
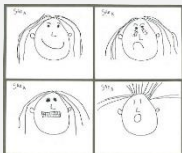










Uplands Infant and Nursery School


Progression in Art and Design

2021-2022



	Nursery	Reception	Year 1	Year 2
Develop Ideas Emotions, process, visual language, vocabulary	<p><u>Emotions</u></p> <p>Identify and use language/vocab to describe emotion.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>  	<p><u>Emotions</u></p> <p>Begin to use language/ vocab to describe emotion through pieces of art.</p> <p>Begin to describe different styles of art and design that are commonly known for conveying particular emotions</p> <p>Name some different shades of colours</p> 	<p><u>Emotions</u></p> <p>Use language/vocab to describe emotion through pieces of art.</p> <p>Take inspiration from artists to create artwork that conveys an emotional state</p>  <p>Name artists and designers who are well known for conveying emotional responses through their work</p>	<p><u>Emotions</u></p> <p>Use language/vocab to describe emotion through pieces of art.</p> <p>Able to describe different styles of art and design that are commonly known for conveying particular emotions</p>  <p>Discuss the emotional effect an artist has created in their artwork when they have used a line, colour, texture or shape.</p> <p>Compare and contrast the emotional effects of pieces of art in terms of how the artist was feeling.</p>


	<p><u>Process</u></p> <p>Explore different materials using their senses and develop ideas about how to use them</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Awareness that what they are doing can be seen in influential artists/ styles e.g Fauvism</p>  <p>Talk about likes/ dislikes</p> 	<p><u>Process</u></p> <p>Select and use a range of different materials and explore techniques</p>  <p>Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Draw from imagination and observation adding detail</p> <p>Begin to choose colours and techniques for a purpose</p>	<p><u>Process</u></p> <p>They select and use materials and techniques skilfully and inventively, using their own knowledge, experience alongside the influence of the work and ideas of others.</p> <p>Revisit and embed the use and of different artistic effects to express their ideas and feelings (i.e. I chose the colour red because I felt angry).</p>  <p>Explore and take inspiration of the work and style of influential artists and designers</p> <p>Explain the effects of using different colours (i.e warm colours/cool colours and how it makes you feel)</p> 	<p><u>Process</u></p> <p>Explore the qualities of materials in order to adapt and refine and enhance ideas</p> <p>Develop their artwork using their knowledge of different influential artists (i.e. I have used this colour because I was feeling _____ and _____ was feeling _____ when he painted).</p>
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	<p><u>Visual Language:</u></p> <p>Exposure to language used to describe and analyse</p>	<p><u>Visual Language:</u></p> <p>Begin to use the work of artists as inspiration and generate conversation about them</p>	<p><u>Visual Language</u></p> <p>Use the work of artists as inspiration and have meaningful discussions about how a piece of artwork is communicating an idea or message.</p>	<p><u>Visual Language</u></p> <p>Use the work of artists as inspiration and stimulus to discuss how the use of a particular technique/colour can stress the important feature within a piece.</p>
<p>Master Practical Skills</p> <p>Effects, techniques, colour</p>	<p>Across all media to use one handed tools and equipment</p>	<p>Develop small motor skills to use a range of tools competently, safely and confidently</p>	<p>Children begin to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p>Children confidently select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>

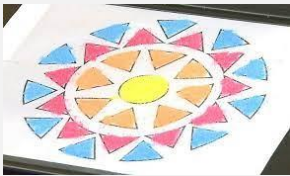


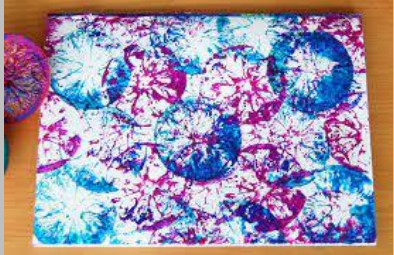

theory, media and materials				
Master Practical Skills Effects, techniques,	<u>Paint</u> Explore painting with mud and water 	<u>Paint</u> Use different kinds of paint and equipment to apply paint with care and control e.g brushes, rollers,	<u>Paint</u> Mix primary colours to make secondary colours Find collections of colour –	<u>Paint</u> Use thick and thin brushes create different textures Add white to colours to make




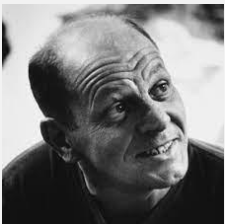


colour theory, media and materials	<p>Explore different kinds of paint- ready mixed, water and powder.</p> <p>Use fingers and other parts of the body and brushes and other tools to make marks with and in paint e.g rollers, sponges, cotton buds</p> <p>Explore combining resources to create texture e.g sand</p> <p>Explore colour and colour mixing</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear</p>	<p>sponges</p> <p>Name all the colours</p> <p>Develop colour mixing techniques and make different shades of colours</p>  <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>applying colour with a range of tools</p> <p>Warm and cold colours</p>  <p>Create and name different shades of colours</p>	<p>tints and black make to make tones</p> <p>Create colour wheels</p> <p>Techniques- apply colour using dotting, scratching, splashing</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>
Master Practical Skills Effects, techniques,	<p><u>Collage</u></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make e.g</p>	<p><u>Collage</u></p> <p>Select and use a range of different materials and use different techniques e.g tearing, layering,</p>	<p><u>Collage</u></p> <p>Use a combination of materials that are cut torn and glued.</p>	<p><u>Collage</u></p> <p>Overlapping and overlaying to create effect</p> <p>use key vocabulary to</p>

colour theory, media and materials	tear, fold, twist, scrunch 	scrunching, twisting		demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.
Master Practical Skills Effects, techniques, colour theory, media and materials	<p><u>Sculpture</u></p> <p>Use mouldable materials to create simple models e.g cakes</p> <p>Combine with other resources e.g match sticks for candles</p> <p>Explore techniques e.g rolling, prodding, shaping and squashing.</p> <p>Select shapes appropriately e.g flat surfaces for building, a triangular prism for a roof Combine shapes to make new ones – an arch, a bigger triangle</p>	<p><u>Sculpture</u></p> <p>Use dough tools with increased control to shape and mould.</p> <p>Combine shapes and materials to create representations with attention to detail.</p> <p>Construct with a purpose in mind and begin to evaluate and adapt end produce</p>	<p><u>Sculpture</u></p> <p>Use materials to make known objects for a purpose</p> <ul style="list-style-type: none"> – Carve – Make simple joins 	<p><u>Sculpture</u></p> <p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving</p> <p>Replicate patterns and textures in a 3-D form – work and that of other sculptors</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>

Master Practical Skills Effects, techniques, colour theory, media and materials	<u>Drawing</u> use a range of mark making tools e.g chalk and felt tip pens  Use a comfortable grip with good control when holding pens and pencils Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increasing complexity and detail	<u>Drawing</u> Use crayons, chalk, oil pastels to draw. Use a pencil with control to draw with accuracy and care. Include finer details through close observations and from imagination Use drawing to represent ideas like movement or loud noises.	<u>Drawing</u> Colour (own work) neatly, following the lines. Show pattern and texture by adding dots and lines. Observe patterns	<u>Drawing</u> Draw lines of different sizes and thicknesses. Show different tones by using coloured pencils. discuss use of shadows, use of light and dark use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
Master Practical Skills Effects, techniques,	<u>Print</u> Notice print and patterns in the environment, from their own culture and talk about them e.g stripes on clothes,	<u>Print</u> Identify and talk about patterns in the environment Use objects to print	<u>Print</u>	<u>Print</u> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers).

<p>colour theory, media and materials</p>	<p>designs on rugs and mendhi and rangoli patterns. Use informal language like 'pointy', 'spotty', 'blobs'</p>  <p>Use hands and objects to make prints in different media e.g paint, dough. Talk about what they notice.</p>	<p>Use objects to create simple repeating pattern</p> <p>Press, roll, stamp</p> 	<p>Press, roll, rub and stamp to make prints</p>   <p>Identify the different forms printing takes</p>	
<p>Master Practical</p>	<p><u>Textiles</u></p> <p>Explore different kinds of</p>	<p><u>Textiles</u></p> <p>Practise threading to join</p>	<p><u>Textiles</u></p> <p>Practice the technique of</p>	<p><u>Textiles</u></p> <p>Use the technique of dip dye and</p>

Skills Effects, techniques, colour theory, media and materials	fabrics Practise threading and weaving e.g along the fence	materials Use weaving in creations e.g baskets	plaiting Practice dip dye Begin to use weaving to create a pattern.	plaiting to create a pattern use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
Take Inspiration Artists and artisans, styles and periods	To be exposed to different artists and their particular style and techniques: <ul style="list-style-type: none"> Fauvism- using blocks of bright colours 	To be exposed to different types of art To use the language of art to describe and analyse artwork. Take inspiration from local sculptures Take inspiration of the work and style of influential artists and designers across time and cultures Notice, explore and use the features of artists work <ul style="list-style-type: none"> Pointillism Van Gogh Starry night- compare with 	To understand the work of a range of artists, craft makers and designers To describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work <ul style="list-style-type: none"> Cezanne – Still life/Brush Strokes Jason Mecier - Mosaic Portrait – Collage Paul Signac - Shades of colour - Warm and cool 	To describing the differences and similarities between different practices and disciplines, and making links to their own work. <ul style="list-style-type: none"> Cezanne – Still life/Brush Strokes Jason Mecier - Mosaic Portrait – Collage Paul Signac - Shades of

	<ul style="list-style-type: none"> • Jackson Pollock- splatter painting  <ul style="list-style-type: none"> • Iris Scott- finger printing • Giuseppe Arcimboldo- collage portraits 	<p>Jackson Pollock (Nur)</p> <ul style="list-style-type: none"> • Kadinsky- blending, smudging, use of colour- compare with Fauvism  <ul style="list-style-type: none"> • Iris Scott-finger painting • Picasso –lines- portraits • Henri Raisseau- collage 	<p>tones Feelings</p> <ul style="list-style-type: none"> • Van Gogh - Contrasting colours – Emotions - Light source • Warhol –Gainsborough - Digital portraits – Emotions • PlensaDali - Sculptures – 3d portrait – Shapes – Feelings – Dreams • Henri Rousseau - 3D backgrounds – Contrast Painting emotion – Pattern • John Ndambo (African) - Landscape painting- Deep colours - Sketch to final piece - The sky • Vincent Van Gogh (revisit) • William Morris (English) • Claude Monet (French) - Sculpture link - Death and sorrow - Connotations of red roses/ carnations in art - 	<p>colour - Warm and cool tones Feelings</p> <ul style="list-style-type: none"> • Van Gogh - Contrasting colours – Emotions - Light source • Warhol –Gainsborough - Digital portraits – Emotions • PlensaDali - Sculptures – 3d portrait – Shapes – Feelings – Dreams • Henri Rousseau - 3D backgrounds – Contrast Painting emotion – Pattern • John Ndambo (African) - Landscape painting- Deep colours - Sketch to final piece - The sky • Vincent Van Gogh (revisit) • William Morris (English) <p>Claude Monet (French) - Sculpture link - Death and sorrow - Connotations of red roses/ carnations in art - Fresh/</p>
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