Frogmore Infant School progression of skills and knowledge in art and design
Practical knowledge: developing technical proficiency
As an artist I will be learning to:

	YR	Y1	Y2
Drawing	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 e.g. ears, toes	Use different lines to show patterns and textures in drawing Use LOOK, DRAW, LOOK, DRAW Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Work to the size of the paper	Create different tones using light/dark lines/areas through pressure of pencil, use of 6B, 2B, HB pencils Use a variety of drawing techniques/lines such as: hatching and stippling to create light/ dark lines, areas Use LOOK, THINK, DRAW, LOOK, THINK, DRAW- think where that type of mark/line would work best within their developing drawing Use lines and marks to create patterns/textures from observations
Painting	Access and return aprons independently Use paint drier independently Hold a range of brushes correctly Begin to use different size brushes for different purposes Name all basic colours Experiment with colour mixing	Have confidence to mix secondary colours Know how to outline an area to colour and then infill Choose appropriate brush to colour and to add detail	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 with increasing accuracy and in different ways to create patterns, detail Know about complementary colours
Sculpture	Mould and create simple shapes/forms with malleable materials e.g. clay, playdough Change the surface of a malleable material with objects Combine found materials to create a model/sculpture Know how to join using hinge joins, sellotape, PVA glue, pritt stick	Shape paper by rolling, twisting, and curling to create a simple shape Know how to use Mod-roc to create a simple shape Be able to apply pattern and textures to decorate malleable materials Manipulate malleable materials in a variety of ways including rolling, pinching and impressing	Know how to use Modroc to cover a paper/card form to create a 3D sculpture/form Use collage/rubbings/prints etc as surface decoration for Modroc sculptures Create a pinch pot with clay Create surface patterns in clay using a range of tools Deliberately choose a particular effect for a given purpose Shape paper for a purpose Use paper joining techniques- fluting, folds/flaps, accurate gluing
Printmaking	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	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	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

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			Use own printed work to add texture/shape to collage and 3D sculptures
Collage	Be able to colour match, talk about materials (**colours/textures**) Be able to stick objects together to create new **textures/shape/colour/patterns** Cut straight lines/use scissors safely Apply adhesive correctly around edge	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	Make choices to match **colour** and **texture** for a purpose Apply selected materials to 3D models/**forms** for chosen effect e.g. skin Cut/tear with accuracy and control
Colour	Name colours	Mix colours and know which primary colours make secondary colours	Mix and use tints and shades Experiment with commentary colours
Pattern	Make a repeating pattern	Create pattern using line, imprinting	Create pattern using drawing techniques e.g. hatching
Texture	Describe different surfaces through touch	Create some texture using different lines and marks	Control tools to create given texture
Line	Experiment with a range of tools to create different types of lines	Make marks and lines with a range of drawing implements showing some control	Experiment with different grades of pencil
Shape	Name and recognise basic shapes	Draw simple 2D shapes	Describe shapes in the environment and in artworks
Form	Mould 3D objects with dough, clay and recycled materials	Mould, join, roll, pinch, twist to achieve a 3D structure	Mould, join, pinch, bend/pleat/roll/fold to achieve a 3D structure

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Theoretical knowledge: cultural and contextual content

As an artist I will use the artworks of others to develop my practical art making through:

	Core theoretical knowledge	What pupils know and understand	What pupils will be able to do
YR	Art represents ideas and feelings	• Art is made by artists • Pictures and objects can mean something • Colours and marks can show ideas or feelings • Art can be about real or imaginary things	We learn that pictures and objects can mean something. We can use colours, marks and shapes to show our feelings or things we imagine.
Y1	Art uses materials and visual elements	• Artists use different materials and tools • Drawing, painting and sculpture are different types of art • Art can show stories, experiences or imagination • Artists choose colours, lines and shapes to create images • Artists' work can look different from each other	We learn about drawing, painting and making things with different materials. We choose colours, lines and shapes to show our ideas. We notice that different artists make different kinds of art.
Y2	Art communicates meaning and belongs to contexts	• Artists make art for different reasons (feelings, stories, decoration) • Artists develop a style • Colours, patterns and textures can create mood or feeling • Art can belong to different times, places or cultures Art can be looked at, discussed, and interpreted	We learn that artists make art for different reasons — to tell stories, show moods or decorate. We notice patterns, colours and textures. We can talk about artists' styles and how art comes from different times and places.

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Context for theoretical knowledge:

	YR	Y1	Y2
Drawing	Use of different types of lines *Plant illustrators*	Use of line to show shape, texture, details *Illustrators- Jane Hissey, Wendy Straw*	Use of different lines to show shape, detail, dark and light, texture *Albrecht Durer, Leonardo da Vinci, Tim Jeffs*
Painting	Paint from real life, use of bright colours *Vincent van Gogh, Claude Monet*	Use of colour to show emotion rather than realism Use of bright/vibrant colours that make the subject stand out Use of thick, strong lines. *Steven Brown*	Use of dots to create image Mckenzie/Joolama Use of contrasting colours including use of colour to add detail Use range of brushes/strokes to add detail within the painting *Yayoi Kusama*
Sculpture	Use of natural objects to create patterns and shapes Use of repeating patterns *Andy Goldsworthy*	Shape paper by rolling, twisting, and curling *Barbara Hepworth/ Henry Moore* Use of cutters to create shape, impress to create pattern/design *Clay- local craft workers* Use Mod-roc to create a simple shape *Sebastian Novaky, Lord Federick Layton/Baga snakes/Serge Jolimeau*	A range of materials can be sculpted into different shapes/forms *Clay- local craft workers* *Paper sculpture- Philip Treacy* *Mod roc- Nine dragon wall in Beijing/ Dotun Popoola/Scheed Cole*
Printmaking	Use of simple repeating patterns *Local craft workers*	Use of bold, simple shapes as a design Able to make more than one copy by printing. *Local craft workers*	How to use simple shapes to represent nature and tell a story- more important than the detail for these artists *John Muafangejo, Orla Kiely, Paul Morrison*
Collage	Use of colour and limited shapes *Alma Thomas*	Use of cut out paper to create shapes How you can move shapes around until it looks right *Henri Matisse*	How you can use colour, shapes and patterns to create texture, show detail Use of layers *Tony Meeuwissen, Megan Coyle*

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Disciplinary knowledge
As an artist I will be able to talk about how art can show feelings and ideas and how artists make choices:

Year group	National Curriculum Statement	Disciplinary Knowledge Developed	What pupils know and understand	What pupils will be able to do
YR	Use a range of materials creatively; develop and share ideas, experiences and imagination	Materials and marks can be used intentionally to represent ideas and feelings	Choose colours/materials independently; explain what their work shows	We explore materials and talk about what our pictures show
Y1	Use a range of materials creatively to design and make products	Artists choose materials for a reason	Explain why particular materials were chosen	We can explain why we chose certain colours or tools
	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination	Art communicates ideas intentionally	Artwork clearly linked to an idea or subject	Our artwork shows ideas, stories or imagination
	Develop techniques using colour, pattern, texture, line, shape, form and space	Visual elements are tools artists use	Name and use basic visual elements purposefully	We can name colours, lines and shapes we use
	Learn about the work of a range of artists, craft makers and designers	Artists make work in different ways	Identify features of artists' work and links to own	We look at artists' work and get ideas from them
Y2	Use a range of materials creatively to design and make products	Materials are chosen to create effect or mood	Plan work and adapt outcomes	We try ideas out and improve our work

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	Use drawing, painting and sculpture to develop and share ideas, experiences and imagination	Art communicates ideas, feelings or messages	Explain what the viewer should notice or feel	We think about how our artwork makes people feel
	Develop techniques using colour, pattern, texture, line, shape, form and space	Visual elements are combined deliberately	Confident use of colour, pattern and texture	We choose techniques to get the effect we want
	Describe similarities and differences between artists and make links to own work	Artists have styles and work in different contexts	Compare artists and explain influence on own work	We can talk about artists we like and how they inspire us