Art and Design Curriculum
Progression of Skills and Knowledge

At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.
At Westfields Infant School, we aim for children to discover a passion for art and design that will enable them to have a voice, nurture their identity and provide opportunities for self-expression. Art and design not only teaches specific skills and techniques but also has a key role to play in children's cognitive development and social and emotional success. Art and design provides all children with the opportunity to express themselves imaginatively, celebrating diversity and developing their understanding of, and response to, the world around them.
It is our aim for each child to relish the opportunity to create in both a creative and more structured way and develop their appreciation for art work produced by peers and a range of artists. We provide the children with opportunities to draw, paint, sculpt and print to develop techniques in using colour, pattern, texture, line, shape, form and space. The children learn to use a range of different materials to design and make products, having the chance to discuss and reflect on their work through encouraged dialogue – beginning to think critically and reflectively about what they see whilst building upon prior experiences of each skill and technique.
At Westfields Infant School, our art and design curriculum has been developed based on the Early Learning Goal 'Creating with Materials' from within the Statutory Framework for the Early Years Foundation Stage and the Art & Design National Curriculum.

Early Learning Goals – Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

The National Curriculum for Art and Design – Years 1 and 2

The National Curriculum for Art and Design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

SKILLS	Progression of Skills		
	Reception	**Year 1**	**Year 2**
Drawing	• Experiment with a range of drawing tools and name them. • Draw from observation, memory and imagination. • Draw on a large and small scale and use different shapes and colours of paper. • Draw in sand, chalk on the playground etc.	• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Explore different types of lines; straight, wavy, diagonal, zig zag, spiral, thick, thin, broken etc. • Draw lines with increased control and skill.	• Draw on different surfaces with a range of media. • Draw lines with increasing skill, awareness and control including different shapes and thickness. • Invent new lines and create patterns and textures. • Observe and draw shapes from observations.

	• Use pencil, felt tipped pens, chalk pastel, oil pastel, wax crayons and pencil crayons. • Use drawings to tell a story. • Investigate different lines. • Explore different textures. • Begin to use correct shapes when drawing people and their features	• Investigate textures by describing, naming, rubbing, copying. • Use viewfinders to focus on a particular area. • Make drawings as a starting point for work in other areas such as textiles.	• Use mirrors to accurately draw facial features using the correct proportion. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • Draw with charcoal, blending and smudging. • Begin to show pattern and texture in their drawing.
Colour	• Experiment with and use primary colours. • Name colours and mix them (not formal mixing). • Use a range of tools to make colours.	• Explore colours seen in the natural environment • Explore primary colours and the colour wheel. • Identify primary colours by name. • Further explore colour mixing by creating secondary colours using their knowledge of primary colours to support.	• Investigate colour by mixing primary colour shades. • Mix colours and know which primary colours make secondary colours, for example making colours wheels. • Using colour for purpose to create a range of artwork – including patterns, portraits and collage. • Investigate making as many tones of one colour as possible (using white). • Investigate how to darken colours without using black.
Painting	• Use paint, watercolour paint and paint dabbers to explore using colour for purpose. • Create textured paint by adding sand, plaster and investigate different effects.	• Use a variety of tools and techniques including different brush sizes and types. • Work on different scales.	• Experiment with tools and techniques e.g. layering, mixing media, scraping through layers. • Name different types of paint and their properties.
Sculpture	• Handle, feel, enjoy and manipulate materials. • Construct, build and destroy using a variety of materials. • Shape and to model materials.	• Make purposeful choices when selecting materials for sculpture. • Make simple joins when constructing. • Recognise natural and man-made forms. • Replicate patterns and textures in a 3-D form.	• Manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs using a modelling media. • Manipulate malleable materials in a variety of ways including rolling and kneading. • Make effective joins when constructing. • Understand the safety and basic care of materials and tools.
Printing	• Make simple rubbings. • Print with variety of objects. • Print with block printing. • Print using a mono-printing method	• Make simple marks on printing palettes. • Complete simple relief printing. • Create patterns using a repeated pattern. • Take simple prints using a mono-printing technique. • Recognise pattern in the environment.	• Roll paint over found objects to create patterns e.g. Lego, Punchinello, stencils. • Complete more complex relief printing (involving a range of colours and implements to create patterns). • Build repeating patterns. • Experiment with overprinting motifs and colour.
Textiles and Collage	• Handle, manipulate and enjoy using materials.	• Create images from a variety of media e.g. material, fabric, crepe paper, magazines etc.	• Cut and shape a range of materials using scissors.

	• Investigate sensory experience. • Make simple collages.	• Fold, crumple, tear, overlap and sort different materials. • Arrange and glue materials to different backgrounds. • Collage using natural materials.	• Overlap and overlay materials. • Show awareness of contrasts in textures and colours. • Collect, sort, name match colours and textures appropriate for an image. • Explore weaving, using man-made materials.
Digital Media (linked with Computing)	• Exploring the Interactive Whiteboard using 'ActivInspire' and 'Paint' to experiment with colour, lines, shapes, size and effect.	• Use of Interactive Whiteboard to explore purposeful use of colour, shape and lines. • Use a computer to paint a picture. • Change the colour and brush size. • Choose appropriate paint tools and colours to recreate the work of an artist.	• Explore ideas using digital sources i.e. internet. • Use a simple graphics package to create images and effects. • Create lines by changing the size of brushes in response to ideas. • Create shapes using eraser, shape and fill tools. • Experiment with colours and texture using simple filters to manipulate and create images.

KNOWLEDGE	Progression of Knowledge		
	Reception	**Year 1**	**Year 2**
Artists	• Giuseppe Arcimboldo – Italian, 60s, dead, use of seasonal fruits, vegetables, flowers and fish to create portraits. Used as inspiration for creating their own portraits using a range of fruits and vegetables. 3-step use of knowledge to develop skills: firstly observational drawing of fruits and vegetables; secondly, using cut-out images of fruits and vegetables to build a face, thinking about the features and placement of these; and, finally, drawing fruits and vegetables with purpose and increased accuracy to create a portrait. Arcimboldo created portraits of other people.	• Piet Mondrian – Dutch, Dead – 71, primary colours. Comparisons are made to Goldsworthy's art regarding use of colour. • Wassily Kandinsky – Russian/French, Dead – 77, primary and secondary colours. Comparisons are made to Mondrian's work and knowledge is developed regarding primary and secondary colours. • Eric Carle – American illustrator. Dead – 92, used bright colours and textures within his work. • Brianna McCarthy – Trinidad and Tobago artists uses bright colours and textures within her work. • Andy Goldsworthy – British, 60s, alive, uses natural materials and objects, finding and creating art in nature. • Orla Kiely – Irish, has an OBE, 60s, alive, uses fabric, bright colours and patterns featuring a stem with leaves. • Nancy Wolff – American, 60s, alive, uses repeating patterns to create artwork. Inspiring mono-printing using pastels.	• Recap of artists explored in Year 1 – portraits, use of colour and the use of pattern. • Pablo Picasso – Spanish, Dead, famous for cubism, created portraits of other people – builds upon learning about Arcimboldo who's portraits were also of other people. • Alma Thomas – American, Dead – 80s, became an artist in late 60s as she was a teacher first – wanted to be an architect originally, black (one of the first black women to get a degree in Art). Supports development of drawing, printing and weaving (supporting to Design and Technology Summer 2 Unit).

Colour	• Name primary colours.	• Name primary colours and secondary colours. • Know which primary colours are mixed to make secondary colours.	• Know the impact and effect of adding white to colour. • Know the impact and effect of adding black to colour.