



Biddick Hall Infant & Nursery School

Art and Design Progression Document

EYFS STATEMENT: As outlined in the EYFS framework in Expressive Arts and Design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. In EYFs children work in a language rich and stimulating environments to ensure children can develop their understanding, self-expression, vocabulary and ability to communicate through the arts. At the beginning of the year, children are provided with opportunities to create self-portraits using a range of media to create them. For example, in Nursery the children use pencil, paint and playdough and in Reception the children use craft materials, paints and tools and through discussion supporting children to make decisions about which colours to choose. The children have regular opportunities and experiences to express themselves through art, rich topics such as ‘Light up the Night’ and ‘Around the World’, this allows for repetition and to deepen experiences. For example, visits from the Confucius Institute from Newcastle University will enrich the experiences of learning about Chinese New Year celebrations, following a visit to the Sea Life Centre the children create sea creatures collaboratively and individually. The children are able to interpret and appreciate what they hear, respond to and observe.

		Knowledge End Points	Skills End Points	Local context and key resources.	Key Vocabulary	End Points Challenge For Higher Achievers	Supporting End Points For SEND
Year 1 Art Exhibition inspired by the work of Eric Carle	Year 1 Autumn 1	<p>Pupils will be taught to understand collage as a combination of materials that are cut, torn and glued.</p> <p>Pupils will understand there is a systematic approach to creating collage.</p> <p>Children will be taught about the work of Eric Carle and make links to their own work.</p>	<p>Pupils will sort and arrange materials to be used and are able to classify these into categories such as texture/colour/effect</p> <p>Pupils will experiment with different ways of manipulating materials: cutting, tearing and layering.</p> <p>Pupils will be mindful of form and space when assembling their collage.</p> <p>Pupils will articulate the positive aspects of their own and others work</p> <p>Pupils will use materials purposefully to achieve particular characteristics or qualities</p>	Sharon Cummings Eric Carle books	Collage, overlap, overlay, construct, pattern, join	<p>Pupils can be supported through;</p> <p>seeing examples of unfinished work, and suggesting how to resolve them.</p> <p>tasks which encourage them to draw on other forms of knowledge built through the curriculum, to consider how to demonstrate a personal response by applying a combination of techniques, media or material.</p>	<p>Pupils will be supported through;</p> <p>more guided instruction by breaking down tasks into smaller parts.</p> <p>worked examples that model and exemplify key techniques or aspects of techniques.</p> <p>more structured tasks, for example by limiting the choice of materials and confining practice to preliminary models and sketches rather</p>

<p><i>Year Two</i> <i>Art Exhibition inspired by the work of Suren Manvelyan</i></p>	<p>Year 2 Autumn 1</p>	<p>Pupils will know that collage is made from an assemblage of different forms, thus creating a new whole.</p> <p>Pupils will understand the language of texture and apply this to their own and other work.</p>	<p>Pupils will use techniques that create texture on paper.</p> <p>Pupils will create a piece of art and use materials purposefully to achieve particular effects.</p> <p>Pupils will evaluate their finished piece and consider what changes they would make next time describing what went well and what didn't.</p> <p>Pupils will explain why a particular effect is chosen.</p>	<p>Animal Eyes by Suren Manvelyan</p>	<p>Texture, materials, effect, layers sponge, printing, experiment, technique, scale</p>	<p>giving their views on a range of artwork through word, picture or expression.</p> <p>encouragement to join art clubs.</p> <p>informing parents of their child's talent and skill in Art and Design.</p>	<p>than 'finished' final outcomes.</p> <p>activities that being by focusing on what pupils already know before gradually including newer knowledge.</p> <p>being exposed to a range of artwork and consistently refer to them.</p>
<p><i>Year One</i> <i>Tree Art – Colour and Drawing</i></p>	<p>Year 1 Autumn 2</p>	<p>Pupils will gain an understanding of the primary colours and how to combine them to create secondary colours.</p> <p>The pupils will know that using differing amounts of paint will produce a range of effects.</p> <p>Pupils will learn that colours can be linked to emotions.</p>	<p>Pupils will be able to mix colours for a purpose.</p> <p>Pupils will create a piece of art using colours they have mixed.</p> <p>Evaluate their own work and work of others.</p>	<p>Mixed by Arree Chung</p>	<p>Texture, colour technique, layers, brights</p>		<p>a series of practice tasks that gradually increase pupils' independence and build skills over time.</p>

<p style="text-align: center;">Year Two Flower Sculptures</p>	<p>Year 2 Autumn 2</p>	<p>To know a range of techniques to create desired effect when sculpting.</p> <p>Pupils will deepen their understanding of colour theory – understanding the terms tint and shade.</p> <p>Pupils will know that different amounts of shade and tint create different effects.</p>	<p>Pupils will use black and white colours to tint and shade effectively.</p> <p>Pupils will add white and black to colours in appropriate amounts for a purpose.</p> <p>Pupils will use specific colour vocabulary – tint, shade</p> <p>Pupils will identify what they might change in their current work or develop in their future work.</p>	<p>Patterns in Nature The Burn Year One garden</p>	<p>Sculpture, form, pattern, texture scoring</p>		
<p style="text-align: center;">Year One The Magic Paintbrush</p>	<p>Year 2 Spring 1</p>	<p>Pupils will know that Chinese ink painting is a historical art form.</p> <p>Pupils will know how Chinese ink is created.</p> <p>To know about ancient Chinese artists; Wang Wei and Chen Chun</p> <p>Pupils will know how to evaluate ink paintings, through discussion on how the effects were created.</p>	<p>Pupils will hold and control the paintbrush to paint shapes, lines and edges.</p> <p>Pupils will take care of the brushes and equipment.</p> <p>Pupils will use traditional methods of ink painting.</p> <p>Pupils will experiment using the ink to create shades and effects.</p> <p>Pupils will create lighter or darker shades of colour using black or white, by adding more water or pigment.</p>	<p>Confucius Institute Newcastle University</p> <p>Chinese Rice Paper Ink Sticks Ink Stone Chinese Paint Brushes</p>	<p>Shade, tone, thickness, brush stroke, design</p>		

<p>Year Two <i>Willow Patterns & Calligraphy</i></p>	<p>Year 2 Spring 1</p>	<p>Pupils will learn that Willow Pattern Plates were inspired by Chinese porcelain created in the 1300s.</p> <p>Pupils will learn the story which inspired the plates created in England.</p> <p>Pupils will learn about the mass production of the willow pattern plates.</p> <p>To evaluate and compare ancient Chinese ceramic art with modern European versions.</p> <p>Pupils will understand why light and dark colour create effects of being closer or further away.</p>	<p>Create and design a pattern using knowledge of local landmarks.</p> <p>Pupils will develop skill in controlling and creating marks for effect.</p> <p>Pupils will paint with precision and detail.</p>	<p>Willow Pattern Story</p>	<p>Shade, tone thickness, brush stroke, design</p>		
<p>Year One <i>What would your figure say? The Conversation Piece by Juan Munoz</i></p>	<p>Year 1 Summer 1</p>	<p>To understand sculpture is a 3 Dimensional art form.</p> <p>Pupils will know about the work of the artist Juan Munoz.</p> <p>Pupils will learn about local and international art work; Conversation Piece.</p> <p>Pupils will describe differences and similarities between practices and disciplines and make links to their own work.</p>	<p>Pupils use a combination of shapes, including line and texture to convey feelings, expressions or movement.</p> <p>Pupils will use the techniques of rolling, cutting, moulding and carving.</p> <p>Pupils will apply the skills by manipulating clay to create a desired effect.</p>	<p>Visit to Conversation Piece, South Shields</p>	<p>Sculpture, shape, 2D and 3D, length, width, depth, modelling, moulding, shaping, tools, safety, design, conversation</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">con Year Two The Tower of South Shields; Inspired by the work of Matthew Ellwood</p>	<p>Year 2 Summer 1</p>	<p>To know which techniques to use to create a desired effect.</p> <p>Pupils will reflect on skills learnt in previous art lessons and know which ones are their strengths.</p> <p>Pupils will reflect on their personal</p> <p>Pupils will use their knowledge of local art to create their new piece of artwork.</p>	<p>Pupils will work collaboratively to create a joint project.</p> <p>Pupils will have opportunities to refine and apply skills learned to use different media.</p> <p>Pupils will identify which technique and skill can be used for a particular purpose to contribute to the project.</p> <p>Pupils will create an original piece inspired by work of other artists, using previously learned techniques.</p>	<p>Identify local art in coastal visit</p>	<p>Mural, 2D and 3D, past, present, future, community, expansion, model, sketch, collage</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year One Sanctuary Zoo – Aboriginal Art</p>	<p>Year 1 Summer 2</p>	<p>Pupils will understand the historical and cultural development of Aboriginal Art.</p> <p>Pupils will know how to respectfully reproduce their own work inspired by Aboriginal Art.</p> <p>Pupils will know that their paintings are personal to them and representing their own personal experiences.</p> <p>Pupils will know that natural materials can be used to create paint pigment.</p> <p>Pupils will understand that line and shape can convey symbols and meaning in art.</p>	<p>Pupils will have opportunities to develop techniques when using colour, pattern, texture, line and shape.</p> <p>Pupils will experiment with the use of tools; brushes, cotton buds, matchsticks and natural sticks. The pupils will identify which tools to use to create a desired effect.</p> <p>Pupils will use symbolism to create art that relates to their personal experiences and imagination.</p>	<p>Natural Pigments – clay, chalk, ochre, rocks to grind</p>	<p>Natural pigment, grind, paste, layers</p>		

<p>Year Two Pop Art</p>	<p>Year 2 Summer 2</p>	<p>Pupils will learn how art developed after WWII.</p> <p>Pupils will learn how art was influenced by popular mass culture for example; television, movies, advertising, comic books and famous people.</p> <p>Pupils will learn about Pop Art artists; Keith Harrington, Roy Lichenstein and Andy Warhol.</p> <p>Pupils will compare different forms of pop art.</p> <p>Pupils will discuss and identify the materials, techniques and processes used.</p>	<p>Pupils will deepen their use of art and design techniques.</p> <p>Pupils will master the use of contrasting colours and image manipulation.</p> <p>Pupils will create self-portraits inspired by Pop Art styles.</p> <p>To use knowledge of Pop Art to evaluate own work.</p>	<p>Images of work by Keith Harrington, Roy Lichenstein and Andy Warhol</p>	<p>Contrast, brightness, clear lines, bright colours, sharp paintwork, collage</p>		
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Safety tips

- Remind pupils of particular safety pointers at the beginning of each lesson, both verbally and visually.
- Provide a variety of scissors: round-ended, left/right handed.
- Use washable PVA glue where possible, or a low-temperature electric glue gun (PVA can also be used as a safer substitute for varnish).
- Use water-based and non-toxic printing inks.
- Try using reflective plastic tiles instead of mirrors which need more careful handling.
- Provide gloves and goggles to wear when using chicken wire, willow or canes.
- Tape down all flexes to avoid accidents.
- Ensure close supervision when using hot wax (batik) and sharp tools for cutting doweling, etc.
- " maintaining an inclusive learning environment " multi-sensory approaches, including information and communication technology (ICT) "
- working with additional adults
- managing peer relationships
- adult-pupil communication
- formative assessment/assessment for learning
- motivation, and " memory/consolidation.
- Some children with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks. In these cases it is helpful to discuss and plan with a support assistant who knows the child well. The SENCO, subject associations and/or organisations supporting people with particular SEN/disabilities may be able to offer more specialist advice.
- Make tasks accessible through pupils using, where appropriate: " specialist equipment, eg specialist scissors and cutting tools " generic aids, eg frames or adhesives to hold down pupils' work to surfaces.
- Use accessible, informative and engaging visual displays as a resource for teaching and learning and as a way of recognising pupils' achievements.
- Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger
- support activities where pupils do not have the necessary mobility and dexterity – eg using software to simulate traditional materials and techniques
- Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part.