



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



# Art & Design

The Art and Design curriculum at Barnett Wood aims to support all children in becoming creative, imaginative, reflective learners, irrespective of their ability and previous experiences. Throughout the Early Years Foundation Stage (EYFS) and Key Stage 1, children have the opportunity to produce creative work, expressing their own ideas, recording their experiences and exploring the work of famous artists and sculptures through the delivery of a broad and balanced curriculum.

We believe that it is vital to provide children with the opportunity to experience and develop a range of knowledge, skills and techniques within Art and Design, becoming proficient in drawing, painting, collage, printing and sculpture, to enable them to develop into confident, successful learners.

## Early Years Foundation Curriculum

In EYFS, artistic learning begins in 'Expressive arts and design' where children begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials across the curriculum. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills.

### Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### 'Expressive Art and Design'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about art and design, and provides firm foundations on which children can build their understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.



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### **'Physical Development'**

In Physical Development

- To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To develop overall body-strength, balance, coordination and agility.

### **ELGs:**

Expressive Art and Design - Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Physical Development - Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## **National Curriculum Programme of Study for Key Stage 1**

The national curriculum for art and design aims to ensure that all pupils:

- 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

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



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- about 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

### Substantive Knowledge (Practical and Theoretical)

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It can be split into **Practical** knowledge and **Theoretical** knowledge:

**Practical** Knowledge - our aim is for children to be equipped with the practical knowledge to engage in making intended artistic outcomes with emerging proficiency. Pupils are taught the component knowledge such as:

- Methods and techniques: shading, mono-printing, collage
- Media and materials: Pencil, pen, paper, wire, clay, poster paint
- Formal elements: Line, tone, shape, colour, form, pattern, texture

**Theoretical** Knowledge - Pupils learn the history of art. The component knowledge pupils learn will be the meanings and interpretations, how artists have used materials and processes, journeys and connections of themes and ideas through time. Pupils are taught about a range of art and artists across the breadth of time contexts and specialisms.

### Disciplinary Knowledge (Paradigms of Art)

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. It is the knowledge that helps children answer the questions 'What is art? What counts as art? What makes an artist? What is valid and of quality?'

Pupils learn about the varying nature of art and are explicitly taught about the many different and contradictory examples of Art. For example, pupils look at examples of experts at work; painters, ceramicists and performance artists, or explore ways of drawing representational, expressive or using unusual materials. In these different examples of art, pupils should learn how notions of validity and identify specific categories of knowledge or break down skills into component knowledge which should be taught and learnt. Instead, the curriculum highlights pedagogies and outcomes, and provides examples of generic skills or knowledge pupils will learn through the subject, for example, creativity, risk taking.

### Adapting the curriculum for pupils with SEND in Art and Design

When working in art lessons with children with SEND, we need to remember that no size fits all. Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, and art and design naturally encourages learners to problem solve, to be self-critical,



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to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace 'the happy accident' and 'learn through their mistakes'.

- Adaptive teaching takes place.
- The tools available are carefully considered for children with physical disabilities.
- Encourage a culture of experimentation, with no one right way to do something
- For sensory needs, consider when alternative materials or tools may need to be offered
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.



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### Art & Design

|                                                          | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Substantive Knowledge (Practical and Theoretical)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Autumn Term</b>                                       | <b>'All About Me' &amp; 'Let's Celebrate/ Back in Time'</b> <ul style="list-style-type: none"><li>To know the names of specific art equipment: pencil, wax crayon, paintbrush, cotton bud, poster paint</li><li>To name colours</li><li>To know how to draw simple lines to make shapes</li><li>To know that different media can be combined to create new effects, e.g. sand, paint and sawdust</li><li>To know how to work safely and hygienically</li><li>To know how to hold and use a pencil, pen, etc effectively</li><li>To know how to follow a simple repeating pattern.</li></ul> | <b>'Colour Chaos'</b> <ul style="list-style-type: none"><li>To know the names of primary colours.</li><li>To know that mixing two primary colours makes a secondary colour, and 3 makes tertiary.</li><li>To know adding black or white to create shades and tints.</li><li>To know and name cool, warm and neutral colours.</li><li>To know the names of some artists that experimented with colour.</li></ul> |
|                                                          | <b>Key Vocabulary:</b><br>pencil, wax crayon, paintbrush, cotton bud, poster paint, colour names, pattern, repeating pattern.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Key Vocabulary:</b><br>Primary colours, Piet Mondrian, abstract art, secondary colours, Mark Rothko, neutral colours, tints, Paul Klee, shades, Jackson Pollock, warm colours, cool colours, Robert Delaunay, Sonia Delaunay, Wassily Kandinsky.                                                                                                                                                             |
| <b>Spring Term</b>                                       | <b>'Amazing Animals' &amp; 'On the Move'</b> <ul style="list-style-type: none"><li>To know what happens when mixing colours.</li><li>To name and choose colours for a specific purpose.</li><li>To know about light and dark colours.</li><li>To know that texture is how something feels to touch.</li><li>To know how to hold and use a pencil, pen, etc effectively</li></ul>                                                                                                                                                                                                            | <b>'Miro'</b> <ul style="list-style-type: none"><li>To know about the work of Joan Miro, making links to their own work, in the context of learning about Miro's Magical Realist paintings.</li><li>To know that Miro used bold colours, shapes and lines in his paintings and sculptures.</li><li>To know that 'surrealism' is a style of art adopted by Miro.</li></ul>                                       |



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|                    |                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>To know that line, form, colour and shape can be represented in different ways.</li></ul>                                                                                                                                                                                                                                                     |
|                    | <b>Key Vocabulary:</b><br><br>colour names, mix, blend, light, dark, texture                                                                                                                                                                                                                                                   | <b>Key Vocabulary:</b><br><br>Joan Miró, painting, Magical Realism, realistic, colour, size, life, home, surrealism, line, straight, vertical, horizontal, diagonal, curved, wiggly, zigzag, spiral, dotted, shape, geometric, organic, irregular, symbol                                                                                                                           |
| <b>Summer Term</b> | <b>‘Fun at the Seaside’ &amp; ‘Our Wonderful World’</b> <ul style="list-style-type: none"><li>To know some similarities and differences between materials</li><li>To name different materials for joining materials e.g. glue, tape</li><li>To know the names of some famous artists e.g. Frida Kahlo, Henri Matisse</li></ul> | <b>‘Earth Art’</b> <ul style="list-style-type: none"><li>To know that different cultures painted images on rocks to tell stories.</li><li>To know that sculptures can be made from man-made or natural materials.</li><li>To know what a loom weave is and how it works.</li><li>To know that mandala designs are organised around a centre focal point and use symmetry.</li></ul> |
|                    | <b>Key Vocabulary:</b><br><br>join, glue, tape, stick, materials, Frida Kahlo, Henri Matisse                                                                                                                                                                                                                                   | <b>Key Vocabulary:</b><br><br>Surface, rock painting, sculptures, natural materials, Rangoli patterns, loom weaving, fabric, mandala, collage, symmetrical                                                                                                                                                                                                                          |



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|                                                   | Year 1                                                                                                                                                                                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Substantive Knowledge (Practical and Theoretical) |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Autumn Term                                       | <b>‘Colour Chaos’</b> <ul style="list-style-type: none"><li>To know the names of primary colours.</li><li>To know that mixing two primary colours makes a secondary colour, and 3 makes tertiary.</li><li>To know add black or white to create shades and tints.</li><li>To know and name cool, warm and neutral colours.</li><li>To know the names of some artists that experimented with colour.</li></ul> | <b>‘Portraits’</b> <ul style="list-style-type: none"><li>To know that a portrait is a picture of one person or a small group of people.</li><li>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</li><li>To know the differences between a realistic portrait and an abstract portrait.</li><li>To know that warm colours are used to convey happiness and cold colours to convey sadness.</li></ul> |
|                                                   | <b>Key Vocabulary:</b><br><br>Primary colours, Piet Mondrian, abstract art, secondary colours, Mark Rothko, neutral colours, tints, Paul Klee, shades, Jackson Pollock, warm colours, cool colours, Robert Delaunay, Sonia Delaunay, Wassily Kandinsky.                                                                                                                                                      | <b>Key Vocabulary:</b><br><br>Portrait, self-portrait, memorialize, subject, materials, realistic, detailed, features<br>Warm colours, cold colours, emotions, compare, collage, abstract, cubist, cubism, watercolours, line drawing, watercolour wash, sweep, dab, background.<br>Pop Art, unrealistic, repeated image, pattern, oil pastels, famous, iconic.<br>Pablo Picasso Paul Klee Andy Warhol                                                                                     |
| Spring Term                                       | <b>‘Miro’</b> <ul style="list-style-type: none"><li>To know about the work of Joan Miro, making links to their own work, in the context of learning about Miro’s Magical Realist paintings.</li><li>To know that Miro used bold colours, shapes and lines in his paintings and sculptures.</li><li>To know that ‘surrealism’ is a style of art adopted by Miro.</li></ul>                                    | <b>‘Henri Rousseau’</b> <ul style="list-style-type: none"><li>To know about the life work of Henri Rousseau, making links to their own work, in the context of learning about Rousseau’s paintings.</li><li>To know that Henri Rousseau used clear outlines, lush, green plants in the background, pure, simple colours in different shades, each leaf painted separately, animals in foreground and huge, over-sized flowers in his paintings.</li></ul>                                  |



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|                    | <ul style="list-style-type: none"><li>To know that line, form, colour and shape can be represented in different ways.</li></ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>To know that Rousseau claims to have invented a new genre of painting known as 'Portrait-Landscapes'.</li><li>To know that many of Rousseau's paintings involved animals and jungles, even though he himself had never left France and a lot of his work came from his imagination.</li></ul>                                                                                                                                                     |
|                    | <p><b>Key Vocabulary:</b></p> <p>Joan Miró, painting, Magical Realism, realistic, colour, size, life, home, surrealism, line, straight, vertical, horizontal, diagonal, curved, wiggly, zigzag, spiral, dotted, shape, geometric, organic, irregular, symbol</p>                                                                                                                           | <p><b>Key Vocabulary:</b></p> <p>Henri Rousseau, sketching, portraits, landscapes, portrait-landscape, clear outlines, lush, green plants, background, pure, simple colours, different shades, foreground, over-sized, painting, masks</p>                                                                                                                                                                                                                                              |
| <b>Summer Term</b> | <p><b>'Earth Art'</b></p> <ul style="list-style-type: none"><li>To know that different cultures painted images on rocks to tell stories.</li><li>To know that sculptures can be made from man-made or natural materials.</li><li>To know what a loom weave is and how it works.</li><li>To know that mandala designs are organised around a centre focal point and use symmetry.</li></ul> | <p><b>'Super Sculptures'</b></p> <ul style="list-style-type: none"><li>To know that sculpture is the art of making three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.</li><li>To know about the work of the artists Anthony Gormley, Henry Moore, Barbara Hepworth, Anish Kapoor and Dale Chihuly.</li><li>To know that kinetic sculptures contain movement and know about the work of Alexander Calder.</li></ul> |
|                    | <p><b>Key Vocabulary:</b></p> <p>Surface, rock painting, sculptures, natural materials, Rangoli patterns, loom weaving, fabric, mandala, collage</p>                                                                                                                                                                                                                                       | <p><b>Key Vocabulary:</b></p> <p>Sculpture, human form, mannequins, pose, natural materials, silhouettes.</p>                                                                                                                                                                                                                                                                                                                                                                           |



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*The formal elements (line, shape, colour, pattern, tone, texture, form, space) run through all strands.*

|                                                  | EYFS                                                                                                                                                                                                                                                                                     | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Disciplinary Knowledge (Paradigms of Art)</b> |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Artists and Artworks</b>                      | <ul style="list-style-type: none"><li>- Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li><li>- Identify colours, objects and shapes in the artwork.</li><li>- Discuss their own artwork using simple language.</li></ul> | <ul style="list-style-type: none"><li>- Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</li><li>- Notice details and familiar objects/ shapes / colours in an artwork.</li><li>- Make some links between their work and an artwork.</li><li>- Describe and discuss their own artworks, noting key details.</li></ul> | <ul style="list-style-type: none"><li>- Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (with explanation /justification).</li><li>- Notice details and familiar objects/ shapes / colours in an artwork including light and dark.</li><li>- Make simple comparisons between artists and artworks.</li><li>- Begin to comment on how an artist/designer has used colour, pattern and shape.</li></ul> | <ul style="list-style-type: none"><li>- Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li><li>- Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</li><li>- Make links between their work and the work of more than one artist.</li><li>- Ask their own questions about artworks, developing them and sharing in class discussion.</li></ul> |
| <b>Drawing</b>                                   | <ul style="list-style-type: none"><li>- Begin to hold a pencil correctly and use it to make marks.</li><li>- Attempt to use other materials to make marks (crayons, felt tips, etc.)</li><li>- Represent their ideas and feelings through art.</li></ul>                                 | <ul style="list-style-type: none"><li>- Use a sketchbook to explore and investigate different types of marks.</li><li>- Hold a pencil and make marks with control.</li><li>- Use charcoal, coloured pencils and wax crayons to draw.</li></ul>                                                                                                                                                                                   | <ul style="list-style-type: none"><li>- Use a sketchbook to test out new materials and practise new techniques e.g. shading</li><li>- Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using</li></ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>- Use sketching strokes to draw and add texture, movement and depth.</li><li>- Share, blend and add highlights to describe light and dark, contrast and shadow.</li><li>- Make increasingly accurate observational drawings, using formal elements.</li></ul>                                                                                                                                                                                                       |



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|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"><li>- Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.</li></ul>                                                                                                                                                                                               | <ul style="list-style-type: none"><li>- Make simple observational drawings.</li></ul>                                                                                                                                                                                                                                                                                                   | <p>appropriate vocabulary to describe them.</p> <ul style="list-style-type: none"><li>- Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li><li>- Explore and begin to understand perspective.</li></ul>                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |
| <b>Painting</b>              | <ul style="list-style-type: none"><li>- Use a brush or other tool to make marks with paint.</li><li>- Choose from a range of pre-mixed colours to create painted artworks.</li><li>- Paint simple shapes and images that can be recognised or explained by the child.</li><li>- Use large muscle movement to paint and make marks</li></ul> | <ul style="list-style-type: none"><li>- Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li><li>- To identify primary colours by name</li><li>- Mix primary colours to make secondary colours.</li><li>- Add white to make different tints.</li><li>- Use poster paints and watercolours on traditional surfaces.</li></ul> | <ul style="list-style-type: none"><li>- Paint from observation and imagination.</li><li>- Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li><li>- Mix shades.</li><li>- Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li><li>- Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li></ul> | <ul style="list-style-type: none"><li>- Mix shades and tints.</li><li>- Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li><li>- Use complementary and contrasting colours.</li></ul> |
| <b>Sculpting and Collage</b> | <ul style="list-style-type: none"><li>- To handle, feel, enjoy and manipulate materials.</li><li>- To construct, build and destroy using a variety of materials.</li><li>- To shape and to model materials.</li></ul>                                                                                                                       | <ul style="list-style-type: none"><li>- Mould play dough or other soft materials, making round and flat shapes and adding texture.</li><li>- Use appropriate materials to create a desired texture or pattern (e.g. pen top for dots)</li><li>- Manipulate paper, card and wire to make simple shapes.</li></ul>                                                                        | <ul style="list-style-type: none"><li>- Manipulate paper, card and wire to make simple shapes.</li><li>- Use scissors appropriately to cut out shapes from prepared paper and stick them onto paper to make compositions (e.g. animals, landscapes)</li><li>- Create collages by cutting out increasingly complex shapes</li></ul>                                                                                                           | <ul style="list-style-type: none"><li>- Mould, carve and cut clay or other soft materials using appropriate tools.</li><li>- Add texture to clay using tools in different ways</li></ul>                                              |



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|  | <ul style="list-style-type: none"><li>- Use rollers, cutters and their hands to begin to mould soft materials, such as playdough.</li><li>- Start to use scissors appropriately to cut into materials.</li></ul> | <ul style="list-style-type: none"><li>- To experiment with constructing and joining recycled, natural and manmade materials.</li><li>- To make simple joins when constructing.</li><li>- Use scissors appropriately to cut out shapes from prepared paper and stick them onto paper to make compositions (e.g. animals, landscapes)</li></ul> | and sticking to paper with an awareness of composition. |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--|