in different ways - through drawing, painting and model making • Know that they need to use equipment safely • Understand that we use closed shapes to create different objects • Know that a pencil can be used to add finer details to their work 	<ul style="list-style-type: none"> • why they were chosen • Know what effect is achieved by layering intense colour • Know and use vocabulary relating to her work: Bold, bright, primary, close up, magnified, shape, outline, texture, observation, natural, image 	<p>how he represents skyscapes and seascapes</p> <ul style="list-style-type: none"> • Know how to select colours relating to Turner's work • Know how Turner applied paint to create colour, mood and texture • Understand that both Barragao and Turner created artworks to represent similar subjects in contrasting ways • Know how to compare the work of two Artists • Know how to discuss and evaluate similarities and differences between the work of two Artists • Know how to discuss how a piece of art 	<ul style="list-style-type: none"> • Know what materials Hepworth used, and the scale of her sculptures • Understand what she represents in her sculptures • Know and use vocabulary relating to her work: sculpture, form, texture, smooth, fluid, abstract • Know about Georges Seurat • Know about Seurat's style (Pointillism) and his approach to colour mixing • Know what Pointilism means • Know there are 3 Primary colours and which colours they are • Know that the 3 Primary colours can be used to create 	<ul style="list-style-type: none"> • Know and explain what a collage is, making comparisons between a collaged and non-collaged piece of work • Know what a background and foreground is • Know how to be selective when choosing suitable materials for the required effect • Know how to build a collage with layers • Know and use vocabulary: layer, cut, tear, background, foreground, horizontal, vertical, silhouette 	<p>repeated pattern</p> <ul style="list-style-type: none"> • Know and use vocabulary: Pattern, floral, natural, design, outline, roll, press, repeat, position • Know how to evaluate a finished piece of work, identifying strengths and weaknesses • Know how to make comparisons between pieces 	<ul style="list-style-type: none"> • Know and use vocabulary: Relief, build, colour, cut, fold, bend, attach <p>Know about Yayoi Kusama Know that Kusama is a contemporary artist who creates sculptures and paintings</p> <ul style="list-style-type: none"> • Know that Kusama uses polka dots in her works of art • Know how to select colours and varying sized dots to create a piece of art based on Kusama's style • Know how to create a clay 'pinch pot' • Know how to make a 3D shape by joining two pinch pot
--	--	--	--	---	---	---	---

		<ul style="list-style-type: none"> Know that colours can be mixed to create a new colour Explore a range of media and materials to make different marks and for different effects 		<p>makes them feel and why</p> <ul style="list-style-type: none"> Know and use vocabulary relating to both artists: seascape, mood, atmosphere, movement, texture, tone, shade, colour, collage 	<p>Secondary colours</p> <ul style="list-style-type: none"> Know how to make a colour darker or later using Pointillism technique Know how to use vocabulary relating to colour work: tone, shade, shadow landscape, portrait, Pointillism 			<ul style="list-style-type: none"> Know what 'slip' and 'cross hatching' are in clay work Know and use vocabulary: contemporary, polka dot, surface, texture, shape, form, mood, sculpture, environment
Skills	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Select their own materials to express their ideas Explore different textures Create closed shapes with continuous 	<ul style="list-style-type: none"> Explore using a range of different textures and techniques to create own art work Explore materials and artistic effects to express their ideas and feelings Return and build on previous learning, refining their ideas and developing their 	<ul style="list-style-type: none"> Create lines of different thicknesses, directions and patterns, using a range of different media Create shapes to represent an image Look at the spaces around and within an image in order to consider positioning on the paper Draw toys from observation 	<ul style="list-style-type: none"> Use materials of different shades and texture to represent their ideas Arrange and place materials/media to create the required image Select methods of securing materials to the supporting background Explore and refer to the Artist's work to develop their 	<ul style="list-style-type: none"> Explore a range of medium to create a Pointillist effect Select a medium for the best effect Position Primary colours closely to create the effect of mixing colours to develop a Secondary colour Be able to discuss a finished piece, drawing on 	<ul style="list-style-type: none"> Select from a range of materials using knowledge of the material's texture, pliability and the effect it will create Arrange shapes and materials in the correct order, beginning with background pieces and building layers Select and use suitable tools and techniques 	<ul style="list-style-type: none"> Develop a design based on nature – flower, leaf Select from a range of designs Transfer a design onto a press print tile Know how to ink a roller and transfer it to a tile Be able to transfer the tile onto paper and repeat the 	<ul style="list-style-type: none"> Sketch a design Select tools to cut card Be able to bend, fold, cut card Arrange shapes to develop the desired image Attach and build the card into an image in layers Choose colours to decorate the 3D relief Make a pinch pot

	<p>lines, and begin to use these shapes to represent objects e.g. family, self-portraits, familiar objects</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as adding facial features with a circle • Use drawing to represent ideas like movement and loud noises e.g. firework pictures • Show different emotions in their drawings and paintings – happiness, sadness, fear, etc. • Explore colour and colour mixing to make secondary colours • Explore different materials and textures through sensory play 	<p>ability to represent them</p> <ul style="list-style-type: none"> • Create collaboratively – sharing ideas, resources and skills • Colour match to a specific colour and shade • Draw a range of things - self-portraits, landscapes/cityscapes and buildings • Draw with increasing complexity and detail • Create closed shapes with continuous lines • Use thick and thin paintbrushes to make different effects • Explore colour mixing with paint • Create patterns or meaningful pictures when printing • Build models to replicate things in real life 	<ul style="list-style-type: none"> • Use ICT to create digital art 	<p>own representation in a similar style</p>	<p>their knowledge of the technique used</p>	<p>for shaping and attaching materials</p> <ul style="list-style-type: none"> • Be able to discuss the finished piece and consider successes and improvements • Be able to say why changes might be made next time 	<p>process several times</p> <ul style="list-style-type: none"> • Discuss and evaluate the finished design • Consider the effect created, suggest any improvements and say why any changes would be considered 	<ul style="list-style-type: none"> • Select tools to cut, blend, join and shape clay • Make clay slip • Be able to attach one piece of clay to another
--	---	--	---	--	--	--	--	---

<ul style="list-style-type: none"> • Use hands, feet and fingers to paint • Draw a range of objects from observation, including natural objects – shells, leaves, flowers, fruit, vegetables, etc. • Draw simple things from memory • Use equipment and tools (with support) e.g. scissors, glue spatulas • Explore different ways of sticking things together – glue, sellotape, masking tape, string 	<ul style="list-style-type: none"> • Safely use a range of tools • Share their creations, explaining the process they have used • Independently, select tools to create and improve their work • Develop their own ideas and decide which materials to use • Explore different materials freely, to develop ideas about how to use them and what to make 						
---	---	--	---	--	--	--	--