

**EYFS and KS1 Progression of skills - Art**

EYFS	Nursery	Reception
<p><b>EAD: Creating with materials</b></p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>

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		<p><b>EAD Creating with Materials ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>
<b>National curriculum ♣</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Designing</b> ♣ to use a range of materials creatively to design and make products</p>	<p>Children will be able to use art resources in the environment effectively to design and create products of their interest.</p> <p>Pupils explore ideas and make some choices about what they will do.</p> <p>Children will have access to a personal 'sketch diary' that to explore different techniques of their interest- independent time and not marked.</p>	<p>Children will be able to follow a 'Success Criteria' to create given products.</p> <p>Children will be able to design and choose materials appropriately because they understand the properties/qualities. E.g. choosing to use paint because they know they can mix the colour they want or choosing to use card rather than paper because it's stronger etc.</p> <p>This will be assisted through resources being available for children to choose throughout the year, as in year 1.</p> <p>Children will have access to a personal 'sketch diary' that to explore different techniques of their interest- independent time and not marked.</p>
<p><b>Creating – mastering techniques</b> ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Children explore a variety of materials and processes to create their own work.</p>	<p>Children explore a variety of materials and processes to create their own work e.g.</p> <p>Collect textures and patterns to inform other work.</p>
Sketching	Observational drawing:	Observational drawing:

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	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Colour neatly following the lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Interpret an object through drawing.</li> <li>• Experiment with a variety of media; pencils, crayons, pastels, felt tips, chalk</li> <li>• Control the types of marks made with the range of media</li> </ul>	<p>Use sketch books to develop sketching skills- children will be able to sketch accurately (age appropriate level) using correct size, proportions and detail.</p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines, hatching/cross hatching or smudging/blending/scumbling (using charcoal or light shading to add a softer effect.)</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Create different tones using light and dark.</li> <li>• Begin to explore tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p>Children will be able to explain how to sketch e.g. starting with the outline, pressing lightly to start with and adding detail.</p>
Collage	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued- collaboratively.</li> <li>• Sort and group materials for different purposes e.g. colour/texture</li> <li>• Arrange and glue materials to different backgrounds</li> <li>• Build layers of different materials to create an image- collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to use different colours/textures etc. in their art work.</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture.</li> </ul> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Fold, crumple, tear and overlap paper Add embellishment or detail to their collage and explain what effect this has.</p>
Painting/ colour theory	<ul style="list-style-type: none"> <li>• Have a basic understanding of colour theory (primary and secondary colours)</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.             <ul style="list-style-type: none"> <li>• Use watercolour and ready mix paint.</li> <li>• Express their feelings through paintings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of colour theory by introducing to colour wheel and colour spectrums.</li> <li>• Confidently mix all secondary colours using primary colours.</li> <li>• Gain confidence in adding white to colours to make tints and black to colours to make tones.</li> <li>• Use thick and thin brushes and choose a suitable brush to produce marks appropriate to work. E.g. large brush for large marks.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Experiment with watercolour techniques to create different effects.</li> <li>• Create textured paint by adding sand</li> </ul> <p>Use dyes e.g. coffee staining for effect.</p>
3D/Sculpture	<ul style="list-style-type: none"> <li>• Junk modelling to create sculptures.</li> <li>• Use rolled up paper, straws, paper, card</li> <li>• Select and apply different materials to create raised texture.</li> <li>• Use techniques such as rolling, scrunching, shaping, cutting, moulding and carving.</li> <li>• Join materials using glue or Sellotape.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to use different materials to create sculptures e.g.</li> </ul> <p>O Cardboard O Newspaper O Plastic O Clay O metal etc.</p> <ul style="list-style-type: none"> <li>• Mould, form, shape and bond materials to create 3D form.</li> <li>• Apply bonding techniques to add parts onto their sculpture.</li> <li>• Apply line and shape to their work.</li> </ul>
Pattern/Print	<p>Recognise and explore different marks through printing with different objects.</p> <p>Print repeating patterns using including natural and made objects e.g. fruit/ sponges/vegetables.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Could link to Maths objectives Links to Science- plants: Leaf printing.</p>	<p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Mimic print from the environment e.g. creating brick patterns Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques- e.g. Press, roll, rub and stamp to make prints. (e.g. using shell rubbings)</p> <p>Use weaving to create a pattern.</p>

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Textiles	<p>Categorise a range of fabrics and threads by colour and texture.</p> <p>Discuss when patterns are used in textile design and what patterns they can see.</p> <p>Use knowledge of pattern to explore textiles- putting together different materials that go together e.g. on mannequin.</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>	<p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Bond different fabrics together.</p> <p>Apply shapes with glue or by stitching.</p> <p>Build an image using fabrics.</p>
Technology	<p>Have access to the class board to experience creating a picture.</p> <p>Take a self-portrait or a photograph</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact or pattern before drawing it.</p>
<p><b>Taking inspiration from the works of others</b></p> <p>♣ 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.</p>	<p>Children will be able to recognise the work of notable artists or designers and give an opinion on their work.</p> <p>Children will be able to use artists' ideas to create their own versions of art through the painting/drawing area.</p> <p>Children will draw simple evaluations about the work of others.</p>	<p>Children will understand some techniques of different artist/architects.</p> <p>Children will understand abstract and concrete art forms and will use different techniques based on artists.</p> <p>They'll know the difference between an artist and an architect.</p> <p>Children will be able to be inspired and draw comparisons with their own work.</p> <p>Children will consider how a piece of art makes them feel – link to emotions.</p>

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<b>Evaluating</b>	Children will draw simple evaluations of their work e.g. which art form they preferred creating or what they liked about their work.	Children will begin to identify a way of improving their own work.
<b>Vocabulary</b>	<p>Children will be exposed and will use the following vocabulary:                      Artist, idea</p> <p>Drawing: Line, Shape, sketch</p> <p>Painting/colour theory: Primary colours, Secondary colours, Colour mixing, darker, lighter</p> <p>Printing: pattern, materials, repeating</p> <p>Textiles: texture, fabric, thread, weave</p> <p>Collage: tear, cut, textured</p> <p>Sculpture: 3D, model, materials</p> <p>Technology: digital photograph</p>	<p>Building on year 1 vocab also:</p> <p>Architect</p> <p>Art form: Abstract, Concrete (real-life)</p> <p>Drawing: dots, lines, hatching, cross hatching, tones, detail, outline, smudging, blending, scumbling</p> <p>Painting/colour theory: dyes, effects, textured, colour wheel, colour spectrums</p> <p>Printing/Pattern: clean printed image                      Mimic print, Print, Press, roll, rub and stamp, weaving</p> <p>Textiles: knotting, fraying, fringing, pulling threads, twisting, plaiting, stitching</p> <p>Collage: mixed media, Fold, crumple, tear, overlap, embellishment, detail, smooth, rough</p> <p>3D: sculpture, mould</p> <p>Technology: zoom</p>