



Burbage C of E Infant School Art Progression Ladder

Statement of Intent

At Burbage Infant School, children will develop their creative and imaginative talents through learning a variety of skills and techniques, helping them to become confident, resilient artists. We aim to have visual, tactile and sensory experiences that allow children to understand and respond to the world around them. Children will be inspired by other artists, allowing them to critically reflect upon techniques in their own work. We will inspire our children to develop a love of art that will stay with them for life.

Development Matters - Children in Reception (non-statutory curriculum guidance for EYFS)	KS1 National Curriculum Subject Content
<p>Expressive Arts & Design</p> <ul style="list-style-type: none">• Draw with increasingly complexity and detail.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings.• Explore colour and colour mixing.• Explore, use and refine a variety of artistic effects to express their ideas and feelings• Return to and build on their previous learning, refining ideas and developing their ability to represent them• Create collaboratively, sharing ideas, resources and skills <p>Physical Development</p> <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<ul style="list-style-type: none">• Use a range of materials creatively to design and make products.• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Know about a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



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Drawing, Painting		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can be spontaneously expressive using marks, lines and curves. Children can use a variety of tools and techniques to spread paint (eg. straws, sponges, brushes, etc). Children can experiment with colour and have an understanding of colour mixing. Children can use a range of media (chalk, pastel, paints, etc). Children can experiment with making shades of colours 	<ul style="list-style-type: none"> Children can use drawing and painting to develop their ideas. Children can use different materials to draw with to create shape and space. Children can use lines to represent objects seen, remembered or imagined. Children learn the primary colours and experiment with mixing paints Children can create patterns using different tools and colours. 	<ul style="list-style-type: none"> Children can use drawing and painting to develop and share their ideas, experiences and imagination. Children can use a range of materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels, to create shape and space. Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children can explore using a variety of different brushes to see what happens. Children begin to understand tone and secondary colours through colour mixing.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know how to represent marks, lines and curves using different mediums to achieve a desired drawing. Children know how to spread paint using different tools. 	<ul style="list-style-type: none"> Children know how to use their imagination to help them to draw. Children know adding one colour to another will change the original colour. Children know adding white will make a colour lighter and adding black will make it darker. Children know the primary colours. 	<ul style="list-style-type: none"> Children know how to use different techniques and equipment to complete art work that have been imagined or replicated. Children know adding white/black to paint will create a shade or a tone. Children know mixing the primary colours will create secondary colours.
Vocabulary		
Art, pencil, draw, picture, rubber, sharpener, paper, card. Paint, paintbrush, water, paint pot, card, mix, colours (red, green, blue, etc.).	Portrait, self-portrait, line drawing, detail, landscape, building, pastels, drawings, line, bold, size, shape, space, texture, pattern. Colours, lighter, darker, mix, colour wheel, primary colours: red, blue, yellow, colour wash.	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, shape, space, texture, pattern, sketch, shade and tone. Primary, secondary and neutral colours, tints, shades, watercolour wash, sweep, dab, bold brushstroke.



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Sculpting, Collage		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can handle, feel and manipulate malleable materials. Children can recognise and sort shiny, dull, smooth, rough textures. Children can build a 3D model using different construction to look like something in real life or from my imagination. Children can use a range of materials to begin to collage 	<ul style="list-style-type: none"> Children can use materials creatively to design and make products. Children can use sculpture to develop their ideas. Children can identify form, feel, texture and pattern on objects. Children can cut, roll and coil materials. Children can use basic tools with a purpose. Children can recreate objects using modelling materials. Children can use materials to collage with an awareness of space. Children can cut, layer and sew. Children can develop skills of overlapping and overlaying. 	<ul style="list-style-type: none"> Children can use a range of materials creatively to design and make products. Children can use sculpture to develop and share their ideas, experiences and imagination Children can use a variety of materials for sculpting to create form. Children can experiment with joining and constructing. Children can explore and create a variety of images on different backgrounds with a variety of media, eg. paper, magazines, etc. Children understand adhesives and can select the most appropriate for a task. Children can arrange materials and refine their work with increasing awareness of space.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know how to use different mediums to represent a specific outcome, eg. using shiny paper for water. 	<ul style="list-style-type: none"> Children know what a sculpture is. Children know how to use tools to manipulate their medium when making a sculpture. Children know how to use a pair of scissors safely. Children know what texture is and how to create it by layering paper. Children know which adhesive is the best to create their collage. Children know what materials to use to create a collage. Children know what recycled means. Children know what manmade and natural materials are. 	<ul style="list-style-type: none"> Children can begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. Children know how to use a variety of natural, recycled and manufactured materials for sculpting, eg. clay, straw and card. Children know a variety of techniques, eg. rolling, cutting, pinching. Children know how to use a variety of shapes, including lines and texture. Children know how to select and use a combination of materials that have been cut, torn and glued to create a collage. Children know how to sort and arrange materials. Children know how to add texture by mixing materials.
Vocabulary		
<p>construction, junk model, glue, stick, attach, mould, bend, straight, curved, join, break, mend, twist. Material, tissue paper, card, paper, tear, cut, scissors.</p>	<p>Sculpture, statue, model, work, work of art, 3D, sculptor, shapes, materials, pyramid, natural, manmade, manipulate, twist, bend, mend, break. Collage, mosaic, features, cut, place, arrange, layer, cover, tear, recycled.</p>	<p>Sculpture, statue, model, work, work of art, 3D, sculptor, carving, shapes, materials, pyramid, abstract, recycled, collage, squares, gaps, mosaic, features, cut, place, arrange, layer, cover, abstract, manufactured, line, pattern, texture, colour.</p>



Burbage C of E Infant School Art Progression Ladder

<u>Printing, Textiles</u>		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can experiment printing with fingers and objects. Children can handle & manipulate materials – manmade and natural. Children are aware of colour, texture and shape. 	<ul style="list-style-type: none"> Children can use materials creatively to design and make products. Children can extend a repeating pattern. Children can recreate patterns and textures using sponges, leaves, fruits, etc. Children can create a range of prints. Children can Identify print in the environment. Children can sort textiles by a given criterion. Children can cut and stitch materials. Children can weave with wool through natural or manmade materials. 	<ul style="list-style-type: none"> Children can use a range of materials creatively to design and make products. Children can use a variety of printing blocks, eg. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Children can practise a variety of techniques, eg. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children can decorate and embellish their textiles to add detail, colour and effect.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know that you can use different things to make prints. Children know how to make a repeating pattern. Children know the names of different colours. 	<ul style="list-style-type: none"> Children know what a repeating pattern is. Children know how to create different textures when printing. 	<ul style="list-style-type: none"> Children know how to use more than one colour to layer in a print. Children know how to replicate patterns from observations. Children know how to make repeated patterns with precision. Children know how to use different types of materials and methods to improve their work. Children know how to show pattern by weaving. Children know using dye will alter a textile's colour and pattern. Children know how to decorate textiles with glue or stitching, to add colour and detail.
Vocabulary		
Print, template, paint, fingers, sponge, spread, evenly. Soft, rough, hard, squidgy, bendy.	Line, pattern, texture, colour, shape, block printing ink, printing tiles, inking rollers. Textiles, fabric, weaving, woven, over, under, decoration, decorative, dye, wax, crayons, ink, apply.	Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.



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Appreciation and Evaluation		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can share their creations explaining which processes they have used to others. 	<ul style="list-style-type: none"> Children can say what they like about their own and other children's artwork. 	<ul style="list-style-type: none"> Children can talk about how different art makes them feel. Children can start to understand how ideas are developed through processes. Children can build up resilience to getting things wrong and trying again. Children can practise and share their learning and skills with others, receive and offer feedback to improve.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know how to say what they like about their art work. 	<ul style="list-style-type: none"> Children know what they like and dislike about their art work. Children know how to explain what they like and dislike about another person's art work. 	<ul style="list-style-type: none"> Children know how to respond positively to ideas and starting points suggested by others. Children know how to collect information and explore ideas. Children know how to describe similarities and differences between their art and other people's.
Vocabulary		
Like, dislike, change. Paint, draw, artist, picture.	Work, work of art, idea, like, dislike, change, complete.	Work, work of art, idea, starting point, observe, focus, design and improve.



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Work of Other Artists		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none">Children can create their own artwork inspired by the work of a famous artist	<ul style="list-style-type: none">Children can talk about the work of a range of artists, craft makers and designers,Children can describe the differences and similarities of an artist's work by making links to their own work.	<ul style="list-style-type: none">Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.Children can explain comparisons and differences between their art and a given artist's.
Substantive Knowledge		
<ul style="list-style-type: none">Children know that people who produce artwork are called 'artists'Children know that artists may be famous for the work that they created	<ul style="list-style-type: none">Children know how to explain comparisons and differences between their art and a given artist's.	<ul style="list-style-type: none">Children know different artists have a preferred type of medium and forms in which they create their art pieces.Children know how to describe the work of famous, notable artists and designers.Children know how to express an opinion on the work of famous, notable artists.
Vocabulary		
	Artist, compare, different, describe, craft maker, similarities, designer.	Artist, compare, different, describe, craft maker, similarities, designer, prefer, medium, comparison, opinion, processes, techniques.