



Progression- Schemes of Work for each year group

	<i>Year 1</i>	<i>Year 2</i>
<i>Drawing</i>	<ul style="list-style-type: none"> • Artist-Mark Powell • Use a variety of tools, including pencils, biro, crayons, fibre tip pens, pastels, felt tips, charcoal • Begin to explore the use of line, shape, colour texture, tone, space • Begin to understand how to create 'light' and 'dark' • Begin to use a rubber • Begin to create marks in a drawing such as dots, dashes, zig zags, wavy, diagonal, cross-hatching, scribbled, continuous. • Learn the proportions of a face • Learn how to draw an eye and nose 	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> • Artist-Vincent Scarpace • 2b pencil • Use a variety of tools, including pencils, biro, crayons, fibre tip pens, felt tips, pastels, charcoal • Draw for a sustained period of time from the figure and real objects, including a single object. • Experiment with the visual elements; line, shape, colour, pattern, colour, tone and space. • Look at drawings and comment thoughtfully. • discuss the use of shadows and use of light/dark and tone. • Sketch to make quick records of something • Work out ideas through drawing. • create marks in a drawing such as dots, dashes, zig zags, wavy, diagonal, cross-hatching, scribbled, continuous, sharp and ripples.

<p><i>Painting</i></p>	<ul style="list-style-type: none"> • Artist-Georgia O’Keeffe • Experiment creating marks with various paintbrushes- One Stroke, Zig-Zag/Wave, Stabbing, Tapping, Overlapping, Curl • Use Round, Flat, Filbert, Liner and Fan paintbrushes to create marks..... • Choose to use various paintbrushes to create different effects • Know the names of paintbrushes • Know parts of a paintbrush • To explore tints and shades. • Paint a picture of something they can see or from memory. • Name the primary and secondary colours. • Mix primary colours to produce secondary colours. • Use Block paint. 	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> • Artist-John Ndambo • Mix paint to create secondary colours. • Explore mixing secondary colours to produce tertiary colours. • Mix and match colours, predict outcomes. • Make tints by adding white and shades by adding black. • Create a background. Create a Wash using poster paint. Add water to alter consistency. Allow it to dry. • Learn how to paint a tree. Observe video clip. • Use Round, Flat, Filbert, Liner and Fan paintbrushes to create a desired effect. • Choose and use desired techniques/marks learnt previously in a painting such as One Stroke, Zig-Zag/Wave, Stabbing, Tapping, Overlapping, Curling.
<p><i>Sculpture</i></p>	<ul style="list-style-type: none"> • Artist-Charles McGee 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> • Artist-David Edgar

	<ul style="list-style-type: none"> • Use Paper sculpture techniques-Zig Zags/Folding, Curling, Rolling, Fringing and more (see paper sculpture poster) • Create a 3D sculpture using paper. • Create a base for a 3D sculpture. • Use fixing materials such as cellotape, masking tape, glue to join paper together. • Use the elements of art such as line, shape, colour, texture, tone, space and pattern. • Begin to talk about shadows. • Begin to talk about mood and feeling. • Talk about height, width and length. 	<ul style="list-style-type: none"> • Name the paper sculpture techniques. • Use various paper techniques for a desired effect. • Talk about line, shape, colour, texture, tone, space and pattern • Understand how form can be changed from 2D into 3D. • Talk about the Space around a sculpture. • Sort objects. Talk about colour, shape, texture, weight. • Choose the correct fixing tool to assemble a sculpture such as cellotape, glue, masking tape, string, wool
<p><i>Sketchbooks/Knowledge and understanding</i></p>	<ul style="list-style-type: none"> • Use artwork to record ideas, observations and experiences • Experiment with different materials to design and make products • Explain what they like about the work of others • Know the names of tools, techniques and elements used • ICT 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next • Select particular techniques to create a chosen product and develop some care and control over materials and their use • Give reasons for preferences when looking at art/craft or design work • Know that different artistic works are made by craftspeople from different cultures and times.

Reception

Art and design is taught through one of the seven areas of learning in Development Matters called Expressive Arts and Design. *Creating with Materials*- includes using and exploring a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function. Children share their creations and talk about what they have made.

Children explore different media and respond to a variety of experiences. They explore colour, pattern, texture, line, shape, form, space and tone in two and three dimensions. They express and communicate ideas, thoughts and feelings. Children engage in drawing, painting, printing, collaging, and sculpture/modelling as an adult led activity or during Continuous Provision. They learn about different artists.

Children have access to the creative area during Continuous Provision. They explore a range of drawing materials such as crayons, felt tips, colouring pencils, pencils, biro and fine liner pens.

They are taught how to draw with crayons, chalk and pastels and explore using the tip and side. They explore pressing hard and soft to create various effects. They draw on various sized paper and different surfaces. They draw and make marks in sand, gloop, and shaving foam.

Children explore mark making by exploring making marks using the mark making proforma.

They are taught what the secondary colours are and explore mixing paint to create secondary colours. Children explore mixing colours using various drawing media.

Children are taught how to hold a paintbrush correctly. They are taught the names of paintbrushes and watch a video to learn different techniques and the various marks different brushes create.

They have the opportunity to explore various materials such as cellophane, tissue paper, pom poms, sequins, buttons. They begin to: scrunch, rip, twist and cut.

They have access to string, wool, cellotape, masking tape and glue.

Children explore a variety of scissors and observe the effects they create.

Children are encouraged to make sculptures using malleable materials such as play dough, plasticine, modelling clay, air drying clay. They explore a range of cutters and modelling tools and create sculptures using objects inside and outside the classroom. They are encouraged to talk about their properties and sort them into man-made and natural.

Drawing/collage

- Drawing objects for Christmas and Easter Cards using various drawing media. Children layer their cards with various collage materials. They use techniques to manipulate materials such as scrunching, ripping, twisting and cutting. They are taught that less is more!
- Children are encouraged to explore and create marks observing the drawing proforma. They explore making lines- straight lines, curvy and wavy lines, long, short lines, dots, dashes. They explore various marks using the drawing/mark-making proforma.
- Experiment using the tip and side of crayons, pastels and chalk
- Self -Portrait- using a mirror. Use crayons, felt tips, fine liner, biro, pencils. Adult teaches children about the proportions of a face. Children observe features and draw them through observation.
- **Artist-Charles Rennie Mackintosh**- line drawings of flowers using pencils, biro, fine liner pens, felt tips

Painting/Printing

- **Artist-Van Gogh**- A Starry Night- create a wash using poster paint using broad brushes. Allow background to dry before painting marks using various paintbrushes. Mix paint to produce blues and oranges. Explore making colours darker and lighter.
- Observe artists work who have created Chinese Blossom- Mix paint to create brown and pink. Make colours darker/lighter. Begin to explore tints and shades.
- Use end of paintbrush to drag paint to create a bark.
- Print branches with sticks.
- Print blossom using found objects/sponges/crumpled tissue, finger tips etc.
- Learn about dabbing paint onto a surface before printing onto art piece.
- **Artist-Charles Rennie Mackintosh**- Paint flowers. Explore mixing primary colours to produce secondary colours. Explore/Learn about different paintbrush techniques such as One Stroke,

	<p>Zig-Zag/Wave, Stabbing, Tapping, Overlapping, Curling and explore creating them to paint a flower.</p> <ul style="list-style-type: none"> • Learn how to hold a paintbrush correctly. • Learn about parts of a paintbrush • Learn how to wipe the brush to avoid drips, changing water, cleaning brushes • Learn how to make poster paint a thinner consistency by adding water
<p><i>Sculpture</i></p>	<ul style="list-style-type: none"> • Artist-Andy Goldsworthy-use natural objects • Big Art sculptures related to topics/books- using objects around the classroom and loose parts • Sorting materials according to man-made, natural, properties. • Talk about pattern in the environment • Sculptures relating to topics/books using play dough, modelling clay, plasticine. Children explore skills to create various techniques observing poster and adult support