



# The Mead Infant & Nursery School – Art & Design Subject Progression Tracker

Art Progression Tracker				
Skills				
	Nursery	Reception	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding drawing materials such as, pens and pencils.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Begin to draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</li> <li>Work on a range of materials of different textures (eg. playground, bark).</li> <li>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making.</li> <li>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop mark-making within a greater range of media, demonstrating increased control.</li> <li>Develop observational skills to look closely and reflect surface texture through mark-making.</li> <li>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</li> </ul>
Painting & Mixed Media	<ul style="list-style-type: none"> <li>Explore colour and colour mixing</li> <li>Explore different textures through sensory and messy play</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Explore a range of different printing materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</li> <li>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</li> <li>Use mixed-media scraps to create child-led artwork with no specific outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</li> <li>Apply knowledge of primary and secondary colours when colour mixing, with a range of media.</li> <li>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop some control when painting, applying knowledge of colour and how different media can be manipulated eg adding water to thin paint, using different tools to create texture.</li> <li>Create a range of secondary colours by using different amounts of each starting colour or adding water.</li> <li>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</li> </ul>

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Craft & Design	<ul style="list-style-type: none"> <li>• Discussing what they have produced and how they made it.</li> <li>• Verbally explain what they will make and how they will make it.</li> <li>• Explore cutting and joining with materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Design something and stick to the plan when making.</li> <li>• Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to select materials, colours and textures to suit ideas and purposes.</li> <li>• Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</li> <li>• Apply knowledge of a new craft technique to make fibre art.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a simple design brief with a range of ideas.</li> <li>• Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</li> <li>• Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> </ul>
Sculpture & 3D	<ul style="list-style-type: none"> <li>• Explore joining different materials in different ways.</li> <li>• Make enclosures and create spaces using various construction materials using their imagination.</li> <li>• Explore shaping and joining materials such as, salt dough and clay.</li> <li>• Arranging objects in spatial patterns when building, collaging or playing with loose parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Push, pull and twist a range of modelling materials to affect the shape.</li> <li>• Create child-led 3D forms from natural materials.</li> <li>• Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their hands to manipulate a range of modelling materials, including paper and card..</li> <li>• Explore how to join and fix materials in place.</li> <li>• Create 3D forms to make things from their imagination or recreate things they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of sculpture to construct and model simple forms.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop basic skills for shaping and joining clay, including exploring surface texture..</li> </ul>
<b>Art Theory (formal elements &amp; art movements)</b>				
Colour	<ul style="list-style-type: none"> <li>• Know that different colours can be used in art.</li> <li>• Know that colours change when two or more are mixed together.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of a wide range of colours.</li> <li>• Know that colours can be mixed to make new colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the primary colours are red, yellow and blue.</li> <li>• Know that primary colours can be mixed to make secondary colours:               <ul style="list-style-type: none"> <li>• Red + yellow = orange</li> <li>• Yellow + blue = green</li> <li>• Blue + red = purple</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know that different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>• Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</li> <li>• Know that colour can be used to show how it feels to be in a particular place, eg the seaside</li> </ul>

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Line	<ul style="list-style-type: none"> <li>Know that lines are used for mark-making.</li> </ul>	<ul style="list-style-type: none"> <li>Know that lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Know that drawing tools can be used in a variety of ways to create different lines.</li> <li>Know that lines can represent movement in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> </ul>
Shape	<ul style="list-style-type: none"> <li>Know that shapes are used in art and begin to identify these in their own art and works of artists.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of simple shapes in art.</li> </ul>	<ul style="list-style-type: none"> <li>Know a range of 2D shapes and confidently draw these.</li> <li>Know that paper can be shaped by cutting and folding it.</li> </ul>	<ul style="list-style-type: none"> <li>Know that collage materials can be shaped to represent shapes in an image.</li> <li>Know that shapes can be organic (natural) and irregular.</li> <li>Know that shapes can be geometric if they have mostly straight lines and angles.</li> <li>Know that patterns can be made using shapes.</li> </ul>
Tone	<ul style="list-style-type: none"> <li>Know the simple terms 'light' and 'dark' in relation to their own experiences and play.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different shades of the same colour and identify colours as 'light' or 'dark'.</li> </ul>	<ul style="list-style-type: none"> <li>Know that 'tone' in art means 'light and dark'.</li> <li>Know that we can add tone to a drawing by shading and filling a shape.</li> </ul>	<ul style="list-style-type: none"> <li>Know that shading helps make drawn objects look more three dimensional.</li> <li>Know that different pencil grades make different tones.</li> </ul>
Pattern	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc (DM: Maths: 3-4year olds)</li> </ul>	<ul style="list-style-type: none"> <li>When they have made a pattern with objects/colours/drawn marks they are able to describe it.</li> </ul>	<ul style="list-style-type: none"> <li>Know that a pattern is a design in which shapes, colours or lines are repeated.</li> </ul>	<ul style="list-style-type: none"> <li>Know that surface rubbings can be used to add or make patterns.</li> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</li> <li>Know that patterns can be used to add detail to an artwork.</li> </ul>
Texture	<ul style="list-style-type: none"> <li>Explore texture by feeling and using a range of objects and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple terms to describe what something feels like (eg. bumpy).</li> </ul>	<ul style="list-style-type: none"> <li>Know that texture means 'what something feels like'.</li> </ul>	<ul style="list-style-type: none"> <li>Know that collage materials can be chosen to represent real-life textures.</li> </ul>



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	<ul style="list-style-type: none"> <li>Know that there are different textures through sensory and messy play</li> </ul>		<ul style="list-style-type: none"> <li>Know that different marks can be used to represent the textures of objects.</li> <li>Know that different drawing tools make different marks.</li> </ul>	<ul style="list-style-type: none"> <li>Know that collage materials can be overlapped and overlaid to add texture.</li> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li>Know that painting tools can create varied textures in paint.</li> </ul>
Form	<ul style="list-style-type: none"> <li>Know that my hands can manipulate materials through sensory and messy play.</li> </ul>	<ul style="list-style-type: none"> <li>Modelling materials can be shaped using hands or tools.</li> </ul>	<ul style="list-style-type: none"> <li>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</li> <li>To know that three dimensional art is called sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Know that 'composition' means how things are arranged on the page.</li> <li>Know that pieces of clay can be joined using the 'scratch and slip' technique.</li> <li>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</li> </ul>
Artists/designers	<ul style="list-style-type: none"> <li>Kandinsky</li> <li>Noland</li> <li>Albers</li> <li>Mondrian</li> <li>Beatriz Milhaze (Shape)</li> <li>Alma Thomas (Pattern)</li> </ul>	<ul style="list-style-type: none"> <li>Beth Cavener</li> <li>Julie Wilson</li> <li>Megan Coyle</li> </ul>	<ul style="list-style-type: none"> <li>Cecilia Vicuna</li> <li>Clarice Cliff</li> <li>Jasper Johns</li> <li>(brief: Marco Bilach, Louise Bourgeois, Samantha Stephenson, Judith Scott, Renata Bernal, Ilya Bolotowsky, Zaria Forman, Wassily Kandinsky, Bridget Riley)</li> </ul>	<ul style="list-style-type: none"> <li>Quentin Blake</li> <li>Romare Bearden</li> <li>(Brief: Ranti Bam, Rachel Whiteread, Josef Albers, Matthew Cusick, Eduardo Paolozzi, Maggie Scott, Kim Soon-Im, Susan Stockwell)</li> </ul>