



## Emmbrook Infant School EYFS & KS1 Art & Design: Overview: Progression of Skills & Knowledge

EYFS					
Topic Enquiry focus	Key Skills & Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion	Cultural capital/ Significant Artists
Autumn					
<b>Myself and My Community – Who can help us?</b>  <b>Why are festivals special for people?</b>	<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>➤ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>➤ share their creations, explaining the process they have used</li> <li>➤ make use of props and materials when role playing characters in narratives and stories</li> </ul>	<b>Exploring Materials:</b> <ol style="list-style-type: none"> <li>1. Baseline self-portrait – first day in school</li> <li>2. Sketch self-portrait in pencil/paint – using materials and tools</li> <li>3. Experiment with light and shade using pencils</li> <li>4. Sketch an old toy (rocking horse/teddy bear)</li> </ol> <b>Using Props and Materials:</b> <ol style="list-style-type: none"> <li>1. Explore puppets from Diwali story – Rama and Sita</li> <li>2. Model how to make stick puppets – create own</li> <li>3. Retell the story of Rama and Sita using puppets</li> </ol>	<ul style="list-style-type: none"> <li>- Seasons</li> <li>- Story Structures</li> <li>- Old and new toys</li> <li>- Celebrations</li> <li>- Communities</li> <li>- My World</li> </ul> Art: Collage techniques (overlapping) Sketching lines, light/shade Colour mixing and painting outlines The Work of Artists inspiring my own	The World – My local area and community  The World – People and Communities: Festivals and Celebrations Past and Present Localities  Communication and Language – sharing creations	Different types of toys – key vocabulary from my recent past
	<ul style="list-style-type: none"> <li>➤ To know 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.</li> </ul>	<b>Exploring Natural Materials:</b> <ul style="list-style-type: none"> <li>- Rangoli patterns (links to Diwali)</li> <li>- Twig stars (links to Christmas) – Andy Goldsworthy</li> </ul>			
<b>Topic Enquiry focus Spring</b> <b>Which is your favourite traditional</b>	<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>➤ make use of props and materials when role playing characters in narratives and stories</li> <li>➤ share their creations, explaining the process they have used</li> </ul>	<b>Using Props and Materials:</b> <ol style="list-style-type: none"> <li>1. Explore puppets from traditional stories</li> <li>2. Use stick puppets combined with own materials to retell: Three Little Pigs, The Little Red Hen and Three Billy Goats Gruff</li> </ol>	<ul style="list-style-type: none"> <li>- Seasons</li> <li>- Traditional Stories</li> <li>- Communities</li> <li>- My World</li> <li>-Using tools safely</li> <li>- Pattern</li> </ul>	Communication and Language – sharing creations	<b>Vincent Van Gogh</b>



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<p><b>story character and why</b></p> <p><b>Where would you go in Space?</b></p>	<p>➤ make use of props and materials when role playing characters in narratives and stories</p>	<p>3. Make own hand puppet (linked to Aliens Love Underpants)</p> <p><b>Exploring Materials:</b></p> <p>1. Study still-life Spring plants, plant Spring bulbs</p> <p>2. Sketch plants to include key parts and colour with control</p>		<p>Literacy – Retelling narratives</p> <p>The World – Seasonal changes</p> <p>Past and Present</p>	
	<p>➤ To know 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.</p>	<p><b>Exploring Materials:</b></p> <p>1. Explore mixing colours to achieve light/shade</p> <p>2. Explore early perspective near/far by placing objects on straight lines (horizon)</p> <p>3. Paint own version of Harvest at La Crau using colour mixing and paint using early perspective (near/far large/small)</p>	<p>- Seasons</p> <p>- Stories</p> <p>- Communities</p> <p>- My World</p> <p>-The Work of Artists inspiring my own</p> <p>-Using tools safely</p> <p>- Pattern</p> <p>Art:</p> <p>Collage techniques (overlapping)</p> <p>Sketching lines, light/shade</p> <p>Colour mixing and painting outlines</p> <p>The Work of Artists inspiring my own</p>		
<p><b>Topic Enquiry focus</b></p> <p><b>Summer</b></p> <p><b>Where could you find a minibeast?</b></p>	<p><b>Creating with Materials</b></p> <p>➤ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>➤ share their creations, explaining the process they have used</p> <p>➤ make use of props and materials when role playing characters in narratives and stories</p>	<p><b>Exploring Materials:</b></p> <p>1. Use sketching skills – line, shape, light and shade to draw still-life (ammonite)</p> <p>2. Use dough to practise moulding, shaping and adding detail to 3D shape</p> <p>3. Use clay to mould, shape and add detail to a model (minibeast)</p>	<p>- Seasons</p> <p>- Stories</p> <p>- Communities</p> <p>- My World</p> <p>Art:</p> <p>Collage techniques (overlapping)</p> <p>Sketching lines, light/shade</p>	<p>The World – past and present</p> <p>The World – The natural environment and habitats</p> <p>Seasonal Changes</p>	<p><b>Yayoi Kusama</b></p> <p><b>Henri Matisse</b></p>



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<b>Would you see a dinosaur today?</b>	➤ To know 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.	<b>Exploring Materials:</b> <ol style="list-style-type: none"><li>1. Using colours to create pattern with 2D shapes (circles) by printing/painting</li><li>2. Explore mixing colours to show light/shade (inspired by Yayoi Kusama's Butterfly)</li><li>3. Practise tearing technique using coloured paper, create overlapping collage</li><li>4. Use tearing, overlapping and colour to create collage (inspired by Matisse's The Snail)</li></ol>	Colour mixing and painting shapes -The Work of Artists inspiring my own -Using tools safely - Pattern	Literacy – Retelling narratives	
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Year 1					
Topic Enquiry focus Autumn	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital	Cultural capital/ Significant Artists
<b>Bears</b>  <i>Which bear would you like to be and why?</i>	➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<b>Painting:</b> 1. Colour mixing (primary and secondary terms)  <b>Drawing:</b> 2. Develop skills of shading 3. Develop skills of observance for sketching 4. Sketch bears (shading) 5. Linda Israel – study artist, create bear paintings in her style. 6. Sketch the Queen (Portrait)  <b>Collage:</b> 7. Collage bears and habitats		DT- moving part bears DT- stocking DT- clay diva lamps  Christmas art	Linda Israel.
	➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
	➤ to use a range of materials creatively to design and make products				
Topic Enquiry focus Spring	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital	Cultural capital/ Significant Artists
<b>Bridges and the Life of Isambard Kingdom Brunel (Horace King)</b>  <i>Could we live without bridges?</i>	➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<b>Drawing:</b> 1. Sketch bridges (Tower Bridge and Golden Gate Bridge) 2. Susie Grindey – look at artist, create colour pencil drawing in her style 3. Sketch Isambard Kingdom Brunel (Portrait) (charcoal). Develop skills using charcoal. 4. Sketch chicks (shading)  <b>Painting:</b> 5. Monet – look at artist, create Monet style painting. Develop skills using pastels  <b>Sculpture-</b> Clay chicks 6. <b>Print chicks</b>		History/Geography link – bridges and where they are in the world.  DT- bridge building  Mother’s Day cards Easter cards	<b>Claude Monet</b> Water Lillies  <b>Susie Grindey</b>
	➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
	➤ to use a range of materials creatively to design and make products				
	➤ to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices				



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	and disciplines, and making links to their own work.				
<u>Topic</u> <u>Enquiry focus</u> Summer	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion</u> <u>/Cultural Capital</u>	<u>Cultural capital/</u> <u>Significant Artists</u>
<p><b><i>The Victorians- old and new</i></b></p> <p><b><i>Was it ever fun being a Victorian child?</i></b></p>	➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p><b>Sketching:</b></p> <ol style="list-style-type: none"> <li>1. Sketch Queen Victoria (portrait)</li> <li>2. Sketch trees in the playground</li> <li>3. Sketch Ghanaian artefacts.</li> </ol> <p><b>Painting:</b></p> <ol style="list-style-type: none"> <li>4. Van Gogh- sunflowers (sketch sunflowers- still life, paint in the style of VG)</li> </ol> <p><b>Use a range of materials:</b></p> <ol style="list-style-type: none"> <li>5. Arcimboldo Fruit faces – study the artist, then use real fruit to create a face, and photograph.</li> </ol>		History link - Victorians	<b>William Morris</b>
	➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			ICT- William Morris wallpaper.	<b>Vincent Van Gogh</b>
	➤ to use a range of materials creatively to design and make products			DT- make tables for Victorian house.	Sunflowers
	➤ to know 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.			DT link- fruit faces	Victorian portraits
				Science link- trees Geography link - Ghana	



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Year 2					
<u>Topic</u> <u>Enquiry focus</u> <u>Autumn</u>	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral</u> <u>knowledge</u> <u>building</u> <u>Termly/Annually</u>	<u>Curriculum</u> <u>Cohesion</u> <u>/Cultural</u> <u>Capital</u>	<u>Cultural</u> <u>capital/</u> <u>Significant</u> <u>Artists</u>
<b>Why can't we all live in the sea?</b>	➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p><b>Sculpture Technique:</b> make indentations in clay for different effects. Learn how to exert the correct pressure and use different objects to create pattern. Sculpture: roll out clay to equal depth to create a rock pool floor. Use tools to imprint shapes of creatures/shells that have a rock pool habitat. Paint clay tile.</p> <p><b>Using materials creatively:</b> <b>Collage.</b> Use different materials to create paper animals and plants in a rock pool. Stick clay tile in between collage rock pool craft. <b>Technique:</b> use pencil markings to create light and shade markings. Use HB pencil to create line drawing patterns. <b>Drawing:</b> Look at real fish (plaice, mackerel, sardines) use sketch books to create a line drawing with HB pencil. Use pressure and cross hatching for shading and depth. <b>Technique:</b> Mixing colours. Use blue and purple/white to create different lighter and darker tones of blue. Observe Hokusai's Great Wave. <b>Painting:</b> Create a wave/sea painting using colour mixing technique.</p>	<p>Using pencils to draw pattern/line. Observation in drawing detail.</p> <p>Review yr1 colour mixing palettes. primary and secondary colours</p>	<p>Science-habitats  Science – different species of fish.</p>	<p>David Miller Fish and wildlife artist Black and white and colour sketches.</p> <p>Hokusai's Great Wave</p>
	➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
	➤ to use a range of materials creatively to design and make products				





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		<p><b>Technique: Printing</b></p> <p>Use different shapes and materials to print with. Use rollers and brushes to apply paint and model correct print technique.</p> <p>Create their own print block with potato, foam, sponge, string. Create a repeating pattern.</p> <p><b>Using materials creatively:</b></p> <p>Create a pattern block using foam indent or string to create the skin/scales of a dragon. Print your dragon.</p> <p>Use materials creatively to create a collage dragon, incorporating printing made from blocks.</p> <p><b>Sculpture:</b></p> <p>Look at photographs of A Gormley's figure sculptures. Use foil, to squeeze and mould into human form. Create a figure in a pose and mount on black .</p> <p><b>Painting</b></p> <p>To mix paints to create block print designs on dragon and to free paint dragon creatures(imaginative)</p>	<p>rockpool clay tile in autumn term</p> <p>Link printing experiences in yr1 Develop with roller application in yr2</p> <p>Science -forces</p>	<p>their appearance.</p>	<p>Eric Carle- collage/print mediums</p> <p>Anthony Gormley</p>
	<p>➤ To know 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.</p>	<p>Portrait painters from the past. British artist John Hayles- Samuel Pepys. Other artist paintings and sketches to compare.</p> <p>Sculpture –henry Moore, Barbara Hepworth.</p>			





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<p><b>Night &amp; Day</b></p> <p><i>Would you rather be awake in the day or the night?</i></p>	<ul style="list-style-type: none"> <li>➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ to use a range of materials creatively to design and make products</li> <li>➤ to know 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.</li> </ul>	<p><b>Technique;</b> Using coloured pencils and different HB 2B pencils to create effects. Divide paper into boxes. Use pencils to create patterns in line, pattern, texture. Use final box to zoom in on a feather pattern.</p> <p><b>Drawing:</b> observation of a feather. Use colours and pencils to create fine line patterns of a feather. Capture delicacy in pencil stroke.</p> <p><b>Collage:</b> Choose from selection of papers to create a collage/model feather. Use pencils for colour and pattern. Use scissors for fringing. Use art straws as spine.</p> <p><b>Drawing:</b> Use different materials and tools to paint or draw an owl (hold and stroke the owls from falconry centre first) Use Tawny owl and Barn Owl photographs to support drawing observations. Capture feather patterns with study in line drawing.</p> <p><b>Using oil/chalk pastels</b></p> <p>Study in close up part of the owl (eyes) use pastels to create an enlarged picture of the owl's eyes and heart shaped feathered ruff  Artists: Vincent Van Gogh  Observe Starry night a painting in close up. Look at different versions of the painting /computer generated too.  Create a copy of the painting in 2simple using different software tools.  Create another artwork using paint or pastels9pupil choice)</p>	<p>Using different materials and techniques in new art pieces.</p> <p>Refine observations and detail in drawings.</p>	<p>Science  Literacy/ the owl who was afraid of the dark</p>	<p>Van Gogh-  Starry Night</p>

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