



Sitwell Infant School

Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Painting	Vocabulary
Foundation Stage children should...	• Recognise and name primary and secondary colours. Choose particular colours for a purpose. • Explore how colours can be changed and what happens when colours are mixed. Mix primary colours to make secondary. • Begin to add white to colours to make tints and black to colours to make tones. • Explore using a variety of simple tools and techniques, including different size brushes, sponges, fingers etc. • Begin to record explorations in a sketchbook. • Look and talk about what they have produced, describing simple techniques and media used. • Artists: Klee, Tinga Tinga, Designs from other cultures, including Mendhi and Rangoli patterns.	Colour, mix, brush stroke, thin, thick, tints, tones, light, dark.
Year 1 children should...	• Explore collections of colour – sorting, selecting and discussing. Recognise warm and cold colours. • Mix a range of secondary colours, moving towards predicting the resulting colours. • Add white to colours to make tints and black to colours to make tones. • Explore lightening and darkening paint without the use of black or white. • Experiment with a range of media, including different brush sizes and tools to produce shapes, texture, patterns and lines. • Begin to control the types of marks made with the range of media. • Explore painting on different surfaces e.g. paper, canvas, and fabric. • Continue to record simple media explorations in sketch books e.g. how paint can be used to produce pattern, colour, texture, tone, shape, space, form and line. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. • Say what they may change or improve in the future. • Artists: Klee, Hockney	Colour, select, texture, pattern, shape, tone, tint, form, line, space, primary, secondary, light , dark, mix, technique, consistency, landscape, portrait

Year 2 children should...	• Develop an awareness of the variety and qualities of colour in the environment. • Look at pictures and artefacts. Link colours to natural and man-made objects. • Mix colours using tints and tones. Continue to experiment in lightening and darkening paint without the use of black and white. • Develop understanding of colouring mixing, the colour wheel and colour spectrums e.g. harmonious colours that are next to each other in the spectrum go together well, complimentary colours that are opposite each other in the spectrum. Experiment in creating mood and feelings with colour. • Begin to control the types of marks made with a range of painting techniques e.g. creating washes for backgrounds, layering, mixing media and adding texture. • Use brushes to produce marks appropriate to work e.g. small brushes for fine detail. • Begin to be aware how tone can be used to suggest volume or depth. • Continue to use a sketchbook to plan and develop simple ideas and store information on own observations. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Discuss their own work and the work of others, expressing their thoughts and feelings. • Artists: Monet, Aboriginal, Tinga Tinga	Colour, select, texture, pattern, shape, tone, tint, form, line, space, primary, secondary, light , dark, spectrum, harmonious, complimentary mix, technique, consistency, landscape, portrait, background, wash, layering, detail, depth, volume, mood
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Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Drawing	Vocabulary
Foundation Stage children Should...	• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects, events and people. • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. • Begin to record explorations in a sketchbook. • Look and talk about what they have produced, describing simple techniques and media used.	Mark, Line, shape, straight, curved, thick, thin
Year 1 children should...	• Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt-tips, charcoal, pen and ink, chalk. • Begin to control the types of marks made with the range of media and draw on different surfaces. • Colour in neatly, following the lines carefully. • Draw lines of different shapes and thicknesses. Develop a range of tone using a pencil and use a variety of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines. • Begin to observe shape and form of objects in the environment. Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. • Continue to record simple media explorations in sketch books. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. • Say what they may change or improve in the future.	Line, shape, straight, curved, thick, thin, shade, hatching, cross- hatch, scribble, stipple, blend, pattern, texture, observe

Year 2 children should...	• Begin to control the types of marks made with a range of media: pencils, rubbers, crayons, pastels, felt-tips, charcoal, pen and ink, chalk. Select the most suitable drawing materials for the type of drawing to be produced. • Control the types of marks made with the range of media and draw on different surfaces to represent objects, events and people. Use shading to add interest to drawings. • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a different grade of pencil. Name, match and draw lines/marks from investigations. • Understand the need to sketch lightly (so don't need to use a rubber). • Continue to investigate textures and produce an expanding range of patterns, understanding how they can be used to represent form, volume and depth. • Use a viewfinder to help with sketching. • Continue to use a sketchbook to plan and develop simple ideas and store information on own observations. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Discuss their own work and the work of others, expressing their thoughts and feelings. • Identify changes they might make or how their work could be developed further.	Line, shape, straight, curved, thick, thin, shade, hatching, cross-hatch, scribble, stipple, blend, pattern, texture, sketch, control, form, depth, volume, observe
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Sitwell Infant School

Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Textiles	Vocabulary
Foundation Stage children should...	• Show interest and enjoy playing with and using a variety of textiles and fabric – begin collecting, sorting, rubbing, discussing. • Engage in sensory experiences. • Experiment to create different textures, beginning to record in sketch books e.g. simple rubbings. • Use appropriate language to describe colours, equipment, media and textures, showing an awareness of surface texture and the feel of different materials/qualities. • Show experience of fabric collage, simple stitch work, simple weaving e.g. paper, twigs and ribbons. • Look and talk about what they have produced, describing simple techniques and media used.	Colour, equipment, texture, surface, feel, material, fabric, stitch, weave, technique, collage
Year 1 children should...	• Begin to identify different sorts of textiles – collect, sort, rubbing and discussing. • Investigate a range of textures through rubbings. • Atelier - collect natural resources to create temporary collages e.g. an autumn tree, a building using rocks, stones, sticks. • Have experience in colouring textiles e.g. printing, fabric crayons, dyeing - including vegetable dyes. • Begin to identify different types and textures of thread, fabric and materials for collage. Develop tearing, cutting and layering to create different effects. Look at how they are used to create pictures e.g. patchwork. • Have experience of needle work – explain how to thread a needle and have a go. Begin to use more than one type of stitch. • Have experience of weaving and understand the process and some techniques e.g. using recycled materials, such as paper and carrier bags, wool or felt making. • Use appropriate language to describe colours, equipment, media and texture. • Continue to record simple media explorations in sketch books. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. • Say what they may change or improve in the future. • Artists: Ashley, African/Indian, tie dye.	Textile, atelier, resource, natural, dye, print, thread, fabric, tear, cut, layer, patchwork, felt making, process, technique

Year 2 children should...	• Identify different forms of textiles. • Match and sort fabrics and threads according to colour, size, texture, length and shape. • Gain further experience in needlework e.g. stitching two pieces of fabric together. Explore different types of stitches e.g. cross stitch, back stitch. Explore padding, quilting and gathering fabric. • Continue to explore and gain experience in weaving, both flat 2D e.g. paper and 3D e.g. natural resources such as grass through twigs, carrier bags through bike wheels. • Change and modify threads and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting and plaiting. • Gain experience in applying colour and adding pattern e.g. printing, dipping, fabric crayons, batik. Create and use own dyes e.g. tea, coffee, onion skins. • Use a sketchbook to plan, collect and develop simple ideas, making simple informed choices in media. E.g. to make puppets, dolls etc. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. Be aware of textile work from other cultures and times. • Discuss their own work and the work of others, expressing their thoughts and feelings. • Identify changes they might make or how their work could be developed further. • Artists: Textiles from other countries, batik art.	Types of stitch – running, back, over, cross , quilting, padding, gathering, knotting, fraying, pulling twisting plaiting, dipping, batik
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Sitwell Infant School

Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Clay	Vocabulary
Foundation Stage children should ...	• Enjoys handling, manipulating and using materials. Engages in sensory experiences. • Building and destroying. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind. • Uses simple tools and techniques competently e.g. adding patterns. • Look and talk about what they have produced, describing simple techniques and media used.	Manipulate, squeeze, squash, press, roll, cut, pattern
Year 1 children should...	• Uses hands and tools to achieve a planned effect. • Develop understanding of 2D and 3D in terms of artwork. • Experiment with joining and connecting techniques to form simple structures e.g. scratch and slip/vinegar. • Investigate clay techniques such as pinching, rolling, twisting, scratching and coiling and adding details and textures using tools. • Use a sketchbook to plan, collect and develop simple ideas and begin to form own 3D pieces. • Look at sculptures by known artists and natural objects as starting points for own work. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. • Say what they may change or improve in the future.	Connect, structure, scratch and slip, pinch, roll, twist, coil, texture
Year 2 children should...	• Show awareness of natural and manmade forms and environments. • Develop confidence working with clay, adding greater detail and texture by experimenting with other tools such as garlic presses, potato mashers, toothbrushes, shaped cutters etc. • Add colour once clay has dried. • Create work on a larger scale as a group. • Use pipe cleaners, wire, matchsticks, lolly sticks etc to add more detail. • Use a sketchbook to plan, collect and develop simple ideas.	Natural, man-made, form, detail, large scale, small scale

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| | <ul style="list-style-type: none">• Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work.• Discuss their own work and the work of others, expressing their thoughts and feelings.• Identify changes they might make or how their work could be developed further. | |
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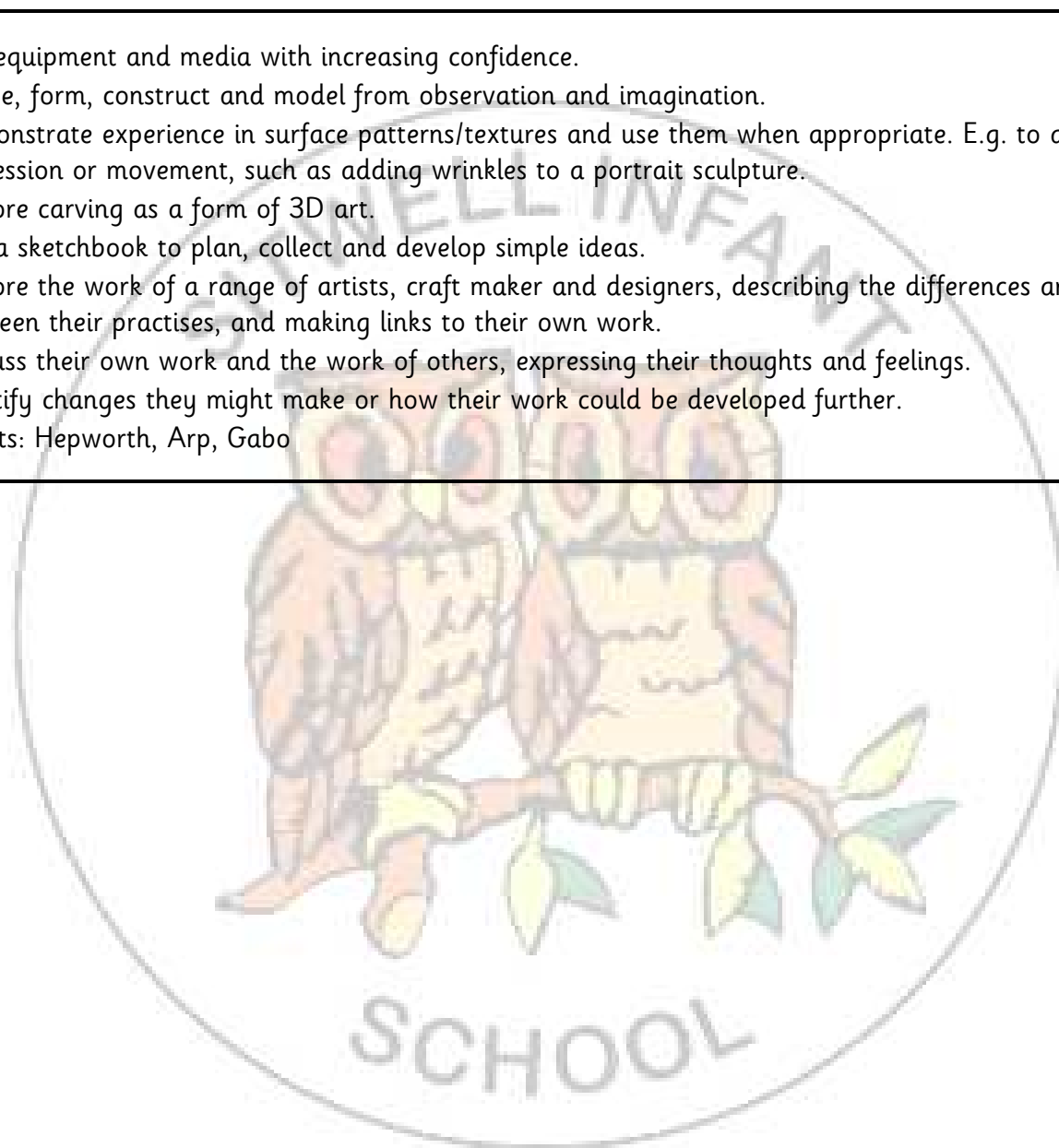


Sitwell Infant School

Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Three dimensional	Vocabulary
Foundation Stage children should ...	- Enjoys using a variety of media e.g. clay, papier mache, playdough, various construction blocks and bricks. - Joins construction pieces together to build and balance, stacking vertically and horizontally, making enclosures and creating spaces. - Impress and apply simple decoration. - Cut and create shapes using scissors and other modelling tools e.g. dough cutters. - Creates and builds own construction/sculpture using a variety of objects e.g. recycled (junk boxes), natural or man-made materials. Constructs with a purpose in mind. - Selects tools and techniques needed to shape, assemble and join materials they are using. - Look and talk about what they have produced, describing simple techniques and media used	Construct, Papier mache, vertical, horizontal, enclose, decorate, cut, stick, join together, create, recycled, natural, man-made, malleable
Year 1 children should...	- Experiment in a variety of malleable media such as clay, papier mache, salt dough, Modroc, junk boxes. - Shape and model materials for a purpose, from observation and imagination, e.g. a pot or a tile. - Continue to manipulate malleable materials in a variety of ways, including cutting, coiling, rolling, pinching and kneading. - Impress and apply simple decoration techniques: impressed, painted, and applied. - Use tools and equipment safely and in the correct way to assemble and join materials. - Use a sketchbook to plan, collect and develop simple ideas. - Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. - Say what they may change or improve in the future. - Artists: Moore, African, Native American.	Mod roc, observe, imagine, cut, coil, roll, pinch, knead, impress, apply, assemble, manipulate, malleable

Year 2 children should...	• Use equipment and media with increasing confidence. • Shape, form, construct and model from observation and imagination. • Demonstrate experience in surface patterns/textures and use them when appropriate. E.g. to add feelings, expression or movement, such as adding wrinkles to a portrait sculpture. • Explore carving as a form of 3D art. • Use a sketchbook to plan, collect and develop simple ideas. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Discuss their own work and the work of others, expressing their thoughts and feelings. • Identify changes they might make or how their work could be developed further. • Artists: Hepworth, Arp, Gabo	Shape, form, construct, model, surface pattern, texture, sculpt, express
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Progression in Art & Design

	Investigating, Making, Evaluating and Developing: Printing	Vocabulary
Foundation Stage children should ...	• Enjoys taking simple rubbings e.g. leaves, bricks, coins. • Makes simple patterns and pictures by printing from objects – junk, bark, plasticine, card, vegetables, polystyrene, string etc. • Imprinting into clay and dough. • Enjoy using stencils to create pictures. • Look and talk about what they have produced, describing simple techniques and media used	Rubbing, print, imprint, stencil, create, press, stamp
Year 1 children should...	• Demonstrate experience of impressed printing and explore printing simple pictures with a range of hard and soft objects and materials such as sponges, vegetables, fruits, corks pen barrels, string etc. • Explore printing in relief, such as pre-cut printing blocks. • Make own printing blocks e.g. string and card, plasticine, polystyrene. • Print onto paper and fabric. • Use equipment and media correctly and be able to produce a clean printed image. • Begin to explore techniques such as repeating, overlapping, rotating and arranging shapes. • Begin to identify forms of printing e.g. Books, posters, pictures, fabrics. • Use a sketchbook to plan, collect and develop simple ideas and collect textures and patterns to inform other work. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Say what they think and feel about it. • Say what they may change or improve in the future. • Artists: Warhol, Hokusai.	Impressed print, relief, pre-cut, clean image, repeat, overlap, rotate, arrange, identify

Year 2 children should...	• Continue to demonstrate experience of impressed printing and explore printing simple pictures with a range of hard and soft objects and materials such as sponges, vegetables, fruits, corks pen barrels, string etc. • Explore printing in relief, using pre-cut printing blocks and also by making own printing blocks e.g. string and card, plasticine, and polystyrene. • Make simple marks on rollers and printing palettes. • Take simple prints e.g. mono-printing. • Print, by pressing, rolling, rubbing or stamping, onto paper and fabric. • Use equipment and media correctly and be able to produce a clean printed image. • Further explore techniques such as repeating, overlapping, rotating and arranging shapes, experimenting with overprinting motifs and colour. • Identify forms of printing in the environment e.g. Books, posters, pictures, fabrics, wallpapers. • Use a sketchbook to plan, collect and develop simple ideas and collect textures and patterns to inform other work. • Explore the work of a range of artists, craft maker and designers, describing the differences and similarities between their practises, and making links to their own work. • Look at and talk about their own work and that of other artists, and discuss the techniques they have used. Discuss their thoughts and feelings. • Say what they may change or improve in the future. • Artists: Hiroshige, Escher.	Rollers, printing palettes, mono-printing, motifs
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Progression in Art & Design

	Knowledge and Understanding; Exploring and developing ideas	Vocabulary
Foundation Stage children should ...	• Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Look and talk about what they have produced, describing simple techniques and media used. • Discuss what and how they would make improvements.	Talk, discuss, improve, describe, purpose, technique
Year 1 children should...	• Work from observation and known objects. • Use imagination to form simple images from given starting points or a description. • Begin to collect ideas in sketchbooks. • Work with different materials and tools, investigating a range of processes. • Begin to think what materials best suit the task. • Review what they and others' have done and say what they think and feel about it. • Say what they may change or improve in the future. • Consider the differences and similarities in the work of artists, craft people and designers in different times and cultures.	Talk, discuss, improve, describe, description, purpose, technique, investigate, best-suited
Year 2 children should...	• Record from first-hand evidence, experience and imagination for a variety of purposes. • Question and make thoughtful observations about starting points for work. • Collect visual and other information to develop ideas, including in sketchbooks. • Apply and develop the use of a range of materials and tools, investigating a range of processes. • Consider how materials and processes can be matched to ideas and intentions. • Compare the methods and ideas used in their own work and that of others, saying what they think and feel. • Adapt work in response to their views and describe how they may develop it further. • Consider the differences and similarities in the work of artists, craft people and designers in different times and cultures	Question, describe, observe, visual, investigate, consider, compare, similar, ideas, intentions, adapt, methods, apply, develop, respond, view