



St Anne Line Catholic Infant School
Art and Design Curriculum
Progression of Knowledge and Skills, Vocabulary and Long
Term Plan

School Mission, Vision and Context

Mission Statement

With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.

Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

This means in Art and Design

- Many children have well below average starting points.
- We have a unique and diverse school community where pupils celebrate our similarities and differences.
- We celebrate many different cultures and languages throughout the school.
- Language development is integral in every subject and teachers support all children including SEND children well in their learning journey.
- We develop our artistic skills through our Catholic faith and our faith inspires our learning.

Nursery
Expressive Arts & Design - Creating with Materials

2-3 years	3-4 years
Across the year, children develop confidence in experimenting with colour and materials, and use open-ended resources to express their ideas. Through art and construction, they build creativity, curiosity, and increasing independence.	Across the year, children build confidence and control in drawing and painting, creating more detailed work, exploring colour mixing, varied tools, techniques, surfaces, and artist-inspired pieces. They begin to express ideas and emotions through their artwork.
Kandinsky	Yayoi Kusama

Reception
Expressive Arts & Design - Creating with Materials
(Specific Area)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Creating with Materials</u> Children will know how to draw a person – head, arms, legs and facial features.</p> <p>Children will use glue to make 2D collage pictures with a range of materials, understanding the glue acts as an adhesive.</p> <p>Children will explore and describe autumn textures.</p>	<p><u>Creating with materials</u> Children will know how to mix primary colours to make secondary colours using paints.</p> <p>Children will use scissors safely to snip lines and begin to cut along a guide line.</p>	<p><u>Creating with materials</u> Children's drawing become more complex with detailed features e.g. a person with facial features, a body arms and legs</p> <p>Children will know how to use a hole punch to make patterns.</p> <p>Children will notice, describe and record how winter creates art in nature through ice and frost.</p>	<p><u>Creating with materials</u> Children will identify the colours and shades associated with spring to inspire paintings and art work.</p> <p>Children will use scissors safely to confidently cut around guide lines.</p>	<p><u>Creating with materials</u> Children will use their drawing skills to create still life pictures.</p> <p>Children will use folding techniques to make an origami creation.</p> <p>Children will use inspiration from spring to discuss and explore scents.</p>	<p><u>Creating with materials</u> Children will know how to make different shades of the same colour.</p> <p>Children will use scissors to cut shapes and around prints free hand.</p>
Piet Mondrian	Alma Thomas		Kehinde Wiley		Steven Brown

Art and Design Long Term Plan

Year Group	Year 1			Year 2		
Mastering Techniques through our topics	Autumn	Spring	Summer	Autumn	Spring	Summer
Drawing	Taught through other art topics, subjects and continuous provision opportunities.				Drawing - telling a story Spring 2 Can I express emotions and stories through drawing?	
Painting	Colour Splash - Creation Autumn 1 How do artists use colour to create different effects?			Landscapes - Southend Autumn 1 How do artists use colour, tone and texture to create different effects?		
Mixed Media	Taught through other art and cross curricular topics and continuous provision opportunities.			Taught through other topics and subjects throughout the year.		
Sculpture / 3D Craft and Design		Mapping it out Spring 1 How can a map be a starting point for art?	Digital Art (Computing) How can I create art digitally?			Sculpture - Paper play - flight Summer 1 How can I use paper to create sculptures?
			Clay houses Summer 1 How do sculptors use tools differently to create different effects?			
Printing	Taught through other art topics, subjects and continuous provision opportunities. Taught in the Mapping it out unit.					Printing - Monoprints - patterns (short unit Summer 2)

Book Links

Year Group	Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Book Link	<p>Painting - Creation:</p> 	<p>Sculpture/3D craft and design - mapping it out:</p> 	<p>Sculpture - Clay houses:</p> 	<p>Painting - Landscapes</p> 	<p>Drawing - telling a story</p> 	<p>Sculpture - paper play - Flight</p> 
Curriculum Links	RE	Geography	History	Geography/RE	English/RE	History

Vocabulary

Year Group	Nursery			Reception					
Term				Autumn	Spring	Summer			
Vocabulary	Children use simple descriptive language linked to making and exploring, such as <i>colour, shape, line, paint, draw, model, cut, stick, pattern, texture</i> . They talk about what they have created and begin to describe materials.			story create layer glue cut primary colours mix	character collage paper scissors shape autumn	detail observe darker pattern winter pastel	outline shade lighter repeat spring blossom	still life proportion landscape accurate confident	object shadow vibrant precise
Year Group	Year 1			Year 2					
Term	Autumn	Spring	Summer	Autumn	Spring	Summer			
Vocabulary	Painting - Creation: blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	Sculpture/3D craft and design - mapping it out: abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap Pattern shape stained glass texture viewfinder	Sculpture - Clay houses: casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot	Painting - Landscapes Line shape dark & light pattern texture primary colours secondary colours 2D/3D observational drawing experimental drawing, imagination landscape	Drawing - telling a story blending charcoal concertina cross hatching emoji emotion expression Frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin	Sculpture - paper play - Flight artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag Printing - (short unit) Poly print tiles relief repeating block rubbings monoprint load surface pattern			

Making Skills	Year 1	Year 2
Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work (see below for formal elements of art in detail).</p>
Painting	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.
Craft, design, materials and techniques	<p>Learn a range of materials and techniques such as clay, sketching, printing and collage.</p> <p>Learn how to use hands and tools when cutting, shaping and joining paper, card and malleable materials.</p>	<p>Use a range of materials and develop control to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>
Knowledge - to know...	<p>Colour Splash - How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Mapping it out - How to draw a map to illustrate a journey.</p>	<p>Landscapes - How to mix paint How to create shades and tints. How to create different textures How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to overlap paint to mix new colours. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Drawing - telling a story - Marks and lines can show sounds, textures, and feelings. I can use drawing and simple book-making techniques to tell a story. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood.</p>

How to separate wool fibres ready to make felt.
How to lay wool fibres in opposite directions to make felt.
How to roll and squeeze the felt to make the fibres stick together.
How to add details to felt by twisting small amounts of wool.
How to choose which parts of their drawn map to represent in their 'stained glass'.
How to overlap cellophane/tissue to create new colours.
How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
How to apply paint or ink using a printing roller.
How to smooth a printing tile evenly to transfer an image.
How to try out a variety of ideas for adapting prints into 2D or 3D artworks.

Sculpture - Clay houses -

How to smooth and flatten clay.
How to roll clay into a cylinder or ball.
How to make different surface marks in clay.
How to make a clay pinch pot.
How to mix clay slip using clay and water.
How to join two clay pieces using slip.
How to make a relief clay sculpture.
How to use hands in different ways as a tool to manipulate clay.
How to use clay tools to score clay.

how to use different materials and marks to replicate texture.
How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.
How to use marks and lines to show expression on faces.
How to make a concertina book.
How to use drawing to tell a story.
How to use charcoal to avoid snapping and to achieve different types of lines.
How to use drawing pens.

Sculpture - Paper Play - Flight

How to roll and fold paper.
How to cut shapes from paper and card.
How to cut and glue paper to make 3D structures.
How to decide the best way to glue something.
How to create a variety of shapes in paper, eg spiral, zig-zag.
How to make larger structures using newspaper rolls.

Generating Ideas - Skills	Year 1	Year 2
Sketchbook skills	<p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>	<p>Use sketchbooks more effectively through further teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Experiment in sketchbooks, using drawing, painting and other media to record ideas.</p> <p>Use sketchbooks to help make thoughtful decisions about what to try out next.</p>
Creating Original Artworks - skills	<p>Explore and create ideas using a range of media and techniques.</p>	<p>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Further generate ideas from a wider range of stimuli, exploring different media and techniques for purposes and intentions.</p>

Formal Elements of Art	Year 1	Year 2
<p>Colour Skills</p> <p>Colour Knowledge</p>	<p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p> <p>Primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple</p>	<p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections</p> <p>The primary colours are red, blue and yellow and I know how to mix secondary colours</p>
<p>Form Skills</p> <p>Form Knowledge</p>	<p>Learn about form and space through making sculptures and developing language.</p> <p>Composition means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Composition means how things are arranged on the page. Know that paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture.</p>
<p>Line Skills</p> <p>Line Knowledge</p>	<p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p>	<p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>
<p>Pattern Skills</p> <p>Pattern Knowledge</p>	<p>Understand patterns in nature, design and make patterns in a range of materials.</p> <p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p>
<p>Shape Skills</p>	<p>Identify, describe and use shape for purpose.</p>	<p>Compose geometric designs by adapting the work of other artists to</p>

<p>Shape Knowledge</p>	<p>Know that shapes can be organic (natural) and irregular. Know that patterns can be made using shapes.</p>	<p>suit their own ideas. The horizon is where the sky meets the ground Tone: I can make different tints by adding white to colours</p>
<p>Texture Skills Texture Knowledge</p>	<p>Use materials to create textures.</p>	<p>Identify and describe different textures. Select and use appropriate materials to create textures. I can make different textures by using different materials to show how things feel when touched. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture</p>
<p>Tone Skills Tone Knowledge</p>	<p>Understand what tone is and how to apply this to their own work. There are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Experiment with pencils to create tone. Use tone to create form when drawing.</p>

Knowledge of Artists	Year 1	Year 2
Skills	<p>Begin to talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>
Knowledge	<p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Some artists are influenced by things happening around them.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Some artists are influenced by things happening around them.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Illustrators use drawn lines to show how characters feel.</p>
Artists, Craftspeople, Designers to be studied	<p>Colour Splash- Clarice Cliff, Jasper Johns</p> <p>Mapping it out - Susan Stockwell, Emma Johnson, Josef Albers, Eduardo Paolozzi, Matthew Cusick</p> <p>Clay houses - Ranti Bam, Rachel Whiteread</p>	<p>Landscapes - Pierre-Auguste Renoir, Joaquín Sorolla, Peder Severin Krøyer, Vincent Van Gogh</p> <p>Drawing - telling a story - Picasso, Dennis Creffield, Quentin Blake</p> <p>Sculpture - Flight - Samantha Stephenson, Kevin Box, Hubert Phipps, David Smith (and others)</p> <p>Mono-Printing - Xgaoc'o X'are, Leonardo Di Vinci</p>

Evaluating	Year 1	Year 2
Identifying similarities and differences to others' work - skills	<p>Recognise and describe key features of their own and other's work.</p> <p>Begin to explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Describe and compare features of their own and others' artwork.</p>	<p>Compare other's work, identifying similarities and differences</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Describe and compare features of their own and others' artwork (sometimes relating it to other artists' work).</p>
Evaluating and analysing skills	<p>Describe what they feel about their work and the art of others.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Begin to talk about how art is made.</p>	<p>Describe choices and preferences using the language of art.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>Talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>
Knowledge - to know that...	<p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p> <p>People make art for fun.</p> <p>People make art to decorate a space.</p> <p>People make art to help others understand something.</p>	<p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p> <p>People use art to tell stories.</p> <p>People make art for fun.</p> <p>People make art to help others understand something.</p> <p>People make art to decorate a space.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p>