



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Art Skills Progression

EYFS

Skills progression

- Exploring colour and how colours can be changed.
- Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects.
- Showing interest in and describing the texture of things.
- Realising tools can be used for a purpose.
- Using simple tools and techniques competently and appropriately.
- Selecting appropriate brush for a given purpose.
- Exploring what happens when they mix colours.
- Experimenting with different textures.
- Safely use and explore a variety of materials, tools and techniques.
- Experimenting with colour, design, texture, form and function.
- Understanding that different media can be combined to create new effects.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Use drawing to represent ideas like movement or loud noises.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear.

Early learning goals

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

	Year 1	Year 2
Learning Overall	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore 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. • Name the primary and secondary colours. • Describe and give an opinion about the work of an artist. • Ask questions about a piece of art. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore 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. • Suggest how artists have used colour, pattern and shape. • Create a piece of art in response to the work of another artist. • Produce creative work, exploring their ideas and recording their experiences. • Evaluate and analyse creative works using the language of art, craft and design.
Drawing	<ul style="list-style-type: none"> • Use pencils to create lines of different thickness in drawings. • Use different drawing techniques. • Emulate the work of professional artists. • Sketching houses. 	<ul style="list-style-type: none"> • Choose and use three different grades of pencil when drawing. • Use charcoal, pencil and pastels to create art. • Use a viewfinder to focus on a specific part of an artefact before drawing it. • Draw a still life image.
Painting	<ul style="list-style-type: none"> • Primary and Secondary colours. • Know how to create a repeating pattern with paint. • Know how to create brown paint. 	<ul style="list-style-type: none"> • Recap mix paint to create all the secondary colours (green, orange and purple) • Know how to create tints with paint by adding white. • Know how to create tones with paint by adding black. • Emulate the work of a professional artist. • Painting still life drawing using water colour paint Applying colour and paint knowledge to create a pattern.
Printing	<ul style="list-style-type: none"> • Use rollers to create different patterns and • Collagraph printing 	<ul style="list-style-type: none"> • Know how to create a painted piece of art by pressing, rolling, rubbing and stamping.
Sculpture	<ul style="list-style-type: none"> • Know how to cut, roll and coil materials. • Explore form. • Create 3D mural. • Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> • Explore form using paper plate to make a flower. • Explore texture using layering Use clay to form an object from still life composition.

Digital	<ul style="list-style-type: none"> • Understand how to use IT to create a picture. 	<ul style="list-style-type: none"> • How to use different effects within an IT paint package.
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Focus Artists	
<u>Year 1</u> Mix it - Piet Mondrian Rain and Sunrays – Kurt Schwitters Street View - James Rizzi	<u>Year 2</u> Mix it – Mark Rothco Still life – Paul Cezanne and Van Gogh Flowerhead – Yayoi Kusama

Vocabulary	
<u>Year 1</u>	<u>Year 2</u>
<p>Mix it Colour wheel Primary Colour Secondary Colour</p> <p>Rain and Sunrays Block – a flat surface, such as cardboard, which materials are stuck on. Collage – a picture made up of smaller parts. Pattern – a design in which lines, shapes or colour are repeated. Transient art – moveable non-permanent art that is usually made of material materials.</p> <p>Street View Artwork – something made by an artist such as drawing, painting or sculpture. 3-D effect – when objects stand out from a flat surface. Pop art – a type of art that is colourful and features ordinary people, objects or buildings.</p>	<p>Mix it Hue Tint Shade</p> <p>Still life Composition – The way objects have been arranged. Texture – The surface of an artwork and how it feels. Subject matter – The objects shown in an artwork. Background – The part of artwork that seems furthest from the person looking at it. Foreground – The part of an artwork that seems closest to the person looking at it.</p> <p>Flowerhead Contemporary artist – someone living at this time Form – the 3-D shape of something Visual element – a characteristic that can be seen such as line, shape, form, colour, pattern and texture.</p>