

Cupernham Infant School Art Progression YR→Y1→Y2

Art Skill	Year R	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> ○ Use fingers, hands, chunky chinks, pens, pencils to explore and make marks. Draw from observation e.g. a person. ○ Self-portraits, exploring features/details by looking in a mirror. ○ Draw on different surfaces and coloured paper. ○ Explore and practice different line types, curved, straight, wavy, thick, thin using mark making tools. ○ Start to produce and experience different patterns and textures from observations, imagination and own interests. ○ Look at what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> ○ Experiment with a wider variety of media such as pastels, finer felt tips, charcoal, thinner chalk and sketching pencils. Draw from observations and memory with increasing detail. ○ Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. ○ Start to record simple media explorations in a sketch book. ○ Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. ○ Investigate textures by describing, naming, rubbing, copying. ○ Produce an expanding range of patterns and textures with greater detail. ○ Look at and talk about own work and that of other artists and the techniques they had used 	<ul style="list-style-type: none"> ○ Show accuracy and control when using a variety of media such as pastels, finer felt tips, charcoal, thinner chalk and sketching pencils. ○ Draw from observations, memory and create new ideas. ○ Use a sketchbook to plan and practice simple ideas. ○ Continue to explore and investigate different tone/shades by drawing light/dark lines, light/dark patterns and light/dark shapes with a pencil. ○ Continue to explore textures with a clear purpose in mind. ○ Discuss own work and others work, linking to own thoughts and feelings.
Painting	<ul style="list-style-type: none"> ○ Experiment with a range of tools including different sized brushes; fingers, sponge brushes, natural paint brushes (twigs, leaves, and pinecones). 	<ul style="list-style-type: none"> ○ Confidently use a variety of media; different brush sizes and tools. ○ Explore lightening and darkening paint with the use of black or white. 	<ul style="list-style-type: none"> ○ Demonstrate control and use a range of painting techniques e.g., layering, mixing, media, and adding texture.

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	<ul style="list-style-type: none"> ○ Explore and recognise the primary colours (red, yellow and blue) being used. ○ Investigate and explore colour mixing and matching these to different objects. ○ Explore different paints (powder, poster, watercolours) in a range of different ways i.e., big surface paper, coloured card, filter paper and different shape paper. ○ Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> ○ Start to mix a range of secondary colours, moving towards predicting resulting colours. ○ Select an appropriate media and surface for the task. 	<ul style="list-style-type: none"> ○ Continue to investigate how to lighten and darken without the use of black or white to achieve different shades and tones. ○ Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. ○ Select an appropriate brush to produce marks to work e.g., small brushes for small marks. ○ To design, select and evaluate different media and surface.
<p>Printing</p>	<ul style="list-style-type: none"> ○ Use a variety of different objects, such as pinecones, toy animals, leaves and twigs to start to develop the accuracy of block printing. ○ Develop simple patterns by using objects. ○ Enjoy using stencils to create a picture. (Mini beast and Gruffalo inspired printing). 	<ul style="list-style-type: none"> ○ Demonstrate more control and accuracy when printing with a range of hard/soft materials i.e., sponges, rollers etc. ○ Create patterns. ○ Print with a growing range of objects, showing more focus and attention to detail. 	<ul style="list-style-type: none"> ○ Refine printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ○ Make simple marks on rollers and printing palettes. ○ Identify the different forms printing takes. ○ Mimic prints from the environment i.e., wallpaper, curtains and fabrics. ○ Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. ○ Experiment with overprinting colours to explore colour mixing.

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3D sculpture	<ul style="list-style-type: none"> ○ Explore a variety of malleable media such as playdough and junk modelling with a planned purpose. ○ Safely cut shapes using scissors and other modelling tools. ○ Build and construct sculptures with a purpose in mind, using a variety of objects i.e, manmade, recycled and natural. ○ Join construction pieces together to build and balance. ○ Look and talk about what they have produced, describing the process and techniques used. 	<ul style="list-style-type: none"> ○ Confidently use a variety of malleable media such as clay and salt dough, and model/shape with a purpose. I.e., Clay models of the Titanic. ○ Demonstrate an awareness of when and how to manipulate malleable materials in a variety of ways including; rolling, pinching and kneading. ○ Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> ○ Confidently use a range of equipment (clay, salt dough and papier-mache) to shape, form, construct and mould from observations and imagination. ○ Investigate clay pinching, rolling, twisting, scratching, coiling and smoothing, adding details and textures using tools. ○ Select appropriate tools and equipment to use for chosen form of media.
Collage	<ul style="list-style-type: none"> ○ Using cut and torn paper and other materials to make simple patterns and images using glue. ○ Represent their own ideas, thoughts and feelings through art and specifically collage linked to the story 'The Colour Monster'. ○ • Use collage to develop understanding of pattern, texture and shape. 	<ul style="list-style-type: none"> ○ Confidently sort and arrange materials with a purpose. ○ Mix materials to create further texture. ○ Make collages using a range of large and small objects. ○ Sort materials for collage according to different qualities e.g warm/cold colours, shiny/ matt materials etc. 	<ul style="list-style-type: none"> ○ Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. ○ Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. ○ Start to create objects i.e, carpets, rugs, cushions and textiles by overlapping and overlaying to create effects. ○
Inspiration From great Artists.	<p>Spring 2- Terrific Travel:</p> <ul style="list-style-type: none"> ○ Artist: Matisse- Painting with scissors to create an under the sea inspired print. <p><u>Summer 1:</u></p>	<ul style="list-style-type: none"> ○ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities 	<ul style="list-style-type: none"> ○ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities

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	<ul style="list-style-type: none"> ○ Artist- Jackson Pollock- Exploring colour and 'The Drip technique'- splattering paint on different sized paper to create a picture inspired by Jackson Pollock. ○ Artist- Claude Monet- Creating a monet inspired lilipad picture. Colour mixing poster paint to create the background and cutting tissue paper lilipad shapes to add texture. ○ 	<ul style="list-style-type: none"> ○ Between different practices and disciplines, and making links to their own work. ○ Look at and talk about own work and that of other artists and the techniques they had used ○ Autumn 2 Artist- Andy Warhol: Creating pop-art inspired tiles. Observational drawing of an everyday object inspired by the work of Andy Warhol; which is transferred onto a tile, children to use 2 contrasting colours to print. ○ Spring 2 Artist- Turner. Creating a sea scape painting. ○ Summer 2- Artist- Nic McLean ○ Doodle art. ○ 	<ul style="list-style-type: none"> ○ similarities between different practices and disciplines, and making links to their own work. ○ Discuss own work and others work, expressing thoughts and feelings
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