



Art and Design Progression of Skills and Knowledge

At Frogmore Infant School children will be given opportunities to:

- Develop techniques in the visual elements:

Colour	Is the general term we use to describe every hue, tint, tone or shade we see. White, black and grey are often referred to as a colour.
Pattern	A design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular/ natural or manmade.
Texture	The surface quality of an object or artwork. How it feels/appears to feel. It can be actual texture or visual texture.
Line	Is a mark with a beginning and end. It can be horizontal, vertical, skew, parallel, dotted, zigzag, spiral, wavy etc. it can change direction.
Shape	Is the area around or between objects. Space includes the foreground, background and middle ground. Space can be positive or negative.
Form	Form is a 3D shape. It can be expressed in 3D in a sculpture or in 2D through use of tone/perspective.
Space	Is the area around or between objects. It includes the background, foreground and middle ground.

- Sustain a piece of work and decide when it is completed
- Collect and develop information and sketches/drawings prior to a final piece of work
- Talk about their work, name tools and the materials used and describe how their work was produced
- Talk about the different qualities of different material and techniques
- Change their work, or approach as it develops
- Talk about how their work might look when it is finished
- Relate the subjects and processes of their work to the work of other artists from a range of times and cultures
- Look at the work of artists, craftspeople and designers in the locality to enhance enjoyment and deepen knowledge and understanding
- Understand ideas can come through hands on exploration
- Work on a range of scales
- Work individually and collaboratively

At Frogmore Infant School we teach the following media:

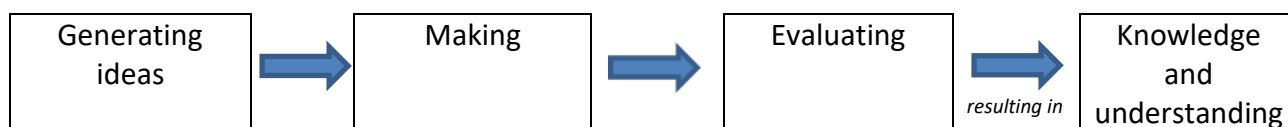
- Drawing
- Sculpture
- Painting
- Printing
- Collage
- Textiles
- Digital media
- Creative craft

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Art and Design Progression of Skills and Knowledge

We follow a sequence of learning:



Generating ideas	Making	Evaluating	Knowledge and understanding
<p>Enjoy looking at artwork created by others, find elements which inspire.</p> <p>Be given time to engage with the physical world /stimulus to stimulate a creative response.</p> <p>Let practical experiences feed ideas/make choices.</p> <p>Respond to questions when looking at artwork/stimulus:</p> <p><i>Describe what you can see.</i></p> <p><i>Describe what you like. Why?</i></p> <p><i>How does it make you feel?</i></p> <p><i>What would you like to ask the artist?</i></p>	<p>Ensure provide a balance of time between modeling technique and time for open ended exploration.</p> <p>Try out a range of material and processes. Recognise they have different qualities.</p> <p>Use materials purposefully to achieve particular characteristics or qualities.</p> <p>Deliberately chose to use particular techniques for a given purpose.</p> <p>Develop increasing care and control over materials.</p>	<p>Show interest in and describe what they think about the work of others.</p> <p>Be able to express and share an opinion about the artwork.</p> <p>Talk about what they have enjoyed about the process and what they like about the end result.</p> <p>Understand how evaluating during the process as well as at the end, helps develop ideas.</p> <p><i>Tell me what you are making.</i></p> <p><i>What might you do next?</i></p> <p><i>Tell me what you have made.</i></p>	<p>Be able to recognise and describe simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of tools, techniques and formal elements.</p> <p>Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times, for different purposes.</p> <p>Be able to talk about the material, techniques and processes used, using appropriate vocabulary.</p>

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Drawing

Children will experience:

- Experimenting with and controlling marks made with different drawing media
- Inventing lines and shapes in drawings
- Investigating tone by drawing light/dark lines, patterns and shapes
- Drawing from observation (primary focus), experience and imagination
- Drawing on a range of surfaces e.g. white paper/black paper, clay
- Drawing on a range of scales
- Looking at drawings of other artists from a range of cultures/times and relating them to their own work

Materials:

Pencils, charcoal, chalks, pastels, pens, felt pens, crayons, pen and ink, ICT software

Exploring and evaluating ideas




Ask and answer questions about starting points for their work

Developing and sharing ideas, try new thing out and make changes

Describe the similarities/differences between different techniques/media and making link to own work

Think critically about own work

Key vocabulary

Tone	<p>Refers to the lightness or darkness of colours (tonal value). Areas with lots of light are called highlights and lots of dark areas are called shadows.</p> <p>Artists use layers of shading e.g. hatching, stippling to achieve light, medium and dark tones/shadows.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Hatching</p> </div> <div style="text-align: center;">  <p>Blending</p> </div> <div style="text-align: center;">  <p>Stippling</p> </div> </div> <p>You can also achieve a light tone with a light pressure on a pencil/ darker tone with a heavier pressure.</p>
Line	Is a mark with a beginning and an end. It can be horizontal, vertical, skew, parallel, dotted, zigzag, spiral, wavy etc. it can change direction.
Portrait	Drawing or painting of a face
Facial features	Different parts of the face- forehead, fringe, ear lobe, nostril, nose, chin, cheek, lips, eye brow, eye lash, eye, pupil,



Art and Design Progression of Skills and Knowledge

Half way rules	<p><u>Drawing a face – proportion</u></p>
Proportion	Describes the size, location or amount of one thing compared to another
Composition	How something is put together
Detail	An individual or minute part.
Graded pencils	To distinguish harder and softer pencils, pencil manufacturers rank pencils on a grading scale using the letters "H" and "B" to note how hard or soft a pencil is. A B grade means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil. A H grade means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.



MASTERY OF DRAWING TECHNIQUES

YR	<ul style="list-style-type: none"> Correctly hold and control a range of drawing media to create shapes, patterns and textures Investigate different lines - thick, thin, wavy, straight, and textures Add detail to faces/figurative drawings
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Art and Design Progression of Skills and Knowledge

Y1	<ul style="list-style-type: none"> • Show patterns and textures in drawing • Add detail drawing on key features of observations • LOOK, DRAW, LOOK, DRAW • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Begin to look at face proportions • Work to the size of the paper 
Y2	<ul style="list-style-type: none"> • Create different tones using light/dark through pressure of pencil, use of 6B, 2B, HB pencils, observe shadows • Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines • Predict results different media/techniques will achieve • LOOK, THINK, DRAW, LOOK, THINK, DRAW- think where that type of mark would work best within their developing drawing • Use lines and marks to create patterns/textures from observations • Know how to draw a face with simple knowledge of proportions- half way eyes, nose and mouth rules 

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Painting

Children will experience:

- Using a variety of tools e.g. size of brush, types of brush, sponge
- Experimenting with tools and techniques
- Naming and mixing colours
- Creating textured paint by adding material e.g. sand
- Working at different scales
- Looking at/discussing paintings of other artists that represent a variety of cultures and times

Materials:

Powder paint, ready mixed paint, water colours
Range of brushes
Mixing palettes, pipettes, water pots

Exploring and evaluating ideas

Ask and answer questions about starting points for their work
Developing and sharing ideas, try new thing out and make changes
Describe the similarities/differences between different techniques/media and making link to own work
Think critically about own work

VOCABULARY


Watercolour paints	Palette	Pipette	Powder paint	Water pot	Powder paint pots	Ready mixed paint
						

Colour	Is the general term we use to describe every hue, tint, tone or shade we see. White, black and grey are often referred to as a colour.
Tone	Refers to the lightness or darkness of colours (tonal value). Areas with lots of light are called highlights and lots of dark areas are called shadows.
Tint	Is created by adding white to a colour. A tint lightens the colour.
Shade	Is created by adding black to a colour. A shade darkens the colour.
Primary colour	All other colours are made from these and they cannot be made by mixing other colours. They are red, yellow and blue.

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Art and Design Progression of Skills and Knowledge

Secondary colour	The three colours made by mixing the primary colours- green, orange and purple.
Warm colour	Warm colours — such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire.
Cool colour	Cool colours such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass.
Outline	
Fill	
Detail	An individual or minute part.
Tip	The end of the brush or pen 

MASTERY OF PAINTING TECHNIQUES

SEE FIS GUIDELINES FOR COLOUR MIXING WITH POWDER PAINT

YR	<ul style="list-style-type: none"> To access and return aprons independently To use paint drier independently To hold a range of brushes correctly To be able to use FIS powder paint procedure with adult support Begin to use different size brushes for different purposes Name all basic colours <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Art and Design Progression of Skills and Knowledge

Y1	<ul style="list-style-type: none"> • To be able to use FIS powder paint procedure • Confidence to mix secondary colours • Begin to understand relationship between primary and secondary colours. • Know that it is easiest to start with lightest colour to dark • Know how to outline an area to colour and then infill • Choose appropriate brush to colour and to add detail <div data-bbox="375 575 655 994" data-label="Image"> </div> <div data-bbox="778 676 1206 994" data-label="Image"> </div>
Y2	<ul style="list-style-type: none"> • To be able to use FIS powder paint procedure with clear independence • Work back into an area of colour with different brushes for detail and texture • Make a range of tints by adding white, shades by adding black • Apply paint accurately and in different ways to achieve different effects • Transfer colour mixing knowledge to other media e.g. soft pastel <div data-bbox="276 1238 751 1612" data-label="Image"> </div> <div data-bbox="778 1290 1023 1612" data-label="Image"> </div> <div data-bbox="1050 1321 1453 1612" data-label="Image"> </div>

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Sculpture

Children will experience:

- Manipulating malleable materials in a variety of ways
- Experimenting with constructing and joining recycled, natural and manmade materials

Materials:

Malleable materials: dough, clay, plasticine, playdough

Construction materials: paper, card, recycled materials, Modroc

Adhesives: PVA glue, cellulose paste, masking tape, sellotape

Exploring and evaluating ideas

Ask and answer questions about starting points for their work

Developing and sharing ideas, try new thing out and make changes

Describe the similarities/differences between different techniques/media and making link to own work
Think critically about own work

VOCABULARY

Malleable materials/tools	Malleable materials	Adhesives	Modroc/paper and paste	Paper sculpture
Clay Plasticine Play dough Dough Modroc Rolling pin Board Clay tool	Mould Shape Roll Squeeze Pinch Tear Cut Join Cross hatch Slip	PVA Modroc Cellulose paste Masking tape Sellotape	Scrunch Wrap Sphere	Flute Fold Flap Tear Cut Coil

MASTERY OF SCULPTURE TECHNIQUES





Art and Design Progression of Skills and Knowledge

YR	<ul style="list-style-type: none"> • Mould and create simple shapes with malleable materials e.g. clay, playdough • Change the surface of a malleable material • Combine found materials to create a model/sculpture • Know how to join using hinge joints, sellotape, PVA glue <div data-bbox="483 495 932 779" data-label="Image"> </div> <div data-bbox="954 501 1283 779" data-label="Image"> </div>
Y1	<ul style="list-style-type: none"> • Shape and model materials for a purpose • Know how to cover objects as a structure for form e.g. a bottle for a body, crumpled paper for head • Be able to apply pattern and textures to decorate malleable materials • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading, impressing • Use materials to achieve particular characteristics or effects <div data-bbox="363 1064 644 1505" data-label="Image"> </div> <div data-bbox="644 1158 978 1505" data-label="Image"> </div> <div data-bbox="999 1090 1404 1505" data-label="Image"> </div>

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Art and Design Progression of Skills and Knowledge

Y2	<ul style="list-style-type: none"> • Know how to use Modroc to cover a paper/card form to create a 3D sculpture • Use collage/rubbings/prints etc as surface decoration for Modroc sculptures • Be able to create a pinch pot with clay • Know how to join pinch pots to create a hollow shape • Know how to join clay with cross hatching and slip • Demonstrate experience in surface patterns/ textures in malleable materials • Deliberately choose a particular effect for a given purpose • Shape paper for a purpose • Use paper joining techniques- fluting, folds/flaps, accurate gluing <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Printmaking

Children will experience:

- Printing with a range of hard/soft materials
- Mono-printing
- Designing and making repeating patterns
- Creating simple printing blocks
- Printing on a range of surfaces/scales
- Creating printed patterns and textures for collage

Time to experiment and explore printing with different objects, regular and irregular patterns, overprinting

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Art and Design Progression of Skills and Knowledge

Materials:

Hard and soft objects to print with
Printing pads, paint and ink pads, rollers





Exploring and evaluating ideas

Ask and answer questions about starting points for their work

Developing and sharing ideas, try new thing out and make changes

Describe the similarities/differences between different techniques/media and making link to own work
Think critically about own work

Key vocabulary

Unit printing	Printing with an object	Roller	Quickprint foam	Paint pad	Ink tray
Block printing	Printing from an object that has been carved into				

MASTERY OF PRINTMAKING TECHNIQUES

YR	<ul style="list-style-type: none"> Know how to make rubbings from textured surfaces Experiment printing with a range of objects Know different parts of an object may create a different shape/size print Be able to talk about shape, size of print from an object <div>    </div>
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Art and Design Progression of Skills and Knowledge

Y1	<ul style="list-style-type: none"> • Print to make pictures/patterns/textures • Be able to select object to create chosen printed effect e.g. straight line/ create a picture • Create printed patterns- regular/irregular • Know how to use printing paint/ink pad correctly <div data-bbox="488 533 882 808" data-label="Image"> </div> <div data-bbox="890 533 1273 808" data-label="Image"> </div>
Y2	<ul style="list-style-type: none"> • Know how to set up and use a printing station • Be able to talk about what makes a good print • Choose an object to print with to achieve specific results • Know how to use a roller to apply ink to a printing block or object • Create own printing block using cut foam/pressprint • Experiment with different forms of pattern making e.g. simple repeat, diagonal, brick, mirror • Use own printed work to add texture/shape to collage and 3D sculptures <div data-bbox="373 1137 708 1384" data-label="Image"> </div> <div data-bbox="724 1137 1075 1384" data-label="Image"> </div> <div data-bbox="1091 1137 1337 1384" data-label="Image"> </div>

Collage

Children will experience:

- Talking about the properties of materials e.g. colour, texture, pattern
- Creating images from a variety of media
- Collecting, sorting and grouping materials in different ways
- Shaping paper (fold, crumple, tear, curl etc)
- Changing edges through fraying, tearing, serrating etc

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Art and Design Progression of Skills and Knowledge

Materials:

Variety of papers- various colours, textures, patterns
 Manmade and natural fabrics
 Range of threads- colour/texture/thickness
 Small objects
 Adhesives, scissors, fabric scissors

Exploring and evaluating ideas

Ask and answer questions about starting points for their work
 Developing and sharing ideas, try new thing out and make changes
 Describe the similarities/differences between different techniques/media and making link to own work
 Think critically about own work

VOCABULARY

Shaping	Adhesives	Thread	Fabrics	Papers	Small objects
Cut Tear Rip Snip Knot Fray Fold Crumple Curl	PVA Pritt Stick Copydex	String Ribbon Lace Wool Cotton	Cotton Fur Plain Patterned	Patterned Plain Shiny Embossed Rough Smooth	Sequins Buttons Feathers




MASTERY OF COLLAGE TECHNIQUES

YR	<ul style="list-style-type: none"> • Colour matching, talking about materials (colours/textures) • Sticking objects together to create new textures/shape/colour/patterns • Cut straight lines/use scissors safely • Apply adhesive correctly around edge <div style="display: flex; justify-content: space-around;">   </div>
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Art and Design Progression of Skills and Knowledge

Y1	<ul style="list-style-type: none">• Cut straight and curved lines with some accuracy• Create images from a variety of media• Choose and apply coloured/textured/patterned materials• Apply adhesive correctly and place surfaces together accurately <div></div>
Y2	<ul style="list-style-type: none">• Make choices to match colour and texture for a purpose• Apply selected materials to 3D models for chosen effect e.g. skin• Cut/tear with accuracy and control <div></div>

Creative Crafts

Children will experience:

- Exploring patterns- regular and irregular
- Jewellery making
- Face painting
- Fabric dying

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Art and Design Progression of Skills and Knowledge

Materials:

Beads- bought and homemade (e.g. pasta)
Threads
Face paints, sponge, brush
Fabric dyes, spray fabric dyes, fabric



Exploring and evaluating ideas

Ask and answer questions about starting points for their work
Developing and sharing ideas, try new thing out and make changes
Describe the similarities/differences between different techniques/media and making link to own work
Think critically about own work

VOCABULARY

JEWELLERY MAKING	FACE PAINTING	FABRIC DYING
Bead Thread Knot Pattern Repeated pattern Bracelet Necklace	Face painting paints Block Sponge	Fabric name e.g. cotton Plain Patterned Dye Stencil Tie dye Batik Resist

MASTERY OF CREATIVE CRAFT TECHNIQUES

YR	Jewellery making <ul style="list-style-type: none"> know how to thread beads with regular/irregular patterns to make jewellery/objects 
Y1	Face painting <ul style="list-style-type: none"> Know how to use a sponge to create background colour Know how to use a range of brushes to create image 

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Art and Design Progression of Skills and Knowledge

Y2	<p>Fabric dying</p> <ul style="list-style-type: none"> • Be able to change colour of fabric using ready made and home made dyes • Be able to experiment with simple resist techniques e.g. tie dye, paper pattern with spray fabric dye, batik to create random/chosen patterns and images 
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Digital Media

Children will experience:

- Exploring ideas using digital sources
- Recording visual information digitally
- Using simple graphic packages to create images and effects with line, colour, shape and pattern

Materials:

2Paint
Digital camera/iPad
Paint

Exploring and evaluating ideas

Ask and answer questions about starting points for their work
Developing and sharing ideas, try new thing out and make changes
Describe the sims/difs between different techniques/media and making link to own work
Think critically about own work

VOCABULARY

DIGITAL ART PACKAGE	DIGITAL CAMERA
Fill Crop Rotate Mouse Curser Brush size Colours Effects Download	Zoom Crop Rotate

MASTERY OF COMPUTING TECHNIQUES

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Art and Design Progression of Skills and Knowledge

YR	<ul style="list-style-type: none"> • Use 2Paint (2Simple) to create images/patterns with line, shape and colour • Begin to use digital camera to record own work • Explore mark making on the interactive whiteboard <div data-bbox="373 416 1297 703"> </div>
Y1	<ul style="list-style-type: none"> • Use change colour/brush/brush size and fill tools in Paint • Use an art package as a medium to convey their ideas, as one of a range of media available. • Use digital cameras to record collaborative art work <div data-bbox="667 866 1043 1137"> </div>
Y2	<ul style="list-style-type: none"> • Use different paint effect and shape tools in Paint • Use crop/rotate/artistic effect on a photograph in word • Use digital camera or digital video to take appropriate pictures or video for a specific purpose. <div data-bbox="277 1352 1289 1550"> </div>

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Textiles

Children will experience:

- Choosing fabrics/threads based on colour, texture and shape
- Cutting and shaping fabric
- Applying shapes and decoration
- Creating fabrics through weaving
- Applying colour through printing, dipping, fabric crayons

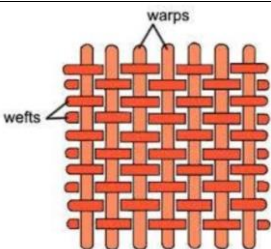
Materials:

Range of fabrics, threads- made and natural
Beads, buttons, feathers
Scissors, adhesives
Weaving frames/cards
Dyes, pipettes

Exploring and evaluating ideas

Ask and answer questions about starting points for their work
Developing and sharing ideas, try new thing out and make changes
Describe the similarities/differences between different techniques/media and making link to own work
Think critically about own work

VOCABULARY

Weaving	Colour application	Decoration	Fabrics	Threads
 <p>Weaving frame</p>	Printing Dipping Drawing Painting Spraying	Buttons Feathers Sequins	Cotton Fur Plain Patterned	String Ribbon Lace Wool Cotton



Art and Design Progression of Skills and Knowledge

MASTERY OF TEXTILE TECHNIQUES

YR	<ul style="list-style-type: none"> • Match and sort fabric/thread for colour, texture, size and shape • Apply threads/fabrics with glue • Apply decoration using beads, buttons, feathers etc • Be able to weave on a simple frame • Experiment on fabric with fabric crayons, dripping dyes <div data-bbox="655 728 1204 1041" data-label="Image"> </div>
Y1	<ul style="list-style-type: none"> • Be able to use fabric/threads/natural materials for collage • Apply decoration using cut fabric, threads • Be able to weave using simple warp and weft <div data-bbox="590 1240 1174 1435" data-label="Image"> </div>
Y2	<ul style="list-style-type: none"> • Be able to select fabrics and threads for collage in terms of colour and texture • Be able to cut with some accuracy, shapes from fabric • Weave to create textures/colour themes/patterns • Be able to print onto fabric • Be able to use spray dyes and paper resist to create chosen image <div data-bbox="606 1677 1158 1973" data-label="Image"> </div>

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