

## Art Sequencing at Osballdwick Primary Academy

EYFS building the foundations for Art:

### Nursery

Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art plays a huge part in everyday life and provision in Nursery and Reception as well as being taught through focused activities. Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead. They are developing their drawing and painting skills through using drawing and painting for a purpose. They are aware that different media causes a different effect and they are beginning to learn how to use it.

Expressive Arts and Design: Freely explore materials. Develop ideas by deciding which materials to use, how to use them and what to make. Join different materials and explore textures.

Physical Development: Use one-handed equipment and tools e.g. scissors to make snips in paper. Use large muscle movements e.g. paint, make marks, wave streamers. Use a comfortable grip, with good control e.g. when holding pens and pencils. Choose appropriate resources to carry out a task.

Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.

Drawing and Painting	Textiles/Collage	Printing	3D Form
<ul style="list-style-type: none"> <li>• Draws pictures to represent their own lives or feelings and emotions and be able to talk about them.</li> <li>• Knows how to add increasing detail to drawings and paintings such as petals on a flower or fingers on hands.</li> <li>• Knows that colours can be mixed to change them to a desired effect and can make a/some colours.</li> <li>• Holds pencils with the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to safely use and select a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Knows many ways to achieve a desired effect such as using tape or glue to attach or scrunching and twisting.</li> <li>• Knows how to use scissors with increasing precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to use printing equipment such as vegetables or stamps with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Uses a range of building materials including smaller pieces such as Lego to create a desired effect.</li> <li>• Sets a goal to make something and chooses resources appropriate to do so.</li> </ul>

tripod grip to colour/paint accurately.			
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Exploring and Developing Ideas	Making Art, Craft and Design	Evaluating	Knowledge (artists, designers and architects)
<ul style="list-style-type: none"> <li>Can talk about ideas.</li> <li>Use interests (books etc) to inspire their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a variety of materials.</li> <li>Knows how to achieve a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>Make a comment about a piece of artwork (own artwork or other peoples artwork).</li> </ul>	<ul style="list-style-type: none"> <li>Make a comment about artists, designers or architects work.</li> </ul>

EYFS building the foundations for Art:			
Reception			
<p>Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art plays a huge part in everyday life and provision in Nursery and Reception as well as being taught through focused activities. Children build on the knowledge that they have learnt in Nursery and prepare for Year 1 through re-visiting and furthering their Art and Design skills and knowledge. They can paint and draw with increasing accuracy and they know how to hold a pencil and handle tools with care. They know that some colours can be changed by mixing. They set goals and discuss what they want to achieve and confidently choose means to create/make what they want to.</p>			
<p>Expressive Arts and Design: Return to and build on previous learning by refining ideas and developing the ability to represent ideas. Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively by sharing ideas, resources and skills</p> <p>Physical Development: Develop small motor skills to enable tools to be used competently, safely and confidently. Use core muscle strength to achieve a good posture when sitting at a table or on the floor,</p> <p>Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.</p>			
Drawing and Painting	Textiles/Collage	Printing	3D Form



<ul style="list-style-type: none"><li>• Knows how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Knows how to draw using some detail. This may include adding emotions such as a happy face or a sad face in their work.</li><li>• Knows how to use drawing to represent movement or loud noises (squiggle while you wiggle).</li><li>• Spots that mixing colours changes them. Starts to colour in the lines</li></ul>	<ul style="list-style-type: none"><li>• Knows that different materials can be used for different things and explores them freely through Art/DT areas of provision.</li><li>• Develop their own ideas and then choose which materials to use to express them thinking about texture and shape.</li><li>• Knows some ways of joining materials together.</li><li>• Knows how to use scissors to make snips.</li></ul>	<ul style="list-style-type: none"><li>• Knows how to use printing equipment such as vegetables or stamps with support.</li></ul>	<ul style="list-style-type: none"><li>• Make small world set ups for play by arranging and selecting some resources.</li><li>• Knows how to explore junk modelling and knows some ways of joining materials together.</li></ul>
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Exploring and Developing Ideas	Making Art, Craft and Design	Evaluating	Knowledge (artists, designers and architects)
<ul style="list-style-type: none"><li>• Develop their own ideas and then choose which materials to use.</li></ul>	<ul style="list-style-type: none"><li>• Knows that different materials can be used for different things.</li><li>• Explores different materials to create.</li></ul>	<ul style="list-style-type: none"><li>• Express their likes and dislikes about a piece of artwork (own artwork or other peoples artwork).</li></ul>	<ul style="list-style-type: none"><li>• Recall the name of an artist, designer or architect they have learnt about.</li><li>• Express their like and dislikes about artists, designers or architects work.</li></ul>

<b>ART PROGRESSION</b>		
Exploring and Developing Ideas		
<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<ul style="list-style-type: none"> <li>• Recognise that ideas can be expressed in artwork.</li> <li>• Record and explore ideas from first hand observation, experiences and imagination.</li> <li>• Ask and answer questions about the starting points of their work, and develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• Experiment with an open mind - try out and use all materials that are presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about their starting points and select ideas to use in their work.</li> <li>• Gather and review information, references and resources related to their ideas and intentions.</li> <li>• Use a sketchbook for different purposes, including recording, observations and planning.</li> <li>• Use relevant resources to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imaginations, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about their starting points and select ideas to use in their work.</li> <li>• Engage in open-ended research and exploration in the process of initiating and developing their own ideas.</li> <li>• Confidently use sketchbooks for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>• Independently develop a range of ideas which show curiosity, imagination and originality.</li> </ul>

### Making Art, Craft and Design

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Try out a range of materials and processes and recognise that they have different qualities.</li> <li>Use materials purposefully to achieve particular characteristics or qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</li> <li>Select and use appropriately a range of materials and techniques in order to create their own work.</li> <li>Investigate the qualities of materials and processes systematically.</li> <li>Apply the technical skills they are learning to their work.</li> </ul>	<ul style="list-style-type: none"> <li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>

### Evaluating and Developing Work

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others.</li> <li>Review what they and others have done and say what they feel about it. E.g. Annotate sketchbooks.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>Adapt their work accordingly to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> </ul>

Knowledge (artists, designers and architects)		
KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Describe what a piece of artwork looks like.</li> <li>Look at the work of other artists, designers and architects and say what they like or dislike about it.</li> <li>Ask sensible questions about a piece of artwork.</li> <li>Create their own piece of work in response to an artist, designer or architect.</li> <li>Recognise and describe some simple characteristics of different kinds of art, craft and design.</li> <li>Recall the names of tools, techniques and formal elements used (colours, shapes, tones etc).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Describe the work of some artists, designers and architects.</li> <li>Describe some of the key ideas, techniques and work practices of a variety of artists, designers and architects.</li> <li>Describe how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Describe, interpret and explain the work, ideas and working practices of some significant artists, designers and architects taking account of the influence of different historical, cultural and social contexts in which they worked.</li> <li>Recall technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>

IT		
KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 or 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design.</li> <li>• Create a picture using a computer program.</li> <li>• Use simple tools on a computer program, such as a brush and pen tools.</li> <li>• Edit and make changes to work.</li> <li>• Make changes to photographs using the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own and collaboratively with others on projects in 2 or 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> <li>• Print a digital image and then add different materials to create a new piece of artwork.</li> <li>• Use IT programs to create a piece of work that includes their own work combined with someone else's.</li> <li>• Present a collection of work on a slideshow.</li> <li>• Combine some work into a digital format.</li> <li>• Create some graphical images using text.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own and collaboratively with others on projects in 2 or 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> <li>• Create a piece of artwork that combines digital images taken.</li> <li>• Combine graphics and text to create an image based on research of other graphics.</li> <li>• Scan images taken and use software to adapt them and create work with meaning.</li> <li>• Communicate ideas using animation, video and sound.</li> <li>• Use software to create digital art and design.</li> <li>• Create a piece of art which can be used as part of a wider presentation.</li> </ul>

### ART PROGRESSION - Drawing

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour.</li> <li>• Draw recognizable objects or shapes using a pencil or crayon.</li> <li>• Draw lines of different shapes and thicknesses.</li> <li>• Create different tones to create light and dark.</li> <li>• Create texture and pattern in my drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter drawings as necessary.</li> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Use greater detail and proportion when drawing objects and figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of source materials for their work.</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Use a sketchbook to develop ideas.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Identify artists who have work in a similar way to their own work.</li> <li>• Develop ideas using different or mixed media using a sketchbook.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, colour and shape.</li> <li>• Use shade and texture to create a 3D drawing.</li> </ul>
Thin, Thick, Light, Dark, Line, Shape,	Soft, Hard, Pattern, Line, Shape, Tone, Texture	Position, Texture, Tone, Pressure, 3D, Shade, Media



### ART PROGRESSION - Painting

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Choose and control different thicknesses of brushes for my painting.</li> <li>• Name and mix primary and secondary colours and shades.</li> <li>• Mix colours and predict the outcomes.</li> <li>• Create different tints in paint by adding white.</li> <li>• Create different tones by adding black.</li> <li>• Use different types of paint.</li> <li>• Create different textures. E.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and textures with the painting process.</li> <li>• Use different types of paint e.g. acrylic, watercolour etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Carry out preliminary studies to test media and materials and mix colours.</li> <li>• Create imaginative work from a variety of sources.</li> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Work from a variety of sources inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> <li>• Investigate and explain why they have chosen different techniques, colours and methods of application.</li> </ul>
Light, Dark, Bright, Dull, Colourful, Primary, Secondary, Shades	Tint, Tone, Shade, Texture, Colour wash, Hue, Media	Warm, Cold, Complementary colours, Contrasting colours, Composition

### ART PROGRESSION - Printing

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques. E.g. monoprint, block, relief and resist printing.</li> <li>• Carry out different printing methods. E.g. pressing method, rolling method, rubbing method.</li> <li>• Make rubbings.</li> <li>• Print on paper and textiles.</li> <li>• Design and make own printing block.</li> <li>• Create a repeating pattern.</li> <li>• Create a print like a designer.</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• Explore pattern and shape to create designs for printing.</li> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> <li>• Make a printing block and a two colour print block.</li> <li>• Print on different materials.</li> <li>• Use multiple colours (at least 3) when printing.</li> <li>• Create accurate print designs that line up.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate for the task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing.</li> <li>• Choose inks and overlap colours.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> <li>• Print and overprint using a number of colours.</li> <li>• Print onto different materials successfully.</li> <li>• Make decisions about the methods used for printing as a result of careful planning and practice of different techniques.</li> </ul>
Print, Repeat, Shapes, Rubbing, Pressing, Rolling	Layering, Two colour print, Pattern, Shape, Resist printing,	Relief, Printing tile, Overlap, Pressure, Repetition, Symmetry, Textures, Overprint, Mono

### ART PROGRESSION - Textiles

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Use a variety of techniques. E.g. weaving, finger knitting, fabric crayons, sewing binca, tie-dying, french knitting, wax or oil resist, applique and embroidery.</li> <li>• Learn how to thread a needle, cut, glue and trim material.</li> <li>• Create a repeating pattern.</li> <li>• Join different fabrics together.</li> <li>• Know the difference between threads and textiles.</li> <li>• Stitch, knot and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Refine and alter ideas and explain choices.</li> <li>• Add other materials such as padding and buttons to my sewing.</li> <li>• Use more than one type of stitch.</li> <li>• Experiment with and combine different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work with a specified technique.</li> <li>• Experiment with using batik safely.</li> <li>• Awareness of the potential of the uses of material.</li> <li>• Be expressive and analytical to adapt, extend and justify their work.</li> <li>• Use a broad range of stitches inc. running stitch, cross stitch, back stitch, applique and embroidery.</li> <li>• Experiment with and combine different materials and methods in designing.</li> </ul>
Repeating pattern, Fabric, Material, Thread, Stitch, Knot	Threading, Stitching, Embroidery, Cutting, Joining,	Batik, Embellish, Cross stitch, Running stitch, Stem stitch, Back stitch, Grades

### ART PROGRESSION - Collage

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazine, crepe paper etc.</li> <li>• Create textured collages from a variety of media.</li> <li>• Make a simple mosaic.</li> <li>• Confidently cut or tear paper for a collage.</li> <li>• Work out and gather the materials to make a collage.</li> <li>• Mix different materials and explain why they have chosen them.</li> <li>• Use repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of media.</li> <li>• Choose collage as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary.</li> <li>• Cut accurately for a collage.</li> <li>• Successfully used different materials together in a picture.</li> <li>• Create a mosaic.</li> <li>• Create a picture using montage,</li> <li>• Combine different materials to create shade, texture, tone and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of media to create a collage.</li> <li>• Extend their work within a specified technique.</li> <li>• Use different techniques, colours and textures etc. when designing and making.</li> <li>• Be expressive and analytical to adapt, extend and justify their work.</li> <li>• Create materials to use in a collage.</li> <li>• Combine visual elements with tactile qualities.</li> <li>• Explain the choices of materials chosen to use.</li> <li>• Combine pattern, tone and shape within a collage.</li> </ul>
Cutting, Shapes, Sticking, Texture, Rough, Smooth, Hard, Overlap, Bumpy	Soft, Crunch, Hard, Delicate, Overlap, Uneven, Mosaic, Montage, Shade, Combine	Combine, Pattern, Tone, Shape, Tactile, Media, Visual

### ART PROGRESSION - 3D Form

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways. E.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> <li>Add texture by using tools.</li> <li>Build a simple model using more than 2 materials.</li> <li>Understand the safety and basic care of materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Cut and join wood safely and effectively.</li> <li>Make a simple papier mache object.</li> <li>Plan, design, make and adapt models.</li> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Talk about their work, understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> <li>Experiment with and combine materials and process to design.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and manmade materials to create.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>Make a mould and plaster safely.</li> <li>Create sculpture and constructions with increasing independence.</li> <li>Add texture and detail to my model.</li> <li>Explain why I have chosen both the materials and methods to create my model.</li> <li>Create a range of different models, using different materials and scales.</li> </ul>
Rolling, Kneading, Shaping, Sculpture, Shape, Texture,	Join, Construct, Model, Papier Mache,	Surface texture, Construct, Flexible, Pliable, Hollow, Solid, Shape, Sculpture