



Hassocks Infant School
Skills Progression: Art and Design

Development Matters:

•Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary.

National curriculum purpose of study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

National curriculum aims:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

School intent: At Hassocks Infant School, it is our intent to teach the children a skills based Art and Design curriculum, with individuality, imagination and creativity flowing through everything they do. This will be through providing activities that relate to the children’s own identity and experiences and the locality in which they live. To do this, they will explore and use natural and manufactured objects and materials with which they are familiar. We aim to create cross curricular links to help children develop ideas and explore feelings. We will use questioning to evaluate and improve the learning of themselves and their peers.

Skill	Reception	Year 1	Year 2
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story • Investigate different lines • Drawing with light lines (e.g. chalk) on a dark surface. • Explore different textures • Encourage accurate drawings of people. • Know that other artists have drawn and painted the same things that they do. 	<ul style="list-style-type: none"> • Extend the variety of drawing tools • Explore different textures • Observe and draw landscapes • Observe patterns • Observe faces, self-portraits, limbs. • To explore and look at the drawings and paintings of other artists that represent a variety of cultures and times and relating to their own work. 	<ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records. • Accurate drawings of people – particularly faces - Working from the human figure in a range of poses and circumstances, developing from Year 1.

<p>Colour painting, ink, dye, textiles, pencils, crayon, pastels</p>	<ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming colours • Mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> • Name all the colours • Mixing of colours, create colour wheel of primary and secondary colours • Find collections of colour • Applying colour with a range of tools 	<ul style="list-style-type: none"> • Name all primary, secondary and some tertiary colours. • Begin to describe colours by objects – poppy red, grass green, sky blue etc. • Make as many tones of one colour as possible (using white / colour wash) • Darken colours without using black • Using colour on a large scale • Techniques- apply colour using dotting, scratching, splashing. • To look at the drawings and paintings of other artists that represent a variety of cultures and times and relating them to their own work and use these to evaluate their own skills and achievements.
<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple weaving • Single items, e.g. seeds or leaves, can be put together to create new textures • Classify materials by colour or texture. • To begin to understand that fabrics can be cut and sewn together in different ways, e.g. gluing, stapling, folding. 	<ul style="list-style-type: none"> • Weaving • Sort according to specific qualities • How textiles create things. • Simple sewing to create a surface texture or pattern on fabric. 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles • Explore a range of stitches and assess their effectiveness, e.g. blanket stitch, running stitch. • Simple appliqué work • Start to explore other simple stitches • Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.
<p>Collage (paper, fabric, cutting, sticking, tearing)</p>	<ul style="list-style-type: none"> • Hold scissors and cut a range of materials. • Cut straight lines. • Tear paper into strips and simple shapes. • Glue accurately. 	<ul style="list-style-type: none"> • To develop skills in cutting straight and curved lines from a range of materials with some accuracy. • Tear paper into strips and shapes with some accuracy. • Work as a member of a group producing a single collage. • To understand that a range of different materials can be combined in one piece of work. 	<ul style="list-style-type: none"> • Handling and manipulating a wide range of natural and man-made materials • Making their own simple collage by evaluating and choosing a range of materials. • Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.

			<ul style="list-style-type: none"> • Creating collages by cutting and sticking similar objects together to create new textures. • Choose materials to reflect the colour and surface texture of the subject.
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model • Construct. • Develop the language to describe structures achieved. 	<ul style="list-style-type: none"> • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using a modelling media. • Make simple joins. • Talking about their sculptures and relating them to the work of an explored sculptor. • To begin to have an understanding that sculptures are often completed over a period of time which involves more than one process and stage of working. 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques - Fold, pleat and cut paper and thin card of varying thicknesses. • Replicate patterns and textures in a 3-D form. • Talking about their sculptures and relating them to the work of other sculptors.
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) –	<ul style="list-style-type: none"> • Rubbings – • Print with variety of objects – • Print with block colours • Create patterns 	<ul style="list-style-type: none"> • Develop impressed images • Relief printing (polystyrene) • Print with a growing range of objects. • Talking about their prints and how they were made. 	<ul style="list-style-type: none"> • Identify the different forms printing takes • Relief and impressed printing • Recording textures/patterns • Monoprinting • Irregular and regular patterns
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry. • Spotting patterns in the immediate environment 	<ul style="list-style-type: none"> • Awareness and discussion of patterns • Repeating patterns • Symmetry • Discussing patterns in the environment 	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, • Regular and irregular patterning • Natural and manmade patterns • Using ICT • Comparing and contrasting pattern in the environment.

Impact: (How will we know what pupils have learned?)

Children will be become creative learners, who will have had opportunities to develop their knowledge of world art. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art and sketch books will be used to illustrate the children’s learning journey and to showcase their breadth of experiences in art and design. Creativity and uniqueness will be celebrated through regular opportunities; for example, during class art galleries, sharing assemblies and open evenings. Work will be displayed in the school environment and, wherever possible, will be shared with the local community.