



West Hove Infants- 'Aim High and Smile'



ART PROGRESSION

Learning Expectations:

By the end of KS1, children will have learned to:

- 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
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2





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YR	Skills	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.	<u>Expressive arts and design: Exploring and using media and materials</u> <ul style="list-style-type: none">• I can explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can experiment to create different textures.• I understand that different media can be combined to create new effects.• I can manipulate materials to achieve a planned effect.• I can use simple tools and techniques competently and appropriately.





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	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.	<ul style="list-style-type: none">• I can select appropriate resources and adapt work where necessary. <p><u>Expressive arts and design: Being Imaginative</u></p> <ul style="list-style-type: none">• I can create representations of events, people and objects.• I can choose particular colours to use for a purpose.• I can use media and materials in original ways, thinking about uses and purposes. <ul style="list-style-type: none">• I can represent my own ideas, thoughts and feelings.
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Context	<ul style="list-style-type: none"> • Colour mixing • Draw a portrait of ourselves <p>Christmas activities Fine line drawings-</p>	<p>Goldilocks</p> <ul style="list-style-type: none"> • Observational drawing – showing texture 	<ul style="list-style-type: none"> • Vehicle plans 	<ul style="list-style-type: none"> • Around the world is the topic – art is tailored to the heritage of the children in a class. • Jack and the Flum, Flum Tree Comb painting – patchwork texture • Where the Wild Things Are – clay gargoyles. • Ginger bread Man printing – engraved patterns. • Mother’s Day card – teacher decides focus. • Artist Focus 	<ul style="list-style-type: none"> • Flower observational drawings • Weaving • Scales and skin pen texture • Matisse - collage 	<ul style="list-style-type: none"> • Father’s Day card • Splish, splash, splosh - Fish observational drawing • Andy Goldsworthy – beach art and sculpture, transient art. • David Hockney – Water studies wax resist, blue paper and string Bubble printing Sea collage-fabric
	Vocabulary	<p>Colour wheel, mixing, Primary colours, shapes, features, fine line, portrait</p>	<p>Colour wheel, mixing, Primary colours, shapes, features, texture, marks</p>	<p>Colour wheel, mixing, Primary colours, shapes, features,</p>	<p>Colour wheel, mixing, Primary colours, shapes, features, engraved patterns, texture</p>	<p>Colour wheel, mixing, Primary colours, shapes, features, observational drawing</p>





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Ongoing throughout the year:

- Wonderful World of Me

Ongoing Vocabulary:

- colour wheel, mixing, primary colours

See also:

- Environment/Continuous provision planners [eng](#), [enq](#), [S](#)





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Y1	Skills	<ul style="list-style-type: none">• I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• I can show different tones by using coloured pencils/ pastels• I can experiment with a range of chosen media. (Brusho, oil pastels, collage, chinks, pen)• Drawing – experiment with a pencil to show detail.• Drawing – magnify observed detail.	<ul style="list-style-type: none">• I can use clay creatively to create a product.• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Develop design techniques using colour, pattern, shape and form.• Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.• Sculpting – use moulding with fingers and tools to incise clay.	<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.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.		<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.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.	<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.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.





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				<p>Painting:</p> <ul style="list-style-type: none">• Use thick and thin brushes. Choice of brusho and watercolour. <p>Selecting appropriate colours, using lighter and darker shades.</p> <p>Printing:</p> <ul style="list-style-type: none">• Use repeating or overlapping shapes.• Press, roll, rub and stamp to make prints.			<p>Sculpting:</p> <ul style="list-style-type: none">• Mould clay into appropriate shapes.• Mould and incise details.• Use appropriate paint to decorate.
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Context	<ul style="list-style-type: none"> Observational drawings of fruit using fine line drawing and different media in our sketchbooks. Use a combination of materials that are cut, torn and glued for fruit collage. Sort and arrange materials. Mix materials to create texture to create feely collage. Collaborative collage boxes- Walking in the Jungle theme. Artist Focus: Giuseppe Arcimboldo 	<ul style="list-style-type: none"> Sculpture – candle pot Use techniques such as rolling, cutting, moulding and carving. Artist Focus: sculptors/ceramic ists: Peter Hayes, Emily Myers, Hilary Simms Christmas/festivities 	<ul style="list-style-type: none"> Sketchbook work-detailed dragon pictures focusing on different sections. Dragon painting built up over two weeks using Brusho paints. Chinese printing based on dragon sketchbook designs (collaborative). Artist Focus: Print makers: Helen Baines, Patrick Heron, Rob Ryan 	<ul style="list-style-type: none"> Artist Focus Claude Monet, Sophie Egler and Georgia O’Keeffe Need to use natural and man-made objects 	<ul style="list-style-type: none"> Multimedia collage: <ol style="list-style-type: none"> Collage Brusho Marbling, Fine lines – pen and ink
	Vocabulary	Collage, media, texture, lines, artist, detail, magnify	Rolling, cutting, moulding, carving, incising, ceramicist, sculptor	Media, detail, magnify Print, score, lines, pattern, repeat	Marbling, collage, fine line, detail, abstract





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Y2	Skills	Painting: <ul style="list-style-type: none">Mix primary colours to make secondary. Add white to colours to make tints and black to make tones.	Painting and use of different lines Pointillism Pop Art Yayoi Kusama And Roy Lichtenstein Pop Art	Drawing: <ul style="list-style-type: none">Draw lines of different sizes and thickness.Show pattern and texture by adding dots and lines.Animal half faces	Collage: <ul style="list-style-type: none">Use a combination of materials that are cut, torn and glued.Mix materials to create texture.	Sculpture: <ul style="list-style-type: none">Use a combination of shapes.Include lines and textureHuman sculpture	<ul style="list-style-type: none">Artwork of local landmarks such as Brighton Pier, the Pavilion, West Pier, Beach Huts, etc. and surrounding areas. Use viewfinders to create composition. Mixed media.
		Drawing: <ul style="list-style-type: none">Show pattern and texture by adding dots and lines.		Collage of the rainforest	Evaluation: <ul style="list-style-type: none">Children compare and evaluate their work.	Evaluation: <ul style="list-style-type: none">Children compare and evaluate their work.	





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Context	<ul style="list-style-type: none">• Paint planets Colour mixing- how many colours can you make from the primary colours?• Apply colour mixing learning to an original planet painting.• Artist study: Kandinsky – Use of colour spectrum		<ul style="list-style-type: none">• Animal faces: Emulating artists and photographs.• Wildlife photographer: Tim Lamon (Wildlife Photographer of the Year 2016).	Project spirit of the rainforest Artist Study Creating a rainforest scene based on the work of Nixiwaka Yawanawa from the Amazon and John Dyer, Cornwall.	<ul style="list-style-type: none">• Artist study: Look at the work of Andy Goldsworthy and Henry Moore• Children create their own natural art piece and photograph.	
	Vocabulary	Mixing, tint, shade, blend, colour wheel, primary and secondary colours, contrast, warm and cool colours		Symmetry, sketching, shading, detail, cross-hatching, mixed media, pastels, paints, texture, brush strokes	Sketching, detail, colour, blending, mixing	Sculpture, natural art, media, photography, observe

