WINS SUBJECT PROGRESSION GRID

SUBJECT – Art SUBJECT LEAD – Katie Ward

ASPECT - Engaging in the work of others			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Responses to work: Like, dislike, don't like. Happy, sad, excited, calm, funny, smiley, frightened. I think it is… It looks like… I identify images, colours, shapes, patterns.	landscape, portrait, still life, journey, moment, memory, event, surreal, fantasy, abstract, message light, delicate, layered, strong, rough, dark, peaceful, dripped, textured, scale painted, woven, printed, drawn, cast, stitched, layered, assimilated, collage	As Year 1 but with greater exploration and discussion of *Mood* and *Context*. quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, celebratory, reflective
RESOURCES/ EQUIPMENT	Images in painting area and other displays where appropriate. Books available.	Rod Taylor Framework – see below	
KNOWLEDGE	To know that the Art work has been created by someone.	Know some basic painting and drawing materials and techniques; some which they have used, some which they have seen in works of Art.	Know and name a range of painting and drawing materials and techniques; some which they have used, some which they have seen in works of Art.
SKILLS	Look at and respond to work through any outward expression, and begin to communicate a verbal response.	Be able to answer at least one question under each of the first 4 headings of the model – Content, Form, Process, Mood.	Be able to make contributions to discussions in relation to all 5 headings of the model – Content, Form, Process, Mood and Context.

ASPECT – Print making			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Print, stamp, mark, make, copy, same, reflection, ink, roll.	Relief print, mono-type, mono print, roller, ink, board, image, duplication, image, transfer, negative image, inverse	As year 1 but also to include: Pattern, tessellate, repeat, random, interlock, invert, oppose.
RESOURCES/ EQUIPMENT	Water, paint, mud, dough. Everyday objects.	Ink rollers, ink blocks, acetate boards, thick printing ink, range of paper types.	Ink rollers, ink blocks, foam/polystyrene/gel boards, thick printing ink, range of paper types.
KNOWLEDGE	Reflections in mirrors, printing, wet paint can transfer, we can apply paint in other ways other than brushes. We can repeat an image by printing.	Work of various artists/printmakers. Symmetry, inverse image, negative image. Duplications of one drawing through printing.	Work of various designers including William Morris and Ersha. Understanding of pattern and how it is used in design, fashion, textiles, interiors etc. Symmetry, inverse image, negative image, pattern, tessellation.
SKILLS	Printing with feet, hands, and objects. Printing by folding paper in half/ symmetry print. Printing into playdough with objects such as duplo.	Printing into clay to create pattern and texture on a final piece of work. Mono-print. Clay imprints for plaster of paris casts.	Printing into clay to create pattern and texture on a final piece of work. Poly-print & tessellation

ASPECT – Ceramics and malleable.			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Roll, flatten, twist, coil, pinch, squeeze, thinner, thicker, even, longer, shorter.	Slab, slip, score, fire, kiln, glaze, ceramic.	Slab, slip, score, fire, kiln, glaze, ceramic, plastic wet, leather hard, bone dry, bisque, glazeware.
RESOURCES/ EQUIPMENT	Play dough, model magic, air drying clay.	Clay to be fired, air drying clay, play dough, model magic, giotto. Rolling guide sticks, rolling pins, clay, boards, pots for slip, sponges, tools, brushes.	Clay to be fired, air drying clay, model magic, giotto. Rolling guide sticks, rolling pins, clay, boards, pots for slip, sponges, tools, brushes.
KNOWLEDGE	These materials can be shaped with our hands and tools, in lots of ways. These materials will dry if left out in the air. After that, they can't be changed in shape again. If we drop a pot made of clay it will break, but if we drop wet clay it won't break.	Properties of clay both wet and dry. It's level of fragility, brittle nature. Clay is a natural product. To make ceramics that are string and long lasting they need to be fired at a high temperature.	Properties of clay both wet and dry. It's level of fragility, brittle nature. Clay is a natural product. To make ceramics that are string and long lasting they need to be fired at a high temperature. How much water/slip to use. How to smooth away lines. How to ensure a model can hold its own shape.
SKILLS	Rolling to form a snake or sausage. Rolling to make a material flat using a rolling pin. Rolling a ball like shape in hands. Using cutters to make shapes of different thicknesses. Bending, squeezing and squashing in exploration.	Coil pots, pinch pots. Scoring and cross hatching edges to make joins hold. Rolling to an even thickness using guides – to form flat tiles/slabs. Oil pastel and Indian ink on dry clay to create colour effect/oil resist. 2D and relief work, or 3D work which is supported.	Hollow vase using 2 halves. Scoring and cross hatching edges to make joins hold. Rolling to an even thickness using guides – to form flat tiles/slabs. Curving flat slabs to form cylinders (rolling and wrapping). Oil pastel and Indian ink on dry clay to create colour effect/oil resist. Fully self-supported 3D work with carefully considered structure, weight, proportion etc.

ASPECT – Key skills for drawing.			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Observe, look, see. Shape, line, shape, curve, spiral, flow, straight, zig-zag, thicker, thinner, bigger, smaller, press harder. Lighter, darker, shade, solid, texture, press, pressure.	Composition, technique. Bold, solid, delicate, faint. Abstract, realistic. Increase, decrease, shade, cross hatch, stipple, blend, smudge, soften. Continuous, flowing, broken, asymmetric, complex.	Highlight, tone, shadow, shade, contrast, midtone, bright, cast. Intricate, irregular, structured. Perspective, middleground, foreground, background. Gradient.
RESOURCES/ EQUIPMENT	Pencils, coloured pencils, felt pens, chalk, oil pastels, wax crayons. Paper of various types and colours. Images for inspiration. Brushes and pots for water mark making outside. Sticks for making marks in mud or sand.	Pencils of all grades, fine line pens, felt pens, conti-crayons, charcoal pencils, charcoal sticks, graphite crayons, graphite sticks (thin), chalk, pastels, dry pastels, wax crayons. Paper of various types and colours. Objects for drawing, e.g. shells, feathers, pine cones. Images and books of famous Art and Design works.	Pencils of all grades, fine line pens, felt pens, conti-crayons, charcoal pencils, charcoal sticks, graphite crayons, graphite sticks (thin), chalk, pastels, dry pastels, wax crayons, biros. Paper of various types and colours, sketch books. Objects for drawing, e.g. shells, feathers, pine cones. Images and books of famous Art and Design works.
KNOWLEDGE	Name different mediums and know how they work. Know how to hold a pencil correctly. Understand how different mediums will break. We can use drawing to share images, ideas, feelings or just to have fun.	Pencil grades and properties. Different techniques that can be achieved by different tools. Definition of key terminology. How to make darker, lighter, thinner and thicker marks with each tool. Begin to observe high lights and shadows in still-life and portraits.	As year one but with greater understanding of light and shade, how light hits objects and how this looks visually. Where do shadows fall? Darker and lighter parts of spherical shapes and faces. How to use view finders to select sections of images and to aid ability enlarge maintaining correct proportion.
SKILLS	Confident and controlled mark making with a range of different tools. Application of more/less pressure to create line or stop tool from breaking.	Choose the appropriate medium for the subject or the element to be focussed on. Know the difference between a line drawing and a drawing working with shade and tone. Create light and dark with charcoal and pencil, and start to explore shading techniques.	Choose the appropriate medium for the subject or the element to be focussed on. Select appropriate grades of pencils to make marks that are hard, soft, light, dark, sharp, smudged, blended. Create light and dark with charcoal and pencil, and use a range of techniques to blend and shade.

ASPECT – Painting			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Thick, thin, wet, dry, palette, brush, stroke, press, mix.	Pressure, consistency, dilute, watery, wash, shade, effect, wax resist, lighter, darker, fade.	Tint, tone, shades, primary/ secondary colour, texture/ texturise, build up, transparent, overlay, flick.
RESOURCES/ EQUIPMENT	Poster paint, water colour paints, white wax crayons, Brushes – watercolour, poster/ acrylic, home décor, sponges, rollers, plates, palettes, pots. A range of papers.	Poster paint, water colour paints, poster paint, white wax crayons, pencils. View finders, artists work, art postcards. Still life objects- shells, feathers etc. Key vocab from lessons taught. Skills overview from lessons taught. Brushes – watercolour, poster/ acrylic, home décor, sponges, rollers, plates, palettes, pots. A range of papers.	
KNOWLEDGE	Name primary colours. Know that we can paint with other wet mediums – water, mud etc. Use brushes, paint and water, and know that colours will mix and appear differently if the same brush is used directly. Know the difference between water colour, poster paint and powder paint, and know which brush to use with which type of paint.	Know how to use the correct brushes and paints to create a range of effects. Be able to identify the different types of paints and brushes. Select the correct type of paint for desired outcome. Know how to thin, lighten colours using white or water. Know which colours to mix to make orange, green, pink and purple.	Know how to use the correct brushes and paints to create a range of effects. Be able to identify the different types of paints and brushes. Select the correct type of paint for desired outcome. Know how to thin, lighten, darken colours using white or water. Mix colours to create different shades, tints and tones. Know which colours to mix to make orange, green, pink, purple, and brown… neighbouring shades of each.
SKILLS	Create effects with paint by using hands, brushes, rollers, sponges, cotton buds, objects. and by pouring, splattering, dripping. Select and use appropriate brushes for the type of paint and detail of the painting. Use water to wash brushes, and thin paint or dilute paint. Explore mixing colours. Develop control with a paint brush.	Create a range of colours by mixing paint on a palette. Mix poster paint effectively. Use water colours with control and being careful with the brush. Use varying amounts of water to create desired depth of colour/ value. Use brusho to create colour washes, and in layers as part of wax resist. Block paint with colours; blend colours using water. Enjoy exploring texture and effects with poster paint. Use fingers and hands to paint.	As Y1, and also use a range of brush sizes as appropriate to work in finer detail with watercolour and poster paint. Create a more complex range of colours by mixing, lightning, darkening and thinning with water. Form an understanding of and experiment with tints and tones by added white and grey. Explore paint as part of mixed media projects, paint over different papers and collage work, fabric and glass. Use paint to create background washes. Use glass paint for translucent paint effects.

Content, Form, Process, Mood and Context

A Framework for Discussing Works of Art & Design

Content – **looking at the subject of the work**

What is it? What is it about? What is happening?

What does the artist call the work?

Does the title change the way we see the work?

Is the artwork a realistic depiction?

Have any parts been exaggerated or distorted? If so why?

What is the theme of the work?

What message does the work communicate?

Landscape**, portrait, still life, journey, moment, memory, event, surreal, fantasy, abstract, message**

Form – looking at the formal elements

What colours does the artist use? Why? How is the colour organised?

What kind of shapes can you find?

What kind of marks does the artist use?

What is the surface like?

What kind of textures can you see?

How big is the work?

Light, delicate, layered, strong, rough, dark, peaceful, dripped, textured, scale

<u>Process</u> – how the work has been developed and made

What materials and tools have been used?

What is the evidence for this?

Do sketchbooks provide any clues as to how the work developed?

How has the work been made?

Painted, woven, printed, drawn, cast, stitched, layered, assimilated, collage

<u>Mood</u> – looking at the communication of moods and feelings

How does the work make you feel?

Why do you feel like this?

Does the colour, texture, form or theme of the work affect your mood?

Quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, celebratory, reflective

<u>Context</u> – taking a wider view

When was it made? Where was it made? Who made it? Who was the work made for?

What do you know about the artist?

Does the work relate to the social or political history of the time?

How does the work relate to the works around it? (inside and outside of the gallery setting)

Can you link the work to other arts of the period such as film, music or literature?

Does the work link to any other areas of knowledge?