

Town Lane Infant School – Progression of Art Knowledge and Skills



	2 Year Olds	3 and 4 year olds	Reception	Year 1	Year 2
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Knowledge	Know that different marks can be made using a range of media.	Know that different marks can be made using a variety of drawing tools. Know that drawings can represent things in real life e.g. a person / a face.	Know that different marks can be made using a variety of drawing tools. Know a range of vocabulary to describe marks made (see vocab on LTPs)	Know the names of a variety of drawing tools. Know the vocabulary to describe a range of different textures (see vocabulary on LTPs)	Know the names of a variety of drawing tools. Know the vocabulary to describe marks and tone. (See vocabulary on LTPs) Use knowledge of a range of marks to discuss the work of Picasso.
Skills	Start to make marks intentionally. Use a wide range of different materials and encourage children to make	Begins to use a variety of drawing tools Investigate different lines	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Uses a variety of drawing tools	Extend the variety of drawings tools Explore different textures Observe and draw landscapes	Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, chalks

	<p>marks in different ways.</p> <p>e.g. submerge their fingers in cornflour - play with a stick in the mud - place hands and feet in paint - use tablets or computers</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Enjoy making marks on a variety of types of paper</p> <p>Uses a range of tools to make coloured marks on paper</p> <p>Investigate and describe different marks</p> <p>Uses line to represent objects seen, remembered or imagined</p> <p>Develop more accurate drawings of people</p>	<p>Observe anatomy (faces)</p>	<p>Draw lines and shapes from observations</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes</p>
<p>Colour (painting, ink, dye, textiles,</p>	<p>Know some colour names.</p>	<p>Know the names of the primary colours. <i>I know the colours red, blue and yellow</i></p>	<p>I know which colours are primary colours.</p>	<p>Know which colours are primary colours. Know how to mix a secondary colour.</p>	<p>Know which colours are primary and secondary colours.</p>

<p>pencils, crayon, pastels)</p> <p>Knowledge</p>			<p>Know which tools are suitable for a painting (e.g. which thickness of brush to choose)</p>	<p>Know how to make a colour lighter or darker (tints and shades)</p> <p>I know which colours are hot and cold colours.</p> <p>Know which tools are suitable for a painting (e.g. choosing the most suitable brush size)</p> <p>To use knowledge of colour when discussing Peter Thorpe's space art work.</p>	<p>Know how to mix secondary colours and tones.</p> <p>Know which tools are suitable for a painting (e.g. choosing the most suitable brush size)</p> <p>To use knowledge of colour when discussing the work of Peter Blake and his dazzle ship designs and Picasso's portraits.</p>
<p>Skills</p>	<p>Introduce colour names</p>	<p>Naming and experimenting with primary colours</p> <p>Explore how colours can be changed</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Naming and experimenting with primary colours</p> <p>Experimenting with and using primary colours</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades.</p> <p>Collect, sort and group materials for different purposes e.g. colour</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>

			Use a variety of tools to spread paint – e.g. thick brushes, foam and sponge brushes	Use a variety of tools and techniques including the use of different brush sizes and types.	
Texture (textiles, clay, sand, plaster, stone) Knowledge	Know that different objects have different textures.	Know some vocabulary to describe textures (see vocabulary on LTPs)	Know that different textures can be created by combining different materials.	Know that materials can be woven. Know how to use a simple loom to manipulate materials.	Know a range of vocabulary to describe texture in a piece of work (see vocabulary on LTPs)
Skills	Explore different textures	Experiments to create different textures Describe textures Handling, feeling, enjoying and manipulating materials to achieve a planned effect.	Handling, manipulating and enjoying using materials Experiments to create different textures using different materials e.g. soap / tissue paper Combine different media to create new effects.	Collect, sort and group materials for different purposes e.g. texture Handles and manipulates materials to weave on a simple loom	Choose fabrics/threads based on colour, texture and shape Collect, sort and group materials for different purposes i.e. texture, colour Arrange and glue materials to different backgrounds

					Fold, crumple, twist, tear and overlap papers
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Knowledge	<p>Know that different materials can be manipulated to make models.</p>	<p>Know a range of joining techniques.</p>	<p>Know a range of tools that can be used to shape, assemble and join materials e.g. hole punch, split pins etc.</p>	<p>Know that sculptures can be made from natural materials.</p> <p>Know the work of the artist Andy Goldsworthy.</p> <p>Know the associated vocabulary when working with clay (see vocabulary on LTPs)</p>	<p>Know a range of joining techniques and know which is the most appropriate techniques to use to fit the purpose.</p> <p>Know the terms recycled, natural, man-made.</p>
Skills	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and</p>	<p>Handling, feeling, enjoying and manipulating materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Explore sculpture with a range of malleable media.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Manipulate clay in a variety of ways, e.g.</p>	<p>Explore paper sculpture with a range of different papers</p> <p>Work safely with materials and tools</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>

	Make simple models which express their ideas.	explore different textures.	Selects tools and techniques needed to shape, assemble and join materials they are using.	rolling, kneading and shaping. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Begin to know that a range of tools can be used to make coloured marks.	Know that a range of tools can be used to make coloured marks.	Know that objects can be used to make a print.	Know that different objects can be used for different printing techniques.	Know that printing can be used as a technique for creating repeated patterns.
Knowledge					
Skills	Begin to use a range of tools to make coloured marks on paper	Use a range of tools to make coloured marks on paper	Print with variety of objects e.g. found materials Print with block colours.	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing.	Design and build repeating patterns Create simple printing blocks for printing Print using a variety of materials, objects and techniques.
Pattern (paint, pencil, textiles, clay, printing)	Begin to have some awareness of pattern.	Have some knowledge of what a pattern is.	Know that patterns are repeating. Have an awareness of symmetry.	Have the knowledge and vocabulary to describe a pattern. Have an awareness of symmetry.	Use knowledge of repeating and symmetrical patterns to create their own

Knowledge					backgrounds for portraits.
Skills	Begin to have awareness of simple patterns.	Awareness of simple patterns	Creates pattern using different tools and colours Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning