

Linton Infants Art and Design Progression Document

Making skills II

Pupils learn how to:

EYFS: Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Mix paint colours. • Make natural painting tools. • Investigate natural materials • Explore paint textures. • Respond to a range of stimuli when painting. • Use paint to express ideas/ feelings. • Explore colours, patterns and compositions when combining materials in collage.

Y1: Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized/ clean paint brushes. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter.

Y2: Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.

Making Skills

Pupils know:

Colour:

EYFS: The names of a wide range of colours. Colour mixing to make new colours.

Y1: That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.

Y2: Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form:

EYFS: Modelling materials can be shaped using hands or tools.

Y1: Paper can change from 2D to 3D by folding, rolling and scrunching it. That 3D art is called sculpture.

Y2: That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. Clay surface can be decorated by pressing into it/by joining pieces on

Knowledge of Artist

Pupils know:

EYFS study Andy Goldsworthy and Eric Carle

Y1 study Leonard Da Vinci

Y2 study Andy Warhol, Georgia O'Keefe, Frida Kahlo and Wassily Kandinsky

Meanings

EYFS-This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.

Y1: Some artists are influenced by things happening around them.

Y2: Some artists create art to make people aware of good and bad things happening in the world around them.

Interpretations

EYFS: Child led (see above)

Y1: Sometimes artists concentrate on how they are making something rather than what they make. • Artists living in different places at different times can be inspired by similar ideas or stories.

Y2: Artists try out different combinations of collage materials to create the effect they want. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

Making skills I

Pupils learn how to:

EYFS: o: • mark making using a range of drawing materials. • investigate marks and patterns when drawing. • identify similarities and difference between drawing tools. • investigate large and small movements with control when drawing. • practise looking carefully when drawing. • combine materials when drawing.

Y1: Recognise that a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials. • Hold and use drawing tools • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing.

Making Skills – Sculpture and 3D

Pupils know how to:

EYFS: Explore the properties of clay. • Use modelling tools • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.

Y1: Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.

Y2: • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.

Making Skills – Craft and Design

Pupils know

Y2: Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.

Evaluating and Analysing

Pupils know:

What is art

EYFS: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...

Y1: Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.

Why do people make art?

Y2: People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.

Making Skills

Pupils know:

Shape

EYFS: The names of simple shapes in art.

Y1: A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.

Y2: Collage materials can be shaped to represent shapes in an image.

Line

EYFS: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.

Y1: Drawing tools can be used in a variety of ways to create different lines.

Pattern

EYFS: When they have made a pattern with objects/colours/drawn marks and be able to describe it.

Y1: That a pattern is a design in which shapes, colours or lines are repeated.

Y2: Patterns can be used to add detail to an artwork

Texture

EYFS: Simple terms to describe what something feels like.

Y1: That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.

Y2: Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.

Tone

EYFS: There are different shades of the same colour and identify colours as 'light' or 'dark'.

Y1: That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Y2: Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').