



Art and Design Progression of Skills

	EYFS	Early Learning Goals	Year One	Year Two	End of KS1 expectations
Appreciating and Reflecting	<u>Reception</u> Begin to talk about art and artists, and how it makes them feel, sharing their opinions and respecting different people's views.	Children share their creations, explaining the processes they have used.	- Compare the differences and similarities of different artists, materials and techniques, from different cultures and styles and historical periods. - Make links with own work. - Discuss the impact of significant and diverse artists. - Talk about use of colours in art and discuss feelings.	- Explore and respond to direct sensory experiences, memory and imagination. - Confidently compare and explain the differences and similarities between the work of artists, craft makers and designers, from different cultures, styles and historical periods, make links with own work. - Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. - Discuss the use of colour and imagery.	Children know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) Possible artists - Van Gogh, Seurat,	<u>Nursery</u> Create closed shapes with continuous lines, and begin to use these shapes	Children will: Safely use and explore a variety of materials, tools and techniques, experimenting	- Experiment with a variety of media. - Begin to control the types of marks made with the range of media. Draw on different surfaces/backgrounds.	Control the types of marks made with the range of media. Draw on different surfaces/backgrounds with a range of media.	Children will: Begin to use a range of materials to design and make products



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Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc <u>Reception</u> • Enjoy using a variety of media. • Draw on different surfaces and	with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns • To begin to produce simple observational drawings of objects.	• Use a sketchbook to plan and develop simple ideas. • Introduce techniques to create a range of tones using graded drawing pencils. • Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. • Continue to investigate textures and produce an expanding range of patterns. • To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.	• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern , line, texture, shape, form and space
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	coloured paper. • Produce lines of different thickness using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations.				
Painting (watercolour, ready mixed, acrylic) Possible artists - Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.	<u>Nursery</u> Explore colour and colour mixing. <u>Reception</u> • Enjoy using a variety of tools including different size brushes and tools i.e. sponges, brushes, fingers, twigs. • Recognise and name		• Explore with a variety of media; different brush sizes and tools (be able to apply the paint using different applicators). • To hold the applicators correctly. • Explore lightening and darkening paint. • Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. • Start to mix a range of secondary colours,	• Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (light, dark, pale). • To be able to make various tints of primary colour	



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	the primary colours being used. • Explore the mixing of colours and what happens when we mix two colours together. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.		moving towards predicting resulting.	• Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work (improve ability to apply paint in a controlled manner). • E.g. small brush for small marks.	
Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible artists - Moore, African,	<u>Nursery</u> • Explore different materials freely, to develop their ideas about how to use them and		• Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. • Shape and model materials for a purpose, e.g. pot, tile	• Use equipment and media with increasing confidence. • Shape, form, construct and model from • observation and imagination.	



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Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

what to make.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Reception

- Enjoy a range of malleable media such as clay, papier Mache, Salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.

from observation and imagination.

- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques.
- Use tools and equipment safely and in the correct way.
- To develop an awareness that a sculpture is viewed from all angles eg 3D

- Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.
- Demonstrate experience in surface patterns/textures and use them when appropriate.
- Explore carving as a form of 3D art.
- To produce recognisable 3D representations using a range of resources



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	Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials (junk modelling).				
Collage (paper, tissue paper, material, card, tin foil, sequins) Possible artists - Kurt Schwitters, Fred Tomaselli, Derek Gores, Hannah Hoch, Jason Mecier, Henri Matisse,	<u>Reception</u> - Hold scissors and cut a range of materials. - Cut straight lines. - Tear paper into strips and simple shapes. - Apply adhesive and place glued surfaces together accurately. - Handling and manipulating a wide range of natural and made materials.		- To develop skills cutting straight and curved lines from a range of materials with some accuracy. - Tear paper into strips and shapes with some accuracy. - To develop skills when applying adhesive sparingly to a range of materials and stick them down accurately. - Work as a member of a group producing a single collage. - To understand that a range of different materials can be combined in one piece of work.	- Making their own simple collage choosing and applying various coloured textured and patterned materials. - Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour. - Creating collages by cutting and using materials and by sticking similar objects together to create new textures. - To understand that materials can be selected or created to reflect the colour and	



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				surface texture of the subject.	
Textiles (weaving, sewing, fabric dye/paint, threads, decorations, tie dye) Possible Artists: Ashley, Fassett, African/Indian, Adire,	• Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. • Use appropriate language to describe colours, media equipment and textures.		• Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. • Have some experience of weaving and understand the process and some techniques. • Begin to identify different types and textures of fabric and materials for collage. • Use appropriate language to describe colours, media, equipment and textures.	• *Begin to identify different forms of textiles. • *Match and sort fabrics and threads for colour, texture, length, size and shape. • *Explain how to thread a needle and have a go. • *Continue to gain experience in weaving and begin to complete independently. • *Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • *Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • *Gain experience in applying colour with printing, dipping, fabric crayons	



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Printing (found materials, rubbings, stencils, sponges, wood blocks, press print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden	• Enjoy taking rubbings: leaf, brick, coin. • Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture		• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Begin to experiment with impressed printing (when the printing block is created by carving out the surface). • Use equipment and media correctly and be able to produce a clean printed image. • Begin to identify forms of printing: Books, posters, pictures, fabrics.	• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. • When doing impressed printing, experiment turning the block to create a the same picture but from a different angle. • Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.	
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Role-Play	<u>Nursery</u> Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <u>Reception</u> Develop storylines in their pretend play.	Children will: • Make use of props and materials when role playing characters in narratives and stories • invent, adapt and recount narratives and stories with peers and their teacher.	
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Progression of Vocabulary in ART

Drawing



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EYFS	YEAR 1	YEAR 2
Line, thick, thin, wavy, straight, pencil, finger, stick, chalk, pastel, felt tip.	Painting, drawing, feelings, yourself, me, you, pencil/s, crayon/s, thick/ness, thin, line, grade.	Painting, drawing, feelings, yourself, me, you, pencil/s, crayon/s, thick/ness, thin, line, grade/s, charcoal, pastel, view, tone/s, light, dark, pattern, texture.

Painting

EYFS	YEAR 1	YEAR 2
Sponges, brushes, paint, water, mix, mixed colours, line, colour, texture, shape, 2D, observation, imagination.	Painting, primary, secondary, themselves, thick, thin, brush/es, see, colour.	Painting, mix, match, predict outcomes, secondary, tint, tones.

Printing

EYFS	YEAR 1	YEAR 2
Experiment, printing, media, understand, techniques.	Repeat/ing, pattern, print, sponge, paper, textile, design, printing block.	Print, press, roll/rolling, rub/rubbing, stamp/stamping, designer.

Sculpture

EYFS	YEAR 1	YEAR 2
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Clay, plasticine, dough, explore, materials, model, observation, imagination, demonstrate, modelling tools, control.

Cut, roll, coil, texture, tools, shape/s.

Make, clay. Join, line, shape.

Textiles

EYFS	YEAR 1	YEAR 2
Experiment, media, understand, glue, sticking, paper, fabric, natural materials, observation, imagination.	Sort, thread, fabric, colour, texture, weave.	Join, fabric, glue, sew, together, create, patchwork.

Collage

EYFS	YEAR 1	YEAR 2
Experiment, media, understand, glue, sticking, paper, fabric, natural materials, observation, imagination.	Cut, tear, paper, card, collage, gather, sort, materials.	Create, individual/group collage, different materials, repeated pattern.

Artists knowledge/sketchbooks

EYFS	YEAR 1	YEAR 2
Artists, art work, landscape, portrait, piece of art.	Opinion, artist, ask questions, piece of art, describe.	Artist, colour, pattern, shape, create, natural object, man-made objects, demonstrate, ideas, set out, annotation, notes, changed ideas.