

Woodlands Infant School



Art curriculum

Long term plan

Progression of skills, knowledge and vocabulary

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Art Topic Overview

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Drawing: Self-portraits	Painting & Mixed Media: Primary Colours Piet Mondrian	Sculpture: Paper Clay	Drawing: Leaf & Bark Rubbing	Sculpture: Nature Faces	Painting & Mixed Media: Alma Thomas
Reception	Drawing: Self-portraits	Sculpture: Natural Sculptures Andy Goldsworthy	Sculpture: Traditional Tales Clay	Painting & Mixed Media: Yayoi Kusama	Drawing: Observational Drawings Vincent Van Gogh	Painting & Mixed Media: Matisse
Year One	Sculpture: Clay Sculptures Antony Gormley		Painting: Abstract Art Arthur Dove Mixed Media: Easter Card Collage		Drawing: Sketching Paul Klee Include self-portrait standalone.	
Year Two	Sculptures: Structured Clay Sculptures Barbara Hepworth		Painting: Pointillism Georges Seurat Mixed Media: Easter Card Collage		Drawing: Sketching Hilma af Klint Include self-portrait standalone.	

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Progression in Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2
Exploring and Experimenting	Explore tools, materials and surfaces freely. Make marks and forms through sensory investigation. Notice differences in texture, colour and shape.	Experiment with a wider range of materials and techniques. Explore how different tools affect marks and forms. Begin to choose materials for a simple purpose.	Explore a range of media deliberately to test effects. Create purposeful variations in line, texture, colour or form. Combine materials to investigate new possibilities.	Select and manipulate materials intentionally to achieve specific effects. Test, compare and refine techniques through experimentation. Understand how media choice influences outcome and meaning.
Developing Ideas	Begin to represent ideas or interests using simple shapes and forms. Talk about what they are making and what it shows.	Develop ideas based on stories, experiences or imagination. Begin to adapt and refine work during the making process. Talk about choices and what they are trying to show.	Generate ideas from observation, imagination or studied artists. Use sketchbooks to explore and refine ideas before creating final work. Make purposeful choices about visual elements to communicate meaning.	Plan compositions intentionally using sketchbooks to test and revise ideas. Adapt and improve work during the making process, explaining reasoning. Use symbolism, abstraction or technique deliberately to communicate ideas. Reflect on whether outcomes match original intention and refine accordingly.
Making Skills	Use hands and simple tools to manipulate materials. Begin to control marks and forms using large gross motor movements. Begin to develop basic pencil control Push, pull and twist modelling materials Stick and layer materials with support	Develop improved control of tools and materials. Use lines and shapes to create simple images Create recognisable shapes and forms with increasing coordination. Roll, pinch, squeeze and shape clay or dough to form recognisable shapes Create child-led 3D forms from natural materials Use a range of collage materials, including scraps and recycled items, to create child-led compositions.	Control tools with increasing precision to create specific marks, shapes and structures. Use joining, layering or shaping techniques with growing precision. Demonstrate awareness of stability, surface and detail. Create stable structures with joined parts Use colour, pattern and shape intentionally	Show refined control in the manipulation of tools and materials. Use techniques such as layering, blotting, scoring, carving, blending or construction deliberately, to create visual effects and textures. Strengthen structure, surface and detail with increasing independence. Use hands and tools with confidence to cut, shape and assemble materials

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Evaluating and Reflecting	Begin to talk about their own and others' artwork using simple language. Talk about what they like in their own and others' artwork.	Say what they like and what they might change. Talk about their choices. Begin to use simple art vocabulary.	Compare features in their own and others' work. Use art vocabulary to describe effects and choices. Suggest simple improvements.	Explain their opinions about artwork using precise art vocabulary. Suggest improvements with reasoning. Explain how choices affect meaning and outcome. Reflect on whether final outcomes match original intention.
Art in Context	Enjoy looking at art and noticing lines, colours and shapes	Recognise that artists create work in different ways. Talk about artwork they have seen. Name artists like Alma Thomas or Yayoi Kusama	Know that artists use different styles and techniques. Make simple links between their own work and studied artists.	Understand that artists create work within particular times, cultures and beliefs. Explain how artists use style, technique and symbolism to express ideas, emotion or symbolism. Recognise that art can influence others and be interpreted in different ways. Make informed links between their own work and the artists they have studied.
Disciplinary Vocabulary	try, choose, make, change, talk about, like	plan, improve, explain, decide, compare	explore, refine, combine, evaluate, describe, intention, observe, select	manipulate, revise, critique, adapt, justify, interpret, analyse, construct, communicate, deliberate

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Progression in Substantive Knowledge

	Nursery	Reception	Year 1	Year 2
Drawing	Know names of basic materials (e.g. pencil, chalk) Understand that drawing is a way to represent ideas or objects Recognise that marks can be different shapes and sizes	Recognise that colours, textures and shapes can be included in drawings Understanding that drawing can show feelings or ideas Know the names of drawing tools and materials (e.g. felt tip, wax crayon)	Be aware of different media (chalk, charcoal, pastels) Know that drawing can be inspired by artists (e.g. Paul Klee) Know that artists use line, shape and colour in abstract ways Start using terms like shape, texture, line when discussing drawing Understand that sketchbooks are used by artists to record and explore ideas	Understand the concepts of tone, line, form and texture in drawing Know how to use graded pencils (e.g. HB, 2B) to create light/dark effects Recognise stylistic elements of artists like Hilma af Klint Understand that drawing styles vary across time and culture Know techniques such as blending, stippling and hatching and how they affect appearance
Sculpture	Understand that sculpture is art made by shaping materials like clay or dough Begin to use and name modelling materials (e.g. playdough, clay) Know that materials can be joined in different ways (e.g. pressing, taping) Begin to notice that sculptures can look different and be made from different things	Recognise that sculpture is a form of art Know that sculpture can be made from natural or manmade materials Recognise simple shapes and forms in sculptures Know that artists like Andy Goldsworthy use natural materials to make temporary sculptures	Identify different sculptural techniques (rolling, pinching, pressing, joining) Recognise that artists use tools to shape and decorate sculpture Know that sculpture can be abstract or realistic (e.g. Henry Moore's curved forms) Understand that stable structures require joining and balance Know that artists like Antony Gormley use abstract shapes in sculpture	Understand how artists strengthen and structure sculptures (e.g. using wire or joining techniques) Know how surface decoration and texture can change the appearance of sculpture Recognise and describe the styles and materials of famous sculptors such as Barbara Hepworth Explain how materials and shape influence the meaning or effect of a sculpture
Painting & Mixed Media	Know that paint can be applied with fingers, brushes, sponges, or natural objects	Know how to mix primary colours to create secondary colours (e.g. blue + yellow = green)	Identify and mix secondary colours with more control	Know how to create tints and shades by adding white or black to colours

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	Nursery	Reception	Year 1	Year 2
	Identify and name the primary colours (red, yellow, blue). Recognise that colours can be changed by mixing (e.g. red and yellow make orange) Understand that different materials (fabric, foil, paper) can be used in collage Know that some materials can feel soft, shiny, rough or smooth	Understand that artists use different media to achieve effects (paint, collage, pastels) Recognise that materials can be layered or overlapped in collage to create effects Name and describe properties of media (e.g. thick, watery, translucent, textured) Know that artists like Alma Thomas or Yayoi Kusama use bright colours and patterns	Know that media can be combined to create mixed media artwork (e.g. paint and collage) Understand that tools (sponges, brushes, palette knives) affect texture and finish Recognise techniques used in abstract art (e.g. bold shapes, colour fields) Know that artists like Arthur Dove used shape and colour to show feelings	Understand how artists use pattern, texture, shape and contrast for effect Recognise techniques like pointillism (e.g. Seurat) and how small marks create images Know that layering materials or media can create visual depth and texture Understand that media behaves differently on different surfaces (e.g. canvas, paper, fabric) Recognise techniques such as stippling, hatching and blending and how they influence appearance.
Art in the Local Environment	Recognise that art can be found in the natural environment (e.g. leaves, patterns, colours) Know that materials from the local environment can be used to create art Vocabulary for elements of nature (e.g. tree, flower, bark, stone, soil).	Knowledge that natural objects can be used in art. Know that art can be temporary or permanent in the environment Understand that art can change over time due to weather or movement Recognise that artists like Andy Goldsworthy create artwork using natural materials	Understanding that art can be based on the local area (e.g. parks, buildings, streets). Understand that art can be displayed outdoors or in public spaces (e.g. murals, outdoor installations). Know that artists design work for particular places. Identify features of local landmarks that can inspire artwork	Recognise examples of public art in the local community. Understand that public art reflects local identity, history and environment. Know that artists design work in response to place and audience.
Substantive Vocabulary	pencil, chalk, paint, brush, clay, playdough, colour, red, yellow, blue, mix, collage, line, shape, soft, rough, smooth	secondary colour, green, orange, purple, texture, layer, natural materials, sculpture, pattern, artist, temporary, permanent	abstract, realistic, sketchbook, charcoal, pastel, join, structure, balance, surface, mixed media, composition, bold, texture, technique Artists introduced: Paul Klee, Antony Gormley, Arthur Dove	tone, tint, shade, contour, hatching, stippling, blending, pointillism, optical blending, density, void, relief, carving, symmetry, symbolism, composition, contrast, form Artists introduced: Barbara Hepworth, Georges Seurat, Hilma af Klint