



## Burbage C of E Infant School Art Progression Ladder 2021

### Statement of Intent

To be creative and to have visual, tactile and sensory experiences, and a special way of understanding and responding to the world. To enable children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

KS1 National Curriculum Aims
Know the work of 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. 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.

Early Years Outcomes
Safely use and explore a variety of tools and techniques, experimenting with colour and design, texture, form and function. Share creations, explaining the processes they have used. Develop their small motor skills so that they can use a range of tools.

<b>Drawing, Painting</b>		
Reception	Year 1	Year 2
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can be spontaneously expressive using marks, lines and curves.</li> <li>Children can use a range of tools to spread paint (eg. straws, sponges, brushes, etc).</li> <li>Children have an understanding of colour mixing.</li> <li>Children can create pieces of art through different stages, ie. backgrounds/frames.</li> <li>Children can use a range of media (chalk, pastel, paints, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Children can use lines to represent objects seen, remembered or imagined.</li> <li>Children can experiment with and mixes colours.</li> <li>Children can create patterns using different tools and colours.</li> <li>Children can name the primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</li> <li>Children can explore using a variety of different brushes to see what happens.</li> <li>Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know how to represent marks, lines and curves using different mediums to achieve a desired drawing.</li> <li>Children know how to spread paint using different tools.</li> <li>Children know how to make shades of colour, eg. dark to light by adding white.</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to use their memory and imagination to help them to draw.</li> <li>Children know adding one colour to another will change the original colour.</li> <li>Children know adding white will make a colour lighter and adding black will make it darker.</li> <li>Children know the primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to use different techniques and equipment to complete art work that I have imagined or replicated.</li> <li>Children know how to experiment with different brushes (including brushstrokes) and other painting tools.</li> <li>Children know adding white/black to paint will create a shade or a tone.</li> <li>Children know what the primary colours are: red, blue, yellow.</li> <li>Children know mixing the primary colours will create secondary colours.</li> </ul>
<b>Vocabulary</b>		
Art, pencil, draw, picture, rubber, sharpener, paper, card. Paint, paintbrush, water, paint pot, paper, card, mix, colours (red, green, blue, etc.).	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Colours, lighter, darker, mix, colour wheel, pattern, primary colours: red, blue, yellow, colour wash.	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, sketch, shade and tone. Primary, secondary and neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.



## Burbage C of E Infant School Art Progression Ladder 2021

<b>Sculpting, Collage</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can handle, feel and manipulate malleable materials.</li> <li>Children can pull apart and reconstruct with apparatus such as Lego.</li> <li>Children can recognise and sort shiny, dull, smooth, rough textures.</li> <li>Children can build a 3D model using different construction to look like something in real life or from my imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify form, feel, texture and pattern on objects.</li> <li>Children can cut, roll and coil materials.</li> <li>Children can use basic tools with a purpose on rigid and plastic materials.</li> <li>Children can recreate objects using modelling materials.</li> <li>Children can engage in more complex activities to collage.</li> <li>Children can cut, layer and sew.</li> <li>Children understand adhesives and can select the most appropriate for a task.</li> <li>Children can develop skills of overlapping and overlaying.</li> </ul>	<ul style="list-style-type: none"> <li>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</li> <li>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, eg. paper, magazines, etc.</li> <li>Children can experiment with sorting and arranging materials and refining their work.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know how to use different mediums to represent a specific outcome, eg. using shiny paper for water.</li> </ul>	<ul style="list-style-type: none"> <li>Children know what recycled means.</li> <li>Children know what manmade and natural materials are.</li> <li>Children know what a sculpture is.</li> <li>Children know how to use tools to manipulate their medium when making a sculpture.</li> <li>Children know how to use a pair of scissors safely.</li> <li>Children know what texture is and how to create it by layering paper.</li> <li>Children know which adhesive is the best to create their collage.</li> <li>Children know what materials to use to create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to identify form, feel, texture and pattern on objects.</li> <li>Children know how to use a variety of natural, recycled and manufactured materials for sculpting, eg. clay, straw and card.</li> <li>Children know a variety of techniques, eg. rolling, cutting, pinching.</li> <li>Children know how to use a variety of shapes, including lines and texture.</li> <li>Children know how to select and use a combination of materials that have been cut, torn and glued to create a collage.</li> <li>Children know how to sort and arrange materials.</li> <li>Children know how to add texture by mixing materials.</li> <li>Children know which materials are manmade and which are natural.</li> <li>Children know which materials can be recycled.</li> </ul>
<b>Vocabulary</b>		
Lego, construction, Duplo, junk model, glue, stick, attach, mould, bend, straight, curved, join, break, mend, twist. Material, tissue paper, card, paper, stick, glue, tear, cut, scissors.	Sculpture, statue, model, work, work of art, 3D, sculptor, carving, installation, shapes, materials, pyramid, natural, manmade, manipulate, twist, bend, mend, break. Collage, squares, gaps, mosaic, features, cut, place, arrange, layer, cover, tear.	Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract, geometric, collage, squares, gaps, mosaic, features, cut, place, arrange, layer, cover, abstract. Line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.



## Burbage C of E Infant School Art Progression Ladder 2021

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



<b>Appreciation and Evaluation</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"><li>• Children can identify primary colours.</li><li>• Children can identify things that they like in artwork.</li></ul>	<ul style="list-style-type: none"><li>• Children can say what they like about their own and other children's artwork.</li><li>• Children can explain what they see and give an opinion about artwork.</li></ul>	<ul style="list-style-type: none"><li>• Children can talk about how different art makes them feel.</li><li>• Children can start to understand how ideas are developed through processes.</li><li>• Children can build up resilience to getting things wrong and trying again.</li><li>• Children can practise and share their learning and skills with others, receive and offer feedback to improve.</li></ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"><li>• Children know how to say what they like about their art work.</li></ul>	<ul style="list-style-type: none"><li>• Children know what they like and dislike about their art work.</li><li>• Children know how to explain what they like and dislike about another person's art work.</li></ul>	<ul style="list-style-type: none"><li>• Children know how to respond positively to ideas and starting points suggested by others.</li><li>• Children know how to collect information and explore ideas.</li><li>• Children know how to describe similarities and differences between their art and other people's.</li></ul>
<b>Vocabulary</b>		
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.



**Burbage C of E Infant School  
Art Progression Ladder 2021**

<b>Work of Other Artists</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can identify a piece of art work from an artist.</li> <li>Children can say what is on the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Children can understand the work of 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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Children can explain comparisons and differences between their art and a given artist's.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know artists create pieces of art work.</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to explain comparisons and differences between their art and a given artist's.</li> </ul>	<ul style="list-style-type: none"> <li>Children know different artists have a preferred type of medium and forms in which they create their art pieces.</li> <li>Children know how to describe the work of famous, notable artists and designers.</li> <li>Children know how to express an opinion on the work of famous, notable artists.</li> </ul>
<b>Vocabulary</b>		
	Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild, Botticelli.