



Art-Skills Progression

Expressive Art and Design			
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>			
<p>Physical Development Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
EYFS	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
EYFS	<p>Expressive art and design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Creating with Materials • 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.



	<ul style="list-style-type: none"> • 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. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc 		
Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	Fine Motor Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing
Understanding the World			The Natural World <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants
Key Stage 1 National Curriculum Objectives			



Pupils should be taught

- To use a range of materials creatively to design and make products.
- 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.
- About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work

Reception

Year 1

Year 2

Use colour, pattern, texture, line, form, space and shape

Know how to hold a pencil using the tripod grip .

Know how to apply pressure to create different effects.

Know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing.

Know how to create a simple pattern.

Know and use lines and geometric shapes to create individual artwork.

Know how lines can take different forms (e.g. curved, wavy, zigzag).

Know how to create rubbings (e.g. from a textured surface).

Know how to create a repeating pattern (for example in print).

Know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork.

Know how to use fine and broad media to develop control of line, shape and pattern.

Drawing (including using different materials)

Know how to draw a person.

Know how to use drawing to communicate and express ideas and feelings.

Know and understand the term observational drawing.

Know what is good about their drawing.

Know how to use drawing to develop and share ideas using a range of different materials.

Know how to experiment with pencils to create lines of different thickness in drawings.

Know how to produce drawings based on experiences or imagination using a range of different materials (for example pencil, charcoal, ink).

Know how to use pencil to create different tones.

Know and practice basic drawing techniques (for example hatching, crosshatching, stippling, blending).

Painting (including using different materials)



<p>Know that paint can be used to capture imagination.</p> <p>Know how to select colour for purpose.</p> <p>Know the names of all primary and a wider range of secondary colours.</p> <p>Know how to mix paint to create secondary colours.</p> <p>Know how to use a paintbrush to create a desired effect.</p> <p>Know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers)</p>	<p>Know how to use painting to develop and share ideas, using a range of different materials.</p> <p>Know the name of primary and secondary colours.</p> <p>Know how to use a variety of tools when painting with increasing control (e.g. brush, sponges, fingers, hands, sticks, sponge rollers).</p>	<p>Know how to produce paintings based on experiences or imagination, using a range of different materials.</p> <p>Know how to mix paint to create all the secondary colours.</p> <p>Know how to create brown with paint.</p> <p>Know how to create tints with paint by adding white.</p> <p>Know how to create shades with paint by adding black and tones by adding grey.</p> <p>Know how to begin to use a range of painting techniques such as dotting, scratching and splashing.</p>
<p>Sculpture (including using different materials)</p>		



	<p>Know how to effectively and safely use simple tools to change materials.</p> <p>Know how to use and experiment with a variety of materials and techniques.</p> <p>Know how to manipulate materials to create a desired outcome.</p> <p>Know how to select and explain their choice of materials.</p> <p>Know how to select, cut, assemble, tear, stick and collage different materials.</p> <p>Know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough).</p>	<p>Know how to use sculpture for a purpose and to develop and share ideas, using a range of different materials.</p> <p>Know how to cut, roll and coil materials.</p> <p>Know how to select, cut, assemble, tear, stick and collage different materials, with increasing confidence.</p> <p>Know why we manipulate malleable materials to create a particular effect.</p> <p>Know how to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p>	
<p>Range of artists, craft makers and designers</p>			
	<p>Know how to create a representation on of famous artwork.</p>	<p>Know how to describe what can be seen and give an opinion about the work of an artist, craft maker and / or designer.</p> <p>Know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer.</p>	<p>Know how artists, craft makers and/or designers have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist, craft maker and / or designer.</p>
<p>Vocabulary Progression (red are new words introduced)</p>			



Mark make	Mark make	Mark make
Rubbing	Rubbing	Rubbing
Pattern	Pattern	Pattern
Portrait	Portrait	Portrait
Paint	Paint	Paint
Colour	Colour	Colour
Wax crayon	Wax crayon	Wax crayon
Primary colour	Primary colour	Primary colour
Secondary colour	Secondary colour	Secondary colour
Mix	Mix	Mix
Darken	Darken	Darken
Lighten	Lighten	Lighten
Sponges	Sponges	Sponges
Rollers	Rollers	Rollers
Tools	Tools	Tools
Choice	Choice	Choice
Select	Select	Select
Cut	Cut	Cut
Stick	Stick	Stick
Tear	Tear	Tear
Collage	Collage	Collage
Material	Material	Material
Clay	Clay	Clay
Plasticine	Plasticine	Plasticine
Dough	Dough	Dough
Illustrator	Illustrator	Illustrator
Similar/ different	Similar/ different	Similar/ different
	Curvy	Curvy
	Wavy	Wavy
	Zig-zag lines	Zig-zag lines
	Texture	Texture
	Repeated pattern	Repeated pattern
	Experiment	Experiment
	Thickness	Thickness
	Range of materials	Range of materials
	Sculpture	Sculpture
	Coil	Coil
	Malleable	Malleable
	Kneading	Kneading



		<p>Opinion</p>	<p>Opinion Contour Feelins Media Charcoal Tone Hatching Joins Cross-Hatching Stippling Blending Tints Shades Dotting Scratching Splashing</p>
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