



# Filey C E Nursery & Infants Academy

*‘Inspiring Confident Learners, Reflecting Christian Values’*

We endeavour to uphold Christian teaching to:

*“Shine as lights in the world and love as Jesus loves us” (Philippians 2:15, John 13.34)*

Our school is a Church of England School rooted in ‘Compassion, Community and Friendship’.

## Art and Design Progression Document

Drawing			
Nursery	Reception	Year 1	Year 2
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know that holding a drawing implement against a surface while making large muscle movements can make marks.</li> <li>To know how to hold one-handed tools and equipment, including chunky pencils, crayons and chalks for drawing.</li> <li>To know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>To know which fingers to use to hold a pencil.</li> <li>To begin to understand which hand they are most comfortable with holding a pencil.</li> <li>To know that different hand movements make different shapes.</li> <li>To know that drawing can be used to express their ideas, thoughts and feelings and to represent their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>To know that applying more pressure to a pencil will produce darker pencil marks and less pressure will produce lighter pencil marks.</li> <li>To know how to use different lines, shapes and colours to create drawings.</li> <li>To know how to draw a recognisable object using a pencil or crayon.</li> <li>To know how to hold a variety of drawing tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media in order to create marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>To know that sketching requires a looser pencil grip further up the pencil and detailed drawing requires a grip closer to the point to help control.</li> <li>To know that different grades of pencil produce different effects.</li> <li>To know that by sketching and then refining lines they can make a more accurate drawing.</li> <li>To know that using a pencil to make different marks can create different types of shading. .</li> <li>To know that a pencil can be used to create darker and lighter tones and these tones can be blended together.</li> <li>To know that different types of shading can create different textures in drawing.</li> </ul>

Skills/Disciplinary Knowledge			
<ul style="list-style-type: none"> <li>To use large-muscle movements to make marks.</li> <li>To use one-handed tools and equipment, including chunky pencils, crayons and chalks for drawing.</li> <li>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>To draw with some detail, such as representing a face with a circle and adding some additional details such as a happy or sad face to show emotion.</li> <li>To use drawing to represent ideas like movement or loud noises.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show care and some accuracy when drawing.</li> <li>To develop their small motor skills so that they know how to use drawing implements competently, safely and confidently. experimenting with colour, line and shape.</li> <li>To use drawing to express their ideas and feelings, drawing pictures to represent their own lives</li> <li>To draw pictures of animals and plants through making observations of the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of drawing tools to draw, exploring use of line, shape and colour.</li> <li>To draw from first hand observation.</li> </ul>	<ul style="list-style-type: none"> <li>To layer different media e.g. crayons, pastels, felt tips, charcoal, and ballpoint.</li> <li>To use a sketchbook to work out ideas for a drawing.</li> <li>To draw for a sustained time including drawing figures and objects, single and in groups.</li> <li>To create different tones, textures and patterns.</li> <li>To use a viewfinder to focus on a particular part of a painting.</li> </ul>
Vocabulary			
Pencil, crayon, chalk, picture, drawing, paper	Line, colour, shape, portrait, pastel	Blending, texture, observation, straight, curved, wavy, thick, thin, shape, dark, light, pressure, charcoal, felt tip pen,	pencil stroke, sketch, outline, tone, shade, viewfinder, hard, soft, broad, narrow, fine, detail, blending, smooth, rough, wrinkly, bumpy, pale, bright

Painting			
Nursery	Reception	Year 1	Year 2
Substantive Knowledge			
<ul style="list-style-type: none"> <li>To know how to dip a paintbrush into paint and use large and small-muscle movements to paint onto a surface.</li> <li>To know how to use one-handed tools and equipment, for example, paintbrushes and rollers.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to hold a paintbrush.</li> <li>To know that colours can be mixed to make a different colour.</li> <li>To know the names of and recognise a wider range of colours.</li> </ul>	<ul style="list-style-type: none"> <li>To know a thinner paintbrush will create a thinner brushstroke and a thicker paintbrush will create a thicker brushstroke.</li> <li>To know holding a paintbrush further down will give more control for detail.</li> </ul>	<ul style="list-style-type: none"> <li>To know that adding white to a colour will create tints and the more white added the lighter the tint.</li> <li>To know that black to a colour creates different tones and the more black added the darker the tone.</li> </ul>

<ul style="list-style-type: none"> <li>• To know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• To know the names of, sort and compare colours.</li> </ul>		<ul style="list-style-type: none"> <li>• To know the primary colours are red, yellow and blue.</li> <li>• To know the secondary colours are orange, green and purple.</li> <li>• To know red and blue make purple, red and yellow make orange and blue and yellow make green.</li> </ul>	<ul style="list-style-type: none"> <li>• To know red, yellow and blue make brown.</li> <li>• To know that different types of paint have different properties.</li> <li>• To know that paintbrushes differ in appearance and create different effects.</li> </ul>
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**Skills/Disciplinary Knowledge**

<ul style="list-style-type: none"> <li>• To show different emotions in their paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and know that mixing colours changes them.</li> <li>• To use thick and thin brushes and lidded pots.</li> <li>• To create different marks using paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show accuracy and care when painting.</li> <li>• To use a range of materials and techniques including ready mix poster paint, watercolours, water pots to wash brushes and palettes to mix colours.</li> <li>• To experiment with colour, design and form.</li> <li>• To share their creations, explaining the process they have used.</li> <li>• Know how to talk about the colours and shapes in their paintings.</li> <li>• To use painting to express their ideas and feelings, making pictures which reflect their experiences and imagination.</li> <li>• Develop their colour-mixing techniques to enable them to know how to match the colours they see and want to represent.</li> <li>• To explore light and dark.</li> </ul>	<ul style="list-style-type: none"> <li>• To paint a picture of something they can see e.g. flowers, plants.</li> <li>• To experiment with different sizes of brush.</li> <li>• To mix primary colours together to create secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately mix secondary colours to use in their paintings.</li> <li>• To mix and use tints and tones in their paintings.</li> <li>• To use different types of paint and begin to recognise their properties e.g. watercolours are translucent, poster paints are opaque.</li> </ul>
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**Vocabulary**

Paint, paint brush, paint pot, water pot, apron, roller, colour, lin, painting	Palette, shape, light, dark, mixing	Thick, thin, sponges, texture, 2D, observation, imagination, scale, size, brush strokes, primary colours, secondary colours,	control, opaque, translucent, mixing, tones, tints, techniques, layering, watercolour paints, poster paints
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<b>Printing</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know that prints can be made by covering hands and feet and other objects into paint and pressing them onto paper.</li> </ul>	<ul style="list-style-type: none"> <li>To know that prints can be made by dipping rollers into paint and rolling them on paper.</li> <li>To know that prints can be made by dipping sponges or other man made and natural materials into paint and pressing it onto paper.</li> <li>To know how to talk about a print.</li> <li>To know that printing can be used to make patterns.</li> </ul>	<ul style="list-style-type: none"> <li>To know that prints are made by transferring an image from one surface to another.</li> <li>To know that press prints are made by transferring paint from a raised surface to another surface.</li> <li>To know how to create a printing block in order to make a press print.</li> </ul>	<ul style="list-style-type: none"> <li>To know that prints can be made using different techniques.</li> <li>To know how to create a relief print.</li> <li>To know that relief prints are made when we create a design on a printing block and print with the raised part of the block.</li> <li>To know how to make a relief printing block</li> </ul>
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>To use one-handed tools and equipment, including sponges, natural and found materials for printing with support.</li> <li>To print using hands and feet with support.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of small tools, including sponges and rollers to create a print independently.</li> <li>To use and explore a variety of materials, tools and techniques including natural and man made objects for printing.</li> <li>To share their creations, explaining the process they have used.</li> <li>To use printing to explore pattern.</li> </ul>	<ul style="list-style-type: none"> <li>To print with a range of materials, independently, selecting their materials to achieve their chosen effect.</li> <li>To explore how to use different materials to create their own printing block for a press print.</li> </ul>	<ul style="list-style-type: none"> <li>To explore relief printing.</li> <li>To use tools and foam printing material to explore relief printing.</li> </ul>
<b>Vocabulary</b>			
Paint, print, press,	Pattern, sponge, roller,	Printing block, raised surface, transfer, press print, experiment	Print materials, hard and soft, printing ink, repeating patterns, relief printing, foam, design

3D			
Nursery	Reception	Year 1	Year 2
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know that 3D models can be made from malleable materials and from junk modelling materials.</li> </ul>	<ul style="list-style-type: none"> <li>To know that artwork can be 3D.</li> <li>To know how to hold scissors safely.</li> <li>To know how to join different materials using glue and sticky tape.</li> </ul>	<ul style="list-style-type: none"> <li>To know that sculpture is a name which can be given to 3D artwork.</li> <li>To know that tools can be used to add texture.</li> <li>To know that materials can be combined to form 3D artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To know that an architect designs and creates buildings.</li> <li>To know that combining materials to create a 3D work is called construction.</li> </ul>
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>Freely explore malleable materials including cornflour, playdough and salt dough to develop their ideas about how to use them and what to make.</li> <li>Explore junk modelling and some ways of joining materials together.</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of malleable materials to create form including playdough, saltdough &amp; clay.</li> <li>To use a range of small tools, including scissors, rolling pins and modelling tools.</li> <li>To use a range of construction materials to create a desired effect.</li> <li>To select a goal and choose appropriate resources to make a model.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with a range of materials to create 3D artwork formed of more than two materials.</li> </ul>	<ul style="list-style-type: none"> <li>To build a simple model from a range of different materials, exploring shape and form.</li> </ul>
<b>Vocabulary</b>			
Model, cornflour, playdough, salt dough, roll, join, press, junk model, scissors, glue, sticky tape, rolling pin	Clay, tools, modelling tool, attach	Experiment, explore, sculpture, texture, 3D, materials, observation, imagination	Architect, construction, manipulate, techniques, safety, properties, create, constructing, natural, manmade, surface, malleable material

<b>Textiles</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know that clothes and soft furnishings are made from fabric.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to thread and weave with paper and fabric.</li> <li>To know some vocabulary to describe the texture of textiles.</li> </ul>	<ul style="list-style-type: none"> <li>To know that textiles are fabrics made from weaving or knitting.</li> <li>To know thread is the thin material used to sew.</li> <li>To know that weaving is done by interlacing yarn or thread at right angles.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a needle is threaded by drawing the thread through the eye of the needle.</li> <li>To know that a running stitch can join two fabrics together.</li> <li>To know that a running stitch is a line of stitches in and out of the fabric.</li> </ul>
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>Freely explore different materials and know how to sort them by colour.</li> </ul>	<ul style="list-style-type: none"> <li>To use fabric, wool and thread when creating artwork.</li> <li>To use ribbons and string for threading.</li> <li>To begin to explore weaving e.g. wool around lolly sticks, fabric or plastic through fencing etc</li> </ul>	<ul style="list-style-type: none"> <li>To explore the difference between thread and textiles.</li> <li>To group fabric and thread by colour and texture.</li> <li>To weave with fabric and thread.</li> </ul>	<ul style="list-style-type: none"> <li>To join different fabrics together using glue.</li> <li>To sew fabrics together using a simple running stitch.</li> <li>To thread a needle.</li> </ul>
<b>Vocabulary</b>			
Colours, feel, clothes, fabric	Wool, ribbon, threading, soft, smooth, rough, bumpy,	Textiles, weaving, knitting, thread, weaving, texture	Needle, sewing, running stitch, thread a needle, eye of the needle, knotting, fraying, twisting, plaiting, stitching.

<b>Collage</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know how to use pre cut paper and a glue stick to create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>To know that smaller paper shapes can be stuck together to create a</li> </ul>	To know that collage is using shapes from paper to create an image.	To know that paper collage can be combined with other materials and techniques to

<ul style="list-style-type: none"> <li>To know how to use natural materials to create a collage.</li> <li>To know how to use scissors to make snips.</li> </ul>	<ul style="list-style-type: none"> <li>collage.</li> <li>To know that paper can be scrunched or twisted and then stuck down in collage.</li> </ul>	To know that collage can be created by tearing or cutting paper.	add more texture to artwork.
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>Explore different collage materials freely to develop their ideas about how to use them and what to make.</li> <li>Explore different textures.</li> </ul>	<p>To use PVA glue and glue sticks and a variety of paper types to create a collage.</p> <ul style="list-style-type: none"> <li>To explore colour and texture (scrunching and twisting) in collage.</li> <li>To talk about how they made their collage.</li> <li>To use scissors with increasing precision.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently cut or tear paper for their collage.</li> <li>To work out and gather the materials to make their collage.</li> <li>Use scissors confidently and accurately to cut out shapes.</li> </ul>	<ul style="list-style-type: none"> <li>To create their own individual collage based on their own idea.</li> <li>To mix different materials into their collage and explain why they have chosen them</li> </ul>
<b>Vocabulary</b>			
Stick, paper, glue, rip, tear,	Scissors, PVA glue, glue stick, colour, scrunch, twist	Collage, image, materials, design, idea, experiment, fabric, observation, imagination	Combine, texture, technique, materials, create, variety, images, media, materials, crepe paper, tissue paper, magazine, texture, fold, crumple, overlap edges

<b>IT</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>Know that touching a touch screen and moving your finger.hand can make marks when using a brush tool on a paint program.</li> </ul>	<ul style="list-style-type: none"> <li>Know that brush tools on a paint program can be used to make lines and shapes.</li> <li>To know that the colour of the brush tool can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a paint program to create a picture.</li> <li>In this program know how to use the fill and brush tools.</li> <li>Know how to go back to their work and make changes to their picture.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a picture using a computer program independently.</li> <li>Know how to use simple mark-making tools such as brush and pen tools.</li> <li>Know how to edit and make changes to their work.</li> </ul>

		<ul style="list-style-type: none"> <li>Know how to record visual information digitally e.g. photograph.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to show different moods in photographs.</li> <li>Know how to make changes to their photographs using the computer.</li> </ul>
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>To make marks using the brush tools on a touch screen.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the brush tools on a paint program and know how to use them to investigate colour, line and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Use a paint program to create a picture using the fill and brush tools.</li> <li>Go back to their work and make changes to their picture.</li> </ul>	<ul style="list-style-type: none"> <li>Create a picture using a computer program independently, using simple mark making tools.</li> <li>Take photographs, showing different moods.</li> <li>Make changes to their photographs on the computer/chromebook.</li> </ul>
<b>Vocabulary</b>			
Touch screen, make marks	Line, shape, colour, brush tool, paint program	Fill tool, change, photograph	Chromebook, pen tools, edit, mood

<b>Artists, Designers and Architects</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
<ul style="list-style-type: none"> <li>To know that artwork is created by an artist.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise artwork by Kandinsky, Matisse and Monet.</li> <li>To begin to develop their vocabulary so that they can speak about what they notice about pieces of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise artwork by Van Gogh, Anni Albers and Elizabeth Frink.</li> <li>To know that artists can show their feelings and ideas in their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise artwork by Gustav Klimt, Picasso and Andy Warhol.</li> <li>To know that artists take inspiration from around them.</li> </ul>
<b>Skills/Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>Look at a piece of artwork and know</li> </ul>	<ul style="list-style-type: none"> <li>To talk about a piece of artwork and</li> </ul>	<ul style="list-style-type: none"> <li>To describe what a piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>To discuss how an artist has used</li> </ul>



how to talk about what they can see.	<p>say what they think about it.</p> <ul style="list-style-type: none"> <li>To talk about the techniques a famous artist uses.</li> <li>To compare the work of different artists.</li> </ul>	<p>looks like.</p> <ul style="list-style-type: none"> <li>Look at the work of other artists, designers and architects and know how to say what they like or dislike about it</li> <li>Ask sensible questions about a piece of artwork</li> </ul>	<p>colour within a picture</p> <ul style="list-style-type: none"> <li>To create their own piece of work in response to an artist/designer/architect.</li> </ul>
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### Vocabulary

Art, artist, see	Like, same, different, colour, Kandinsky, Matisse, Monet, painting, drawing, lines, shape	Similarity, difference dislike, Vincent Van Gogh, Anni Albers, Elizabeth Frink, materials, light, dark	Architect, designer, foreground, background, mood, shade, Gustav Klimt, Pablo Picasso, Andy Warhol, inspiration
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### Skills/Disciplinary Knowledge (to be explored throughout the year)

Exploring, Developing Ideas and Making			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Investigate, explore and 'have a go' when encountering different artistic tools and techniques.</li> <li>Explore and play with a wide range of media and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Work purposefully responding to colours, shapes, materials etc.</li> <li>Create simple representations of people, objects and ideas.</li> <li>Work spontaneously and enjoy the act of making/creating</li> <li>Sustain concentration and control when experimenting with tools and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that ideas can be expressed in artwork.</li> <li>Explore ideas from first hand observation, experience and imagination.</li> <li>Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</li> <li>Try out a range of materials and processes and recognise that they have different qualities.</li> <li>Generate ideas through playful, hands-on, exploration of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> <li>Try out different activities and make</li> </ul>

	materials	<ul style="list-style-type: none"> <li>Use materials purposefully to achieve particular characteristics or qualities.</li> </ul>	<ul style="list-style-type: none"> <li>sensible choices about what to do next</li> <li>Use drawing to record ideas and experiences.</li> <li>Deliberately choose to use particular techniques for a given purpose.</li> <li>Develop and exercise some care and control over the range of materials they use..</li> </ul>
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### Skills/Disciplinary Knowledge (to be explored throughout the year)

Evaluating and Developing Work			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Know that art is made by artists.</li> <li>Talk about the artwork they have made.</li> <li>Repeatedly explore a range of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>Know how to explain what they are doing when creating a piece of artwork.</li> <li>Review how well the approach to their artwork went.</li> <li>Recognise and describe key features of their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> <li>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> <li>Talk about their artwork and say what they think about it, identifying changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> <li>Know how to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</li> </ul>