

**Art Yearly Coverage, Progression and Planning Grid**

Nursery	Reception	Year 1	Year 2
<p><b>Range of Materials</b> (2-3 years) Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Use block play to begin to build and design. <u>Essential Vocab:</u> make, hard, soft, small, big</p> <p>(3-4 years) Explore different materials freely to develop their ideas about how to use them and what to make. Join different materials, beginning to explain choice linked to shape and texture / properties. Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. <u>Essential Vocab:</u> Build, join, plastic, paper, cardboard</p>	<p><b>Range of Materials</b> Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Join different materials explaining why they have chosen a specific fixing. Purposefully choose construction materials for a specific job. <u>Essential Vocab:</u> Material, wood, foil, fabric, fixing</p>	<p><b>Drawing – Block A</b> <b>AUTUMN 1</b> <u>Children will know</u> Marks can be made using a variety of drawing tools. <u>Children will be able to:</u> Select appropriate tools. Make a range of marks.</p> <p>Week 1 Make marks using a variety of tools Week 2 Organise and arrange marks according to techniques used Week 3 Apply knowledge of mark making</p> <p><u>Essential Vocab:</u> Drawing, pressure, orientation, cross-hatching, texture, monochrome</p>	<p><b>Drawing Block A</b> <b>AUTUMN 2</b> <u>Children will know:</u> The surface drawn on will create different effect <u>Children will be able to:</u> Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed</p> <p>Week 1 Different mark makers will create a variety of effects depending on the surface onto which they are placed Week 2 Music and movement affect mark making – making marks as the children listen to the music Week 3 Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task. Understand how to show texture and movement by using different marks</p> <p><u>Essential Vocab:</u> Response, stroke, linework, contrast, medium/media, stippling</p>
<p><b>Tools and fixings</b> (2-3 years) Begin to use scissors and Sellotape cutters accurately. • Use basic fixings, e.g. PVA glue, Pritt stick, masking tape, Sellotape (but may still get tangled). <u>Essential Vocab:</u> scissors, tape, glue, together, safe</p> <p>(3-4 years) Use scissors accurately. Begin to use cutlery accurately. • With supervision, use staplers and hole punches safely. Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. Begin to use treasury tags.</p>	<p><b>Tools and fixings</b> Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. <u>Essential Vocab:</u> trowel, drill, vice, saw, split pins, safety equipment</p>	<p><b>Painting – Block B</b> <b>AUTUMN 1</b> <u>Children will know:</u> Paint can be used to create a range of marks The names of the primary colours <u>Children will be able to:</u> Make thick and thin marks Identify shades of primary colours</p> <p>Week 4 Identify parts of a paintbrush Use water, paint and a palette (dip, dip, dab) Week 5 Develop different brushstrokes Week 6 Arrange geometric blocks of primary colours <u>Essential Vocab:</u> Palette, primarycolours, brushstroke, bristles, ferrule, handle</p>	<p><b>Painting – Block B</b> <b>AUTUMN 2</b> <u>Children will know:</u> Colour and line can be used to show mood, movement and feelings. <u>Children will be able to:</u> Select colours and painting tools. Make painted marks to express feelings</p> <p>Week 4 Trace around a shape. Use slow, controlled movements to fill in blocks of colour in small spaces. Use different painting tools. Week 5 Mix two primary colours to create a secondary colour. Week 6 Use lines and colour to express feeling <u>Essential Vocab:</u> Secondary colours, imagination, control. Concentric shapes, contrast. motif</p>

<p>With supervision, begin to use an age-appropriate hammer and screws (goggles and gloves). <u>Essential Vocab:</u> stapler, hole punch, treasury tag, tools, goggles, safely</p>			
<p><b>Painting</b> (2-3 years) Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers. Explore primary paint colours and how these colours can be changed <u>Essential Vocab:</u> brushes, sponges, rollers, red, blue, yellow</p> <p>(3-4 years) Select different tools to paint, e.g. brushes, rollers, sponges, body parts. Explore what happens when they mix primary colours. Choose particular colours to use for a purpose. Show different emotions in their paintings, like happiness, sadness, fear, etc <u>Essential Vocab:</u> choose, tools, mix, try, feeling (and revise colour)</p>	<p><b>Painting</b> Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip). <u>Essential Vocab:</u> match, technique, watercolour, powder, grip</p>	<p><b>Printmaking: Block C SPRING 2</b> <u>Children will know:</u> Prints can be made from ordinary objects. How to make and use a stencil and relief block. <u>Children will be able to:</u> Apply paint using controlled brushstrokes and stippling. Combine printing techniques such as stencilling and relief printing</p> <p>Week 1 Make marks by printing from everyday objects and experiment with layering marks by overprinting</p> <p>Week 2 Use a stencil and the stippling technique to create printed shapes. Experiment with stencilling techniques to achieve different effects and create a repeated pattern using the relief printing technique</p> <p>Week 3 Respond to the work of Karen Ledere and apply a range of printing techniques. Explain processes and personal preferences. <u>Essential Vocab:</u> Printmaking, stencil, relief printing, tipling, stroking, overprint</p>	<p><b>Printmaking – Block C SPRING 2</b> <u>Children will know:</u> Prints can be made from natural objects. How to make a collagraph printing block <u>Children will be able to:</u> Create repeated patterns Combine printing techniques</p> <p>Week 1 Make a printing block and use this to create repeated prints. Identify the negative and positive space in a printed image. Evaluate the quality of a printed image.</p> <p>Week 2 Create repeated prints from natural objects such as fruit and leaves Create a symmetrical printed pattern Explain printing processes and comment on the effects achieved</p> <p>Week 3 Apply a range of printing techniques to create patterned effects Use the technique of overprinting to create interesting effects Evaluate the effectiveness of printing techniques used <u>Essential Vocab:</u> Natural objects, repeated, organic, collagraph, design, pattern</p>
<p><b>Drawing/line</b> (2-3 years) Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <u>Essential Vocab:</u> draw, pencil, chalk, line, felt tip</p> <p>(3-4 years) 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</p>	<p><b>Drawing/line</b> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas . Create different depth of line using the above. When drawing themselves, represent all of the different face / body parts. Draw with increasing observation, e.g. the banana has black dots. <u>Essential Vocab:</u> detail, dark, light, thick, thin, observe</p>	<p><b>Textiles: Block D SPRING 2</b> <u>Children will know:</u> Mixed media, including fabrics, yarn and beads, can be used to create artwork. <u>Children will be able to:</u> Combine a range of materials to produce textile art</p> <p>Week 4 Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving. Use oil crayons and paint with control to explore pattern making. Explore and explain the textural effects created.</p> <p>Week 5 Explore methods of adding texture to a patterned surface. Use drawing tools such as chalk in different ways</p>	<p><b>Textiles and collage – Block D SPRING 2</b> <u>Children will know:</u> Reconstructed paintings are made using images (and materials) that were originally part of something else <u>Children will be able to:</u> Select appropriate pre-used images, colours and textures to create a new picture</p> <p>Week 4 Applying skills and techniques</p> <p>Week 5 Explicit teaching of techniques and exploring materials</p> <p>Week 6 Explicit teaching of techniques and artform</p>

<p>including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings, like happiness, sadness, fear, etc.</p> <p><b>Essential Vocab:</b> shape, lines, drawing, wavy, straight</p>		<p>and on different surfaces. Explain the different ways pattern and texture can be created.</p> <p>Week 6</p> <p>Combine materials to create colourful and textural effects. Apply taught techniques to a different context. Respond to the work of others</p> <p><b>Essential Vocab:</b> Fabric, yarn, portrait, thread, assemble, fibres</p>	<p><b>Essential Vocab:</b> Image, adhesive, non-realistic, reconstruct, montage, manipulate</p>
<p>Sculpting (2-3 years)</p> <p>Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language, e.g. cake, sausages</p> <p><b>Essential Vocab:</b> dough / playdough, roll, ball, pat</p> <p>(3-4 years)</p> <p>Use playdough and plasticine to sculpt specific ideas. • Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</p> <p><b>Essential Vocab:</b> plasticine, squash, squeeze, pull, push</p>	<p>Sculpting</p> <p>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process e.g. twisted, rolled, stretched</p> <p><b>Essential vocab:</b> clay, papier mâché, twist, stretch, flatten</p>	<p><b>3D – block E SUMMER 2</b></p> <p><u>Children will know:</u> Sculptures can be made out of many different materials Artists take inspiration from the work of others <u>Children will be able to:</u> Select materials based on their properties Take inspiration from the work of an artist</p> <p>Week 4 Exploration of materials and techniques Week 5 Explicit teaching of techniques Week 6 Applying knowledge, skills and techniques</p> <p><b>Essential Vocab:</b> Inuksuk, smooth, pebble, balance, construct, model</p>	<p><b>3D - Block E SUMMER 2</b></p> <p><u>Children will know:</u> Sculptors make their ideas come to life by joining or molding materials together Sculptors sometimes first make smallscale models of their work called maquettes <u>Children will be able to:</u> Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas</p> <p>Week 4 Exploration of artform and techniques Week 5 Weeks 5 and 6 Explicit teaching of techniques Applying knowledge, skills and techniques</p> <p><b>Essential Vocab:</b> Indigenous, inspired, sacred, depth, maquette, sculpt</p>
<p>Colour / pattern / texture / shape</p> <p>(2-3 years)</p> <p>Recognise and name the primary colours, black and white and some secondary colours . • Begin to be interested in and describe the texture of things.</p> <p><b>Essential Vocab:</b> feel, hard, soft, sticky, primary colours, black and white</p> <p>(3-4 years)</p> <p>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple). Experiment to create different textures, e.g. mixing different materials into paint / glue. Begin to use simple objects and paint to</p>	<p>Colour / pattern / texture / shape</p> <p>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach. Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.</p> <p><b>Essential Vocab:</b></p>	<p><b>Creative response collage Collage – Block F SUMMER 2</b></p> <p><u>Children will know:</u> Collage can be used as a background Paper can be torn or cut for effect</p> <p><u>Children will be able to:</u> Build up layers, using collage to create a background Tear paper and use scissors to cut for precision</p> <p>Week 4 Exploration of materials and artform Week 5 Explicit teaching of techniques Week 6 Applying knowledge, skills and techniques</p> <p><b>Essential Vocab:</b> Contrast, line, muted, tear, snip, paste</p>	<p><b>Creative Response – Block F SUMMER 2</b></p> <p><u>Children will know:</u> There are a series of steps in the creative process</p> <p><u>Children will be able to:</u> Refer to previous knowledge and skills to make creative choices Apply and refine previously taught drawing and collage techniques</p> <p>Week 4 Explanation of a stimulus and reflecting on skills learnt Week 5 Response to a stimulus and revisiting of skills Week 6 Applying knowledge, skills and techniques</p> <p><b>Essential Vocab:</b> Response, creative, imaginative, reflect, plan, collaborate</p>

<p>print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).  <b>Essential Vocab:</b>  mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)</p>	<p>texture, lighter, darker, shade, AB/ABC  Pattern (plus most common colours)</p>		
<p>Artists/wider concepts</p> <p>(2-3 years)  Know what an artist is. • Express simple likes and dislikes about different paintings / designs / sculptures. • Talk about colours in different pieces of art.  <b>Essential vocab:</b>  like, don't like, artist, colour (know the primary colours, black and white and some others)</p> <p>(3-4 years)  Know what an art show is. • Name at least one artist. • Know that illustrators are artists. • Talk about colours and shapes in different pieces of art. • Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this.  <b>Essential vocab:</b>  dislike, art show, illustrator, simple shape names (and names of colours)</p>	<p>Artists / wider concepts</p> <p>Know what an art gallery is. Name at least two different artists. Express clear opinions about different paintings / designs / sculptures justifying their opinions. Talk about colours, shapes, patterns and texture in different pieces of art.  <b>Essential Vocab:</b>  art gallery, opinion, because, texture, pattern, shape (and all common colours)</p>		
<p>Discussion and evaluation</p> <p>(2-3 years)  Say what they have made. Use key words to assign meaning to their creations, e.g. dog, mummy, head, tail, face. Begin to talk about the colours they have used and why. Begin to name what they have used to create, e.g. box, paper, tape)  <b>Essential Vocab:</b></p>	<p>Discussion and evaluation</p> <p>Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. Create</p>		

<p>made, used, paper, box, tape / glue (plus colour language see painting section)</p> <p>(3-4 years) Say what they like about their creations. Say what was hard and easy about their creations. Talk about the colours they have used and why. Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard. Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because ...</p> <p>Essential Vocab: hard, easy, because, enjoyed, favourite (plus colour language – see painting section)</p>	<p>collaboratively, sharing ideas, resources and skills.</p> <p>Essential Vocab: materials, fixings, better, proud, idea</p>		
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# Curriculum end goals

ELGs Expressive Arts and Design	KS1 Art and Design
<p><b>Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• share their creations, explaining the process they have used.</li> </ul>	<p><b>Art and Design</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Design Technology</b></p> <p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>

