

Art Progression of Skills Netherton Infant and Nursery School



Nursery	Reception	Year 1 (Autumn 1)	Year 2 (Autumn 2)
<p>Help develop grip. Children to pick up small objects and draw with them, for example; stones and chalk.</p> <p>Continuous provision; range of marks making equipment available inside and outside- chinks, pencils, crayons, felt tips, water and brushes.</p>	<p>To draw large scale outside, in the playground.</p> <p>Draw different types of lines on large/rolls of paper. Use water brushes to draw lines and shapes.</p>	<p>Experimental drawing. Drawing in different scales. Experiment with different sizes of paper (begin to discuss scale). Use 3 different sizes of paper drawing the same flower.</p>	<p>Use a view finder for specific area. Fruit close up.</p>
<p>Begin to explore making marks in a variety of different drawing media- for example; brushes, straws, sticks, chalks.</p> <p>Continuous provision activities and adult led activities such as dough disco, squiggle whilst you wiggle, mark making in sand, shaving foam, cornflour gloop.</p>	<p>Develop and practise different line types., straight, wavy, thin, thick, curved, using different media- pencils, crayons, pastels and chalks. Chose appropriate media for a specific task.</p> <p>Create a sample board of different types of lines in different media. Fill a simple outline with different types of lines. Eg- What is the best sort of line for fur? Picture in the style of artist Hundertwasser. Different media in continuous provision to encourage drawing and experimentation with different sorts of lines.</p>	<p>To experiment using different drawing media, pencil types (pencil and coloured pencil) and grips, to create different thickness of line, tone and shading. Experiment with 3 different pencil types. Let children experiment with pencil types making thick and thin lines and practise outlining and shading (how to hold your pencil). Focus activity – observation drawings of leaves – outline and shading to create light and dark.</p>	<p>To use drawing media with more control and add detail by choosing three different pencil grades to create line, tone and shading. Use "Jose Guadalupe" Day of the Dead skull design as a focus to experiment with different pencil grades.</p>
<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use a dominant hand.</p>	<p>Make simple representations of objects- encourage accurate drawing of people, houses, cats, family etc.</p> <p>Observational drawings of teddies linked to toys topic.</p>	<p>Draw from observation and add detail. See above (build up detail in each session).</p>	<p>Draw from observation and add details to pictures by shading. Use pattern and texture in work by adding dots and lines. Work in proportion. Draw Mexican food from observation – avocado, tomato, chilli.</p>
<p>Express ideas and feelings through making marks and giving meaning to the marks that they make.</p> <p>Begin to assign meaning to the marks that they make in paint, pencil and other media</p>	<p>Start to think about what worked well.</p> <p>What do you like? Look at the work of Hundertwasser? What do I like about his work? How does it make me feel?</p>	<p>Evaluate two pieces of work as a class. Show 2 drawings of leaves and ask children to evaluate them – which is better and why. (one showing detail).</p>	<p>Evaluate your own work –what worked well -what would we do differently next time?</p>

through and make simple shapes to represent their ideas.	Evaluate own work.		
Learn new vocabulary, brush, apron, drying rack. Introduce when children start nursery and reinforce throughout the year.	Learn housekeeping rules. eg; wear an apron. Introduce in Autumn 1 water, sponge, paint, palette. Consider consistency of the paint. Change water, wash palette. Teach the basic skills of colour mixing with powder paints.	Reinforce painting rules and follow these more independently. Practise painting following a set of rules.	Choose and organise specific resources for a painting task.
To experiment and explore through play with a variety of painting materials. E.g ready mix paint, block paints. Opportunities throughout the year for children to access paint and ready mix paint t the easel, block paints through teacher led activities such as painting Autumn leaves (Autumn 2) and painting vehicles (Spring 2) Children introduced to paint in colour topic (Spring 1)	Children should experiment and explore through play. To continue to experiment with block paints and introduce using powder paints. To try different paint applications, including dotting, splattering, smearing, painting. Teach how to hold the brush appropriately. Explore painting on different sizes of paper. Create a sample board of different paint applications.	Develop ability to control paint and brush. Hold brush appropriately to create different effects. Use thick and thin brushes to make different marks. Experiment with thick and thin brushes to create different effects. Show children how to hold brush effectively to create different effects.	Experience painting with smaller brushes, develop brush control. Begin to control the types of marks made with a range of techniques eg layering and adding texture. Continue to control the types of marks to be made using different brushes. E.G thin brushes for thin marks. Explore painting on different surfaces (fabric, cardboard) Look at L S Lowry paintings and experiment and explore to create their own Lowry painting. Choose own surface to create a painting on.
Name colours. Children are taught colour names in Autumn 1 and again in colour topic (Spring 1)	Name and recognise primary colours and mix them together to make secondary colours for a specific purpose and within provision. Teach the skills of colour mixing introducing green, orange, purple. Look at the picture 'Senecio' by Paul Klee. Create a face in his style using greens, oranges and purples.	Continue to practise mixing primary and secondary colours understanding the colour wheel. Explore what happens to colours when you add white. Have an understanding of warm and cold colours. Recognise primary colours and use an experimental approach to simple colouring mixing to discover secondary colours. Practise these skills and then create a camouflaged background and then paint an animal to go on the background.	Explore what happens to colours when you add black. Revisit colour mixing and understand the relationships of primary and secondary colours and apply colour mixing skills to a project. Use knowledge of a colour wheel to choose appropriate colours for a task. After exploring colour shades using the colour wheel – choose appropriate colours to paint their Lowry picture. Narnia – Use Winter shades to create a Narnia/snowy scene.
Assign meaning to the marks they make.	Ask questions and describe what they see in a painting. To represent their own ideas, thought and feelings through their own art.	Ask questions and describe what can be seen in a painting and why they like/dislike it. Share work with others in a small group and listen to what they think you have done.	Look and describe what they see, think and feel about their own painting or that of an artist. LS Lowry painting and look at own work.

	<p>Painting in the continuous provision encouraging the children to describe and critique their own work. Look at a range of paintings by a variety of artists and describe what they see.</p>	<p>Talk 1-1 to a teacher about the art work and share what you have enjoyed during the process and what they like about the end result. Look at the work of artists depicting animals ask questions and discuss what you like and dislike about it. Compare realist and abstract paintings of animals (Franz Marc) Children to talk to a teacher about their animal camouflage art work.</p>	
<p>Handle, feel and enjoy manipulating materials- play doh</p> <p>Play doh in the continuous curriculum with a range of cutters and tools.</p>	<p>Handle, feel and enjoy manipulating materials, clay, play doh, salt dough. Cut shapes into clay and play doh. Impress and apply simple decoration.</p> <p>Play doh in continuous provision with a variety of tools and decorations. Make patterns and shapes in clay. Make a Diwali lamp with salt dough (Autumn 2) Make a dinosaur fossil (Spring 1)</p>	<p>Continue to manipulate malleable materials in a variety of ways- rolling, pinching, kneading. Use tools and introduce the name of them. Explore modelling materials in an open-ended manner, to discover what they may do. Then shape and model for a purpose- pot, tile. Exploratory afternoon using clay – investigate properties of wet clay – pinch, roll, knead, cut, pull. Make a cup that will hold water – link to Science properties of wet and dry clay.</p>	<p>Continue to manipulate malleable materials in a variety of ways- rolling, pinching, kneading. Use tools and know the name of them, using them correctly and safely. Explore modelling materials in an open-ended manner, to discover what they may do. Shape and model materials from direct observation. Make 3D shapes from observation.</p>
<p>Collect and explore natural objects from the environment.</p> <p>Autumn and Owl Babies- explore conkers, acorns, fir cones, pumpkins, feathers, moss and stones. (Autumn 2) Under the Sea- Explore shells, pebbles and sand. (Summer 2)</p>	<p>Use natural objects to make patterns on the ground.</p> <p>Sculpture in the style of Andy Goldsworthy, using natural materials (Autumn 2)</p>	<p>Collect natural materials to create large scale temporary art work. Use found materials in the natural environment to create 3d object (pig, wolf, house, garden)</p>	<p>Collect natural materials to make small detailed art work. Use collected items and clay to make animals.</p>
	<p>Explain what a sculpture is.</p> <p>Look at pictures and real examples of structures.</p>	<p>Talk about sculpture, what it is made of, what it is for. Look at Mick Kerby Gedes sculptures and railings to introduce sculpture.</p>	<p>Can look at the work of sculptors as a starting point for their own work. Look at work my Henry Moore and create own simple sculptures and shapes.</p>
<p>To explore using different tools and understand the safety of them.</p> <p>Tools in the continuous provision, such as scissors, hole punches, brushes, stampers, play doh tools. Simple box modelling.</p>	<p>Build a construction/ sculpture using a variety of objects.</p> <p>Make structures in the continuous provision. Simple box modelling.</p>	<p>Use basic tools and equipment safely and the right way to construct- scissors, glue and sellotape. Experiment with constructing and joining recycled, natural and manmade materials. Link to DT – making a new house for the 3 little pigs.</p>	<p>Shape form, construct and model from observation and imagination. Experiment with constructing and joining recycled, natural and manmade materials for a purpose. Design and create a building for a pet.</p>

Construction toys such as Duplo, large building blocks, wooden bricks, K-Nex, rabbits, stickle bricks.			
Enjoy playing with and using a variety of textile fabrics. Using fabric pieces and feathers to create an owl collage (Autumn 2- Owl Babies)	Collect and classify fabrics and thread in colour and texture and talk about what they can see and feel. Sorting activities. Fabrics in the continuous provision. What fabric would be best for a teddy? (Autumn 2)		
Decorate a piece of fabric.	Experiment with fabric collage, layering different fabrics. Fabric collage in the continuous provision. Create a fabric collage picture of the wood Little Red Riding Hood walked through to get to grandma's. (Spring 1)		
Practise holding scissors and cutting card and paper. Continuous provision- Cutting activities throughout the year to teach skills.	Practise holding scissors and cutting fabrics and threads. Continuous Provision- cut and snip		
To attempt to thread beads onto a lace or string. Continuous provision- funky fingers table available throughout the year.	To be able to confidently thread beads onto a lace or string. Weave thread through weaving cards. Continuous provision- a variety of threading funky fingers activities throughout the year.		
Experiment threading ribbons and fabric through railings and chicken wire. Funky fingers activity- threading pipe cleaners and strips of materials through colanders and containers to create fireworks. (Autumn 2)	Have some experience of weaving by using paper and ribbons. Continuous provision- funky fingers Eg- Weaving ribbons through wire rack, wool and thread through objects with holes/simple weaving frame. Weave a spider's web using wools and threads (Summer 2)		
Join materials together using glue. Child centred and adult led activities throughout the year- Autumn leaves (Autumn 2) Colour collages (Spring 1) Transport pictures (Spring 2) Farm animals crafts (Summer 1)	Use a combination of materials that are cut torn and glued. Make a wolf mask (Spring 2) Make a line pattern (wavy/straight) (Autumn 1)	Mix materials together to make different textures. Children to experiment with a range of different materials (cut and stick different materials to create a collage). Children to create their own sunflower using a range of chosen materials.	Select and arrange materials for a striking effect.
	Select and place cut out and torn shapes onto a surface to convey an idea.	Can select with thought, different materials from resources, considering shape and texture.	Can select, sort and modify by, cutting and tearing with care before adding

	Continuous provision activities		other marks and colours to represent ideas.
Hold scissors and practise snipping. Continuous curriculum and adult led activities to teach the correct way to hold scissors and snip around paper., cut in straight lines, cut out pictures.	Hold scissors and practise snipping and cutting a range of materials in straight and wavy lines. Range of cutting activities in continuous provision. Teach correct holding of scissors.	Tear and cut into strips with some level of accuracy.	To tear and cut accurately.
To touch, play and explore different materials. Babies topic (Autumn 2) Touch and feel books, descriptive language; soft, hard, smooth, rough. =Farm Topic (Summer 1) Farm animal crafts, soft woolly sheep. Under the sea topic (Summer 2) Make a seaside picture using the collage to represent sand, water. Describe textures.	To talk about materials, especially their colours and textures. Sorting/naming a range of materials according to texture. (Autumn 1) collect textures on a walk around school.	To be able to classify materials into colours and surface group. Investigate different materials based on their properties – starting activity. Children to group them in different ways.	To understand the materials can be selected or created to reflect the colour and surface texture of the subject.
		Work as a group to produce a simple collage. Work as a group to create a collage using chosen criteria. To understand that a range of materials can be combined together in one piece of work. Sunflower collage activity.	Making their own simple collage choosing and applying various coloured textured and patterned materials. Create Matisse style collage.
			Talk about their work and the work of others and use language appropriate to elements of colour, texture and pattern. Class discussion.