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Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

# Art Curriculum Progression Document

| Nursery | Reception | Year 1 | Year 2 |
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| **Exploring colour**<br>Colour recognition, colour mixing, mark making, hand eye coordination, open mindset<br><br>**Mark Making and Sounds**<br>explore line, mark making, explore shape, hand – eye coordination, dexterity, fine motor skills, nurture curiosity<br><br>**What can we see**<br>Colour recognition, colour mixing, explore line, mark making, explore shape, hand- eye coordination, dexterity, fine motor skills, nurture curiosity, open mindset, visual literacy, reflecting and talking<br><br>**Using our bodies to make art**<br>Colour recognition, explore line, mark making, hand eye coordination, | **Exploring colour**<br>Colour recognition, deliberate colour mixing, controlled mark making, hand eye coordination, open mindset<br><br>**Mark Making and Sounds**<br>explore line, controlled mark making, explore and identify shape, hand – eye coordination, dexterity, fine motor skills, nurture curiosity<br><br>**Exploring 3d Materials**<br>Explore shape, modelling, hand eye coordination, dexterity, fine motor skills, creating narrative,<br><br>**What can we see**<br>Colour recognition, deliberate colour mixing, explore line, controlled mark making, explore shape, hand- eye coordination, dexterity, fine motor skills, nurture curiosity, open mindset, visual literacy, reflecting and talking<br><br>**Using our bodies to make art** | **Drawing**<br>Understand drawing is a physical activity. Spirals<br><br>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals<br><br>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals<br><br>**Printmaking**<br>Covered in Year 2<br><br>**Painting**<br>Understand watercolour is a media which uses water and pigment. Exploring Watercolour<br><br>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour | **Drawing**<br>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw<br><br>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw<br><br>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw<br><br>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect |

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| dexterity, fine motor skills, nuture curiosity, open mindset | Colour recognition, explore line, controlled mark making, hand eye coordination, dexterity, fine motor skills, nuture curiosity, open mindset<br><br>**ELG: Fine Motor Skills** Children at Use a range of small tools, including scissors, paint brushes and cutlery<br><br>Begin to show accuracy and care when drawing.<br><br>**ELG: Creating with Materials**<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br><br>Share their creations, explaining the process they have used;<br><br>Make use of props and materials when role playing characters in narratives and stories. | Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour<br><br>Paint without a fixed image of what you are painting in mind. Exploring Watercolour<br><br>Respond to your painting, and try to "imagine" an image within. Exploring Watercolour<br><br>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour<br><br>**Collage**<br>Covered in Year 2<br><br>**Making**<br>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making<br><br>Understand the meaning of "Design through Making" Playful Making<br><br>Use a combination of two or more materials to make sculpture. Playful Making<br><br>Use construction methods to build. Playful Making<br><br>Work in a playful, exploratory way, responding to a simple brief, using | Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Explore Through Monoprint<br><br>**Printmaking**<br>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint<br><br>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint<br><br>**Painting**<br>Covered in Year 1<br><br>**Collage**<br>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw<br><br>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw |

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| | | Design through Making philosophy. Playful Making<br><br>**Purpose/Visual Literacy/Articulation**<br><br>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.<br><br>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.<br><br>All Pathways for Year 1<br><br>Reflect upon the artists' work, and share your response verbally ("I liked…").<br><br>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").<br><br>Some children may feel able to share their response about classmates work.<br><br>All Pathways for Year 1 | Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw<br><br>**Making**<br>Understand the role of an architect. Be an Architect<br><br>Understand when we make sculpture by adding materials it is called Construction. Be an Architect<br><br>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect<br><br>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect<br><br>**Purpose/Visual Literacy/Articulation**<br><br>Understand artists take their inspiration from around them, collecting and transforming.<br><br>Understand that in art we can experiment and discover things for ourselves.<br><br>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. |

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| | | | Understand how the artists experience feeds into their work.<br><br>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2<br><br>Reflect upon the artists' work, and share your response verbally ("I liked…").<br><br>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").<br><br>Talk about intention.<br><br>Share responses to classmates work, appreciating similarities and differences.<br><br>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2 |

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| | | **Sketchbooks**<br>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals<br><br>Make a simple elastic band sketchbook. Personalise it. Spirals<br><br>Use sketchbooks to:<br>Develop experience of primary and secondary colours Spirals Exploring Watercolour<br><br>Practice observational drawing Spirals<br><br>Explore mark making Spirals Exploring Watercolour | **Sketchbooks**<br>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint<br><br>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint |