



Clarendon Infant Schools

Progression of Skills and Knowledge September 2022



Reception	Physical Development		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> 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. <p>Create collaboratively, sharing ideas, resources and skills.</p>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Share their creations, explaining the process they have used.</p>

Year 1	<div>Purple = Substantive Knowledge</div> <div>Green = Implicit Knowledge / Skills</div>					
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity.</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p><u>Explore lines</u> made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Make a <u>simple elastic band sketchbook</u>. Personalise it.</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas, develop experience of primary and secondary colours, make notes, practice observational drawing, explore mark making.</p>	<p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (<u>relief printing</u>) exploring how we ink up the plates and transfer the image.</p>	<p>Understand <u>watercolour</u> is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p>	<p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p> <p><u>Collage with painted papers</u> exploring colour, shape and composition.</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p>	<p>Look at the work of draughtspeople, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your</p>

<p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>		<p>(Added session within Flora and Fauna)</p> <p>Additive & Incised</p> <p>Printing</p>			<p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p>response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p>
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Year 1 – Progression Objectives

These are small steps taken from the progression objectives above. This is to ensure each overarching objective is covered in detail.

Spirals	Flora and Fauna	Making Birds
<p>I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</p> <p>I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>I have seen the work of an artist and listened to how the artist made the work. I can share how I feel about the work.</p> <p>I can make choices about which colours I'd like to use in my drawings.</p> <p>I can make different marks with different drawing tools.</p> <p>I have seen the different marks I can make with oil pastels and chalk.</p> <p>I can make or personalise a sketchbook and feel that it belongs to me.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>I can make a drawing using continuous line for a minute or two.</p> <p>I can make different marks with different materials</p> <p>I can talk about what I like in my drawings, and what I'd like to try again.</p> <p>I can listen to other pupils discussing their work.</p> <p>I can tell other pupils what I like about their work.</p>	<p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p> <p>I can look closely at insects and plants and make drawings using pen to describe what I see.</p> <p>I can experiment using graphite and oil pastel and make my own insects.</p> <p>I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p> <p>I have enjoyed looking at the illustrations in 'The Very Hungry Caterpillar', made by Eric Carle.</p> <p>I can share my artwork with the class. I can listen to what my classmates like about it, and I can share what I like about their work.</p>	<p>I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</p> <p>I can drawn from life looking closely.</p> <p>I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</p> <p>I can use colour in my drawings and mix two or more different media together.</p> <p>I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.</p> <p>I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</p> <p>I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</p> <p>I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.</p> <p>I can share my work with my classmates and teachers, and consider what was successful for me.</p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. drawn to scale, working slowly, developing mark making. Explore colour and colour mixing. Make visual notes about artists studied.</p>		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <hr/> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Option to use collage with painting to create a still life (see column 4 “painting”).</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p>	<p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked…”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>

Year 2 – Progression Objectives

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Explore and Draw	Expressive Painting	Stick Transformation Project
<p>I have seen how some artists explore the world around them to help them find inspiration.</p> <p>I can explore my local environment (school, home, etc) and collect things which catch my eye.</p> <p>I can explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and why I arranged the things I collected.</p> <p>I can take photographs of my artwork and I can think about focus and light.</p> <p>I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</p> <p>I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>.</p> <p>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can cut out and collage to explore composition.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p>	<p>I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</p> <p>I can start to share my response to the work of other artists.</p> <p>I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.</p> <p>I can use various home made tools to apply paint in abstract patterns. I can be inventive.</p> <p>I can make a loose drawing from a still life.</p> <p>I can see colours and shapes in the still life.</p> <p>I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</p> <p>I can share my experiments and final piece with others and share what I liked and what went well.</p> <p>I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</p> <p>I can take a photograph of my final piece, thinking about focus and lighting.</p>	<p>I can take a familiar object like a stick, and use my imagination to think about what it might become.</p> <p>I can use my sketchbook to generate ideas and to test ideas.</p> <p>I can use a variety of materials to transform my object thinking about form and colour.</p> <p>I can cut materials with simple tools and fasten materials together to construct my sculpture.</p> <p>I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work.</p> <p>I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</p> <p>I can take a photograph of my sculpture, thinking about focus.</p>