

Audley Art Progression of Knowledge & Skills 2023-24



	Nursery	EYFS	Year 1	Year 2
Drawing & Sketchbooks	<p>Children to experiment with using their bodies to make large-muscle movements to wave flags and streamers, paint and make marks, whilst using one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Children to practice a comfortable grip of equipment with increasingly good control when holding pens and pencils.</p> <p>Children to draw closed shapes with continuous lines, and begin to use these shapes to represent objects, by drawing with increasing complexity and detail, for example, representing a face with a circle and including details.</p> <p>Children will become familiar with drawing to represent ideas such as movement and/or loud noises, and showing different emotions in their drawings and paintings, for example happiness, sadness, fear etc.</p>	<p>Pupils will begin to develop their fine motor skills to enable them to use a range of tools competently, safely and confidently, ensuring they practice good posture at the table.</p> <p>Pupils will explore, use and refine a variety of artistic effects to express their ideas and feelings in their drawings, whilst using a range of small tools with increasing accuracy.</p> <p>Pupils will continue to explore a variety of tools, techniques, colour and design when drawing with care.</p>	<p>Spirals Drawing, Sketchbooks Autumn 1</p> <p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation.</p>	<p>Explore & Draw Drawing, Sketchbooks, Collage Summer 1</p> <p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p><i>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</i></p> <p><i>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week</i></p>

			<p>Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Artist: Molly Haslund.</p>	<p><i>2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</i></p> <p><i>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</i></p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Artist: Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>
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Simple Printmaking
Printmaking, Collage,
Sketchbooks
Summer 2

Pupils use their hands and feet to explore printing patterns using their bodies.

Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.

Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.

Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.

Exploring the World Through Mono Print
Printmaking (Mono Print), Drawing,
Collage, Sketchbooks
Spring 1

Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.

Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2. Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this

Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.

technique. Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Artist: Xgaoc'o Xare

**Working in 3
Dimensions**

**Playful Making
Sculpture, sketchbooks, drawing
Spring 2**

Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.

Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new forms through trial and error.

Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.

Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.

**Be An Architect
Architecture, sketchbooks, drawing
Autumn 2**

Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.

Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.

Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Artist: Christo & Jeanne-Claude,
Faith Bebbington, Caitlind r.c.
Brown & Wayne Garrett

Artist: Hundertwasser, Zaha Hadid,
Heatherwick Studios

**Paint,
Surface,
Texture**

**Exploring Watercolour
Painting, Sketchbooks,
Spring 1**

Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.

Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.

Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.

Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.

Artist: Paul Klee, Emma Burleigh

**Expressive Painting
Painting, Sketchbooks
Summer 2**

Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.

Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.

Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their

still life scene, putting into practice all that they have experienced during the half term. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Artist: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne

**Working in 3
Dimensions**

**Making Birds
Sculpture, Drawing, Collage,
Sketchbooks
Autumn 2**

Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.

Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use. Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.

Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion.

**Stick Transformation Project
Sculpture, Drawing, Sketchbooks
Spring 2**

Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.

Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Artist: Chris Kenny

		<p>They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p>	
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**Collaboration
& Community**

**Flora & Fauna
*Drawing, Sketchbooks, Collage,
Painting*
Summer 1**

Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour.

Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.

Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings.

Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale.

Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate

**Music & Art
*Drawing, Sketchbooks, Painting,
Collage, Making*
Autumn 1**

Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally.

Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion. Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use

their thoughts and feelings about the work of artist Eric Carle in a class discussion.

Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion.

Eric Carle, Joseph Redoute, Jan Van Kessel

different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to 'projection mapping'. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to 'paint music' on the whiteboard.

Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration.

Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

Kandinsky