



Westbury Infant School

Progression of Knowledge and Skills – Art

These principles and features characterise this approach and convey how our curriculum is implemented:

Intent	Implementation	Impact
At Westbury Infant School, we aim to nurture a lifelong appreciation of art and creativity in every child. Art is an important part of our curriculum, supporting children's imagination, confidence, wellbeing, self-expression, and cultural awareness. We are committed to providing inclusive, engaging, and hands-on artistic experiences that allow all children to explore, create, and enjoy art in a meaningful way. Children will have opportunities to work with a wide range of materials, tools, and techniques, including drawing, painting, printing, collage, textiles, and simple sculpture. We ensure that art is accessible to all learners by adapting our provision and teaching approaches to meet individual needs and enable every child to participate confidently and successfully. Our art curriculum is designed to develop the key disciplinary skills of creating, evaluating, and exploring artwork in a cohesive, sequenced, and progressive way. In the Early Years, artistic development is embedded across the curriculum: children experiment freely with materials, learn to talk about their work and the work of others, and begin to recognise art in the world around them. Artistic resources are available as part of our continuous provision, allowing children to follow their interests, revisit skills, and develop their creativity independently	At Westbury infants we encourage to create through a variety of media. We encourage individuality rather than children following a planned and taught outcome. Art inputs are used to teach the sequence of knowledge and skills within expressive art and design (EYFS) and art curriculum (NC), building on prior learning. Children are exposed to information about a variety of artists and have opportunities to discuss their likes and dislikes. Provision activities, paired with objective led planning, facilitate opportunities for children to rehearse what they have learned. Teachers use these provision tasks to assess children against the learning objective – adding scaffolding to support or challenge. Resources and texts are high quality and support the children's knowledge and skills within this part of the curriculum. We endeavour to create opportunities outside of the classroom linked to the art topic to build on children's understanding and enjoyment of the subject. This brings the learning to life and creates a purpose and reality to what they have been learning. We also invite artists from our local area to run workshops with the children broadening their experiences.	Children at Westbury Infant School develop the confidence to explore materials, experiment with ideas, and talk about their artwork with increasing independence. They take pride in their creations, fostering a deep enjoyment of art and a positive sense of themselves as young artists. From the start of EYFS, children begin their artistic journey through rich opportunities to explore colour, texture, shape, and form. By the end of Year 2, they achieve artistic competence in line with the expectations of the National Curriculum, demonstrating secure fine motor skills, an understanding of key techniques, and the ability to reflect on their own and others' work. Art is valued and celebrated across all year groups, and children can often be seen choosing to create independently throughout the day, showing their enthusiasm and the positive impact of our provision on their wellbeing. Their confidence, creativity, and technical skills are consistently developed through a wide range of meaningful, hands-on artistic experiences, enabling them to express themselves and enjoy art both in school and beyond.

Progression of Knowledge and Skills	EYFS In reception, I am an early artist who is confident to express my creativity using a variety of media, materials, and resources in my own unique way. I will be inspired by the rich and diverse artistic genres presented in my learning environment. I will feel safe to express and represent my thoughts, feelings and ideas that demonstrate the skills and techniques I have learnt. I will be respectful of others own unique expressions of art that are different to mine. I am able to: • Experiment to create different textures. • Use colours for a specific purpose. • Use simple tools efficiently and confidently e.g, scissors, glue sticks, pencils • Begin to combine different media to create new effects. • Manipulate materials and tools to achieve a planned effect (watercolours, mark making, snipping, mark making, clay tools). • Share what I have created, explaining the process that I have used. • Use what I have learnt about media and materials, in original ways, thinking about uses and purposes. • Use materials and resources to create props for my role-play	Key Stage 1 In KS1, I am an artist who is confident to create with a range of techniques and media as I continue to develop my own artistic style. I am inspired by the artists that I have studied. I am confident in my own creative choices. I talk animatedly about how art makes me feel and explain my opinions on others work. I am able to: • Decide which media I want to use to create my art • Practise the techniques I have been taught in a variety of pieces of work • Share my ideas and opinions with others • Respond to feedback from others to improve my work • Use a sketchbook to gather and collect artwork – modelled by an adult. • Understand the basic use of a sketchbook and work out my ideas for drawings and begin to use independently. • Use a variety of tools effectively and with purpose, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media. • Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint. • Begin to explore the use of line, shape, and colour. • Experiment with the visual elements; line, shape, pattern, and colour. • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g., monoprint, block, relief, and resist printing. • Print using a variety of materials, objects, and techniques. • Roll, knead and shape manipulative materials.
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Assessment and Monitoring

What you will see in our classrooms:

- * Sketch books to show consistency of teaching and progression of techniques.
- * Teachers moving around the room, asking questions, assessing, providing support etc and using appropriate language.
- * Sticky Sticks to be used consistently when Art is taught.
- *Teacher led interviews to assess what children have been learning.
- *Work on display motivating children to create for a purpose.
- *Grandparent event every year where grandparents are invited to our Art gallery and given the opportunity to buy their child's art work.

EYFS

Golden Threads

Explore & Notice	Learn & Practise	Choose & Create	Reflect & Explain
Children explore materials, tools and visual features and notice what they can do.	Children are taught techniques and practise using tools and materials safely and with increasing control.	Children combine knowledge and techniques to represent their own ideas and make purposeful choices.	Children adapt and develop their creations and explain the choices and processes they have used.

Strand	Typical Starting Points	DP1 – Discover End of Autumn	DP2 – Represent End of Spring	DP3 – Communicate Summer	Statutory ELG
KNOWLEDGE	• Explore materials and tools through play. • Experiment with making marks using different tools or materials. • Make simple creations. • Choose colours or materials they like. • Talk about something they have made.	• I know materials can be changed and joined in different ways. • I know different tools help me do different jobs. • I know colour, shape, pattern and texture can be noticed and used in creations. • I know materials can look, feel and behave differently. • I know creations can be made for different purposes, including play and storytelling.	• I know changing and combining materials can help me represent my ideas. • I know different materials and tools can create different effects. • I know colour, shape, pattern and texture can be chosen to create an effect. • I know a material's properties can affect how it can be used. • I know different ways of joining materials can produce different results. • I know artists, makers and designers use materials and techniques in different ways.	• I know different materials, tools and techniques are suitable for different purposes. • I know combining colour, shape, pattern and texture can communicate an idea. • I know creations can be changed or improved as ideas develop. • I know makers can explain the choices they made and the process they used. • I know my choices can affect how well a creation works. • I know structures can be changed to make them stronger or more stable. • I know artists, makers and designers can give me ideas without my creation needing to look the same as theirs.	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
TECHNIQUES		• Tear, fold, roll, pinch and flatten. • Join using glue. • Hold and use scissors safely to make simple cuts. • Use brushes and drawing tools to make marks and apply colour. • Print using simple objects and tools.	• Bend, twist, layer and overlap materials. • Join using glue and tape. • Cut with increasing control, including around simple shapes. • Mix colours and apply paint using different brush movements.	• Select an appropriate material, tool or technique. • Combine taught techniques within one creation. • Use tools safely and with increasing control. • Refine or adapt a technique to help create an idea.	

		• Stack, balance and connect construction materials.	• Repeat marks, shapes or prints to create simple patterns. • Build, test and strengthen a simple structure.	• Adjust a join or connection to improve strength or stability.	
SKILLS		• Change and join materials. • Use familiar tools with support and increasing control. • Explore colour, shape, pattern and texture. • Use materials and marks to begin to represent an idea. • Build, balance, stack and connect construction materials. • Make and use a simple prop during imaginative play. • Talk about what they have made.	• Combine materials to represent their ideas. • Choose familiar tools and use taught techniques with increasing control. • Choose materials for a simple intended purpose. • Use colour, shape, pattern and texture purposefully. • Test and strengthen a simple structure. • Notice a material, technique or visual feature in an artist's or maker's work. • Create and use a prop within storytelling or imaginative play. • Explain how they have made their creation.	• Choose and combine materials, tools and techniques purposefully. • Select materials according to their properties and intended purpose. • Create from their own ideas. • Use an artist's, maker's or designer's work to extend an idea without copying the outcome. • Revisit a creation to add, remove, reconnect or strengthen parts. • Share their creation and explain the choices and process they have used.	
ESSENTIAL VOCABULARY	No formal starting-point vocabulary: vocabulary is explicitly taught through the Reception curriculum.	material – something we can use to make or create tool – something that helps us do a job create – to make something using our own ideas join – to put or fix things together shape – the outline or form of something	combine – to put two or more things together colour – what we see when something is red, blue, yellow and so on pattern – something that repeats texture – how something feels or looks like it might feel layer – to put one thing on top of another	choose – to decide what to use adapt – to change something as we work process – the steps we used to make something design – an idea for something we want to create explain – to tell someone how or why we did something	The ELG is the statutory end point; the progression shows how children build towards it through first-hand creating, taught techniques and increasing independence.

Key Stage 1 – Knowledge – Cycle 1

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art-How do artists use clay to create art? 3D Sculpture/portraits - I know what sculpture is and how it compares to drawing and painting. - I know about the work of a range of sculptors. - I know how to use what I have learnt to create my own work of art. - I know how to use shape and space in my art. - I know how to describe what I feel about my work and the art of others.	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL	Art- What inspires Georgia O'Keeffe and how does she create her art? Drawing/Painting Georgia O'Keeffe - I know what drawing and painting is and how it compares to sculpture. - I know about the work of a range of artists. - I know that artists use drawing and painting to show ideas, feelings, and things they have noticed in the world around them. - I know that I can make different lines, shapes, and marks using pencils, crayons, and other drawing tools. - I know that colours can be mixed to make new colours, including making secondary colours from primary colours.	STICKY STICK RETRIEVAL
	<u>Vocabulary</u> Mould – to shape or form the clay using your hands. Pinch – to squeeze the clay gently between your fingers to change its shape. Coil – a long, rolled piece of clay used to build shapes or structures. Slip – a watery clay mixture used like glue to join pieces together. Texture – the way a surface feels (smooth, bumpy, rough), created by pressing tools or objects into the clay.				<u>Vocabulary</u> Close-up – drawing or painting something very near so it looks large and detailed. Blending – gently mixing colours or tones so they change smoothly. Shade – how light or dark a colour is. Detail – the small parts you can see when you look closely. Organic shapes – shapes found in nature, like petals, leaves, or shells.	

Key Stage 1 – Knowledge – Cycle 2

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art-How does Goldsworthy create his sculptures? 3D land art sculpture drawing/painting Andy Goldsworthy - I know what sculpture is and how it compares to drawing and painting. - I know about the work of a range of sculptors. - I know how to use pattern and colour in my art. - I know how to use what I have learnt to create my own work of art. - I know how to use shape and space in my art. - I know how to describe what I feel about my work and the art of others.	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL	Art-Which media does HR use and which will you choose for your art work? Printing/mixed media Henri Rousseau (Tropical Storm) - I know what printing is and how it compares to drawing and sculpture. - I know about the work of a range of artists. - I know by mixing primary colours I can create shades of a colour. - I know that I can create prints by pressing different objects and shapes to make patterns - I know how to use what I have learnt to create my own work of art.	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL
	<u>Vocabulary</u> Natural materials – things from nature used to make art, like leaves, stones, sticks, and petals. Arrangement – how objects are placed or organised to create a sculpture or pattern. Temporary – artwork that does not last forever because it is outdoors and changes with the weather. Pattern – shapes, colours, or objects repeated in an order. Land art – artwork made in nature, using natural materials, often created outdoors.			<u>Vocabulary</u> Print – a mark or shape made by pressing something onto paper. Primary colours – the three main colours (red, blue, yellow) that can be mixed to make other colours. Secondary colours – colours made by mixing two primary colours (green, orange, purple). Overlay – placing one colour or print on top of another to create new effects.		

Key Stage 1 – Skills

Year 1	Year 2
Select appropriate media for a given purpose.	Independently choose the most suitable media and techniques to achieve an intended effect.
Use a range of drawing tools with increasing control.	Combine drawing techniques to create detail, texture and tone.
Use a wider range of art tools accurately and purposefully.	Use art equipment confidently, accurately and independently.
Mix primary colours to create secondary colours.	Blend, layer and mix colours to create different shades and effects.
Create texture using different media and printing techniques.	Select techniques to create texture deliberately for effect.
Roll, pinch, coil, knead and shape clay.	Combine clay techniques to construct more complex forms.
Layer different media in one piece of work.	Combine multiple media confidently to achieve a chosen outcome.
Develop ideas inspired by artists and observations.	Apply ideas from artists to create original artwork.
Describe what they have created and explain their choices.	Evaluate their own work and identify improvements using artistic vocabulary.
Respond positively to feedback.	Use feedback to refine and improve their work.
Describe similarities and differences between artists' work.	Compare artists, techniques and styles, explaining preferences.
Use a sketchbook with adult modelling to collect ideas.	Use a sketchbook increasingly independently to develop and refine ideas.
Use a variety of printing techniques and materials.	Combine printing techniques to create layered patterns and images.
Use line, shape, pattern and colour intentionally.	Manipulate line, shape, colour and space to communicate ideas effectively.