

Art Skills Progression

End of EYFS Expectations

Creating with Materials

Children at the expected level of development will:

- 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.

Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Nursery and Pre-School (Range 4 and 5)

Exploring and generating ideas	Techniques	<ul style="list-style-type: none"> • Knowledge of artists, craft makers and designers. • Analysis and evaluation
<p><u>Colour</u> Explore what happens when they mix colours</p> <p><u>Drawing and mark making</u> Begin to use drawing to represent actions and objects based on imagination, observation and experience. Explore using different drawing materials. Explore drawing on different surfaces.</p> <p><u>Painting</u> Explore paint using fingers, and other body parts Explore using different painting tools- brushes of different sizes, palettes, paint, sponges, water</p> <p><u>3D/Sculpture</u> Manipulate, play and explore senses using different materials and textures</p>	<p><u>Colour</u> Introduce simple colour names.</p> <p><u>Drawing and mark making</u> Use drawing to represent simple ideas. Draw lines and circles and other closed shapes with continuous lines and begin to use these to represent objects and people</p> <p><u>Painting</u> Show different meanings in their paintings.</p> <p><u>3D/Sculpture</u> Make simple models that express their ideas</p>	<p>Say what they have completed and begin to describe their thoughts and intentions about their work</p> <p>Uses the work of illustrators as inspiration for their own work.</p>

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<p>Explore joining different materials</p> <p><u>Other art, craft and design techniques</u> Explore printing with a variety of objects and tools, e.g. stamps and vegetables Explore bubble printing Begin to explore textures of different objects and materials</p>	<p><u>Other art, craft and design techniques</u> Begin sticking and joining materials together</p>	
<p>Key Vocabulary</p> <p>Nursery- colour, brush, paint, draw, stick, tear, sponge, red, blue, yellow, green, brown, white, black. Pre-School- light, dark, mix, palette, thin, thick, big, small, runny, chalk, chalkboard, whiteboard, stick, tape, glue, cut, scissors, print, playdough, squeeze, smooth, roll, purple, orange, grey, rolling pin, clay tools, cutters, stamps, apron.</p>		
<p>Reception (Range 6)</p>		
<p>Exploring and generating ideas</p>	<p>Techniques</p>	<ul style="list-style-type: none"> • Knowledge of artists, craft makers and designers. • Analysis and evaluation
<p>Throughout the year children become more confident in exploring their interests and enquiries, developing their thinking and developing their own ideas through experimentation with diverse materials. They will be able to express and communicate working theories, feelings and understandings using a range of art forms by the end of Reception.</p> <p><u>Colour</u> Children to begin mixing primary and secondary colours.</p>	<p><u>Colour</u> Children to name and use primary and secondary colours.</p>	<p>Children respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth.</p> <p>Children can discuss the work of artists, including illustrators.</p> <p>Children can use the work of an artist as inspiration for their own work.</p> <p>Say what they have done and talk about how it makes them feel and if they like it</p>

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<p><u>Drawing and mark making</u> Explore how different drawing materials can make a range of marks including lines, patterns and textures.</p> <p><u>Painting</u> Explore using different paint (adding watercolour pencils). Children to begin blending colours on a palette or on a different painting surface.</p> <p><u>3D/Sculpture</u> Children to explore cutting different materials. Explore joining different materials together which add texture.</p> <p><u>Other art, craft and design techniques</u> Take rubbings of different objects and materials. Explore marble ink printing. Experiment with different textures and creating different patterns . Explore materials by tearing, scrunching and rolling to make a collage picture. Have a go at simple weaving using ribbons, wool or paper. Begin to recognise pattern in the environment.</p>	<p>To choose colours for a particular purpose.</p> <p><u>Drawing and mark making</u> Hold a pencil (plus other drawing materials) effectively. Use drawing to create shapes and representations of objects, people and events. To draw from imagination and observation.</p> <p><u>Painting</u> Name different painting tools- brushes, palette, block paint, ready mixed paint. Children to hold a paintbrush (thick and thin) effectively and make coloured marks.</p> <p><u>3D/Sculpture</u> Children to name different materials. Manipulate and make shapes and forms from pliable materials including clay and playdough. Make simple sculptures.</p> <p><u>Other art, craft and design techniques</u> Use a variety of objects to print with on a range of surfaces and texture. Use and name different tools to print with, eg. Rollers, ink, stamps. Create simple pictures and patterns by printing from objects. Produce simple symmetrical images through printing. Start to make patterns and images using paper and 2D materials.</p>	<p>Begin to talk about how they could improve their work</p>
<p>Key Vocabulary</p>		

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2D shape, 3D shape, flat, smooth, rough, similarities, differences, PVA glue, glue stick, masking tape, sellotape, playground chalk, pencil, watercolour pencils, crayon, pen, felt tip pens, card, lolly sticks, googly eyes, feathers, buttons, sequins, phrases to describe colours e.g. 'reddy brown', line, circle, soft, hard, stamps, stencils, plasticine, clay, repeating, spotted, striped, texture, lighter, darker, lighten, darken, roll, bumpy, squash, squeeze, curved, pattern, straight line, long line, short line, wavy line, zig zag, weaving, art, collage, materials, block paint, ready mixed paint, fabric, bubble wrap, foam, ribbons, tissue paper, cardboard, cellophane, ink pad, marbling inks, natural materials, junk modelling, attach.

End of KS1 National Curriculum Expectations

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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 differences and similarities between different practices and disciplines, and making links to their own work.

Year 1

Exploring and generating ideas	Techniques	<ul style="list-style-type: none"> • Knowledge of artists, craft makers and designers. • Analysis and evaluation
<p>Throughout KS1 children develop the knowledge and skills to experiment, invent and create their own works of art, craft and design. They become increasingly adept at producing creative work, exploring their ideas and recording their experiences.</p> <p><u>Colour</u> Children to begin using white and black to make lighter and darker colours.</p>	<p><u>Colour</u> Children to name and understand what the primary and secondary colours are.</p>	<p><u>Colour</u> Discuss warm and cold colours</p>

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<p>Continue to explore applying colour with a range of tools for enjoyment</p> <p><u>Drawing and mark making</u> Begin to explore using tone, patterns and texture in their drawings. Extend the variety of drawing tools to include charcoal and chalk pastels.</p> <p><u>Painting</u> Begin to explore the properties of different types of paint including powder paints, block paints and watercolours.</p> <p><u>3D/Sculpture</u> Children to use paper/card and experiment with cutting, tearing, folding, joining and shaping to build simple structures .</p>	<p>Children to know how to make secondary colours.</p> <p><u>Drawing and mark making</u> Use drawing materials correctly and applying the appropriate pressure. Name different lines (types and direction) Draw more accurate observations of people, events and objects. Encourage accurate drawings of people .</p> <p><u>Painting</u> Name and use different types of paint. Children to mix and blend colours on a palette and on paper. Children to develop brush control and choose to use thick and thin brushes appropriately to make the chosen lines and shapes.</p> <p><u>3D/Sculpture</u> Children to describe properties of different materials (paper, plasticine, mud) and choose them appropriately when building sculptures.</p> <p>Children to create sculptures using various shapes and forms from paper and card that include texture and colour. Create prints that could include symmetry, rubbings and other objects and tools- for example 'Leaf bashing' in Forest School.</p>	<p>Find collections of colours- different sorts of green, purple, blue etc. Use language to evaluate- light/dark Explore the work of an artist who uses colour and make links to their own work (e.g. Klee, Kandinsky)</p> <p><u>Drawing and mark making</u> Observe patterns in the natural and man-made world. Explore the work of an artist who uses anatomy and make links to their own work. Observe anatomy.</p>
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<p><u>Other art, craft and design techniques</u> Explore printing pictures and patterns with a range of soft and hard materials.</p>	<p><u>Other art, craft and design techniques</u> Weave using wool or paper. Create collages using paper and 2D materials.</p>	<p><u>Other art, craft and design techniques</u> Understand how everyday objects are made from textiles- See DT. Awareness and discussion of patterns around them. Use appropriate language to describe tools, process etc.</p> <p>Analyse creative works using the key vocabulary listed.</p> <p><u>Evaluation</u> Describe what they like and dislike including feelings about their own work and how they can develop it further. Begin to compare work to other pieces of art.</p>
<p>Key Vocabulary</p> <p>Space, bright, cold, cool, warm, shade, sketch, symmetrical, soft, broad, narrow, fine, detail, mirror image, tone, mark making, foreground, background, diagonal, vertical, horizontal, primary colours, secondary colours, charcoal, chalk pastels, sewing materials, powder paint, skin tone colouring pencils, rubber.</p>		
<p>Year 2</p>		
<p>Exploring and generating ideas</p>	<p>Techniques</p>	<ul style="list-style-type: none"> • Knowledge of artists, craft makers and designers.

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		Analysis and evaluation
<p>Be able to express personal ideas and experiences in work. Opportunities for this are available in continuous provision.</p> <p><u>Colour</u> Experience using colour on a large scale when chalk drawing.</p> <p><u>Drawing and mark making</u> Explore using different grades of pencil. Investigate layering different drawing materials for varying effects. Continue to experiment with tools and surfaces. Continue to draw as a way of recording experiences and feelings. Sketch to make quick records of something.</p> <p><u>Painting</u></p>	<p><u>Colour</u> Children to name more complex colours e.g. royal blue.</p> <p>Children to make different tones of one colour. Children darken colours without using black . Children learn the complementary colours.</p> <p><u>Drawing and mark making</u> Show confidence with using a range of drawing materials and choose appropriate materials. Create different tones, lines, patterns and texture in their drawings Draw accurate observations of people, events and objects</p> <p><u>Painting</u> Name and use different types of paint, including acrylic and understand their properties. Children to confidently blend and mix colours on a palette and on paper and know how to get the right consistency needed. Children to paint with control and apply paint correctly to make the chosen shapes and lines.</p>	<p><u>Colour</u> Begin to describe colours by objects- 'raspberry pink, sunshine yellow' - link to English and illustration. Explore the work of an artist who uses colour and make links to their own work- Andy Warhol (link to portraits and Queen/monarchs).</p> <p><u>Drawing and mark making</u> Look at drawings and begin to discuss use of shadows, and use of light and dark. Explore the work of an artist who uses anatomy and make links to their own work- links to science and history.</p>

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<p><u>3D/Sculpture</u></p>	<p><u>3D/Sculpture</u> Children to choose materials and techniques appropriately and explain why when building sculptures. Children to make sculptures using clay in a variety of techniques e.g. pinching, rolling.</p> <p>Children use clay for a variety of purposes in sculpture e.g. thumb pots. Children add texture and decorative techniques to clay, including varnishing. Children to apply different paper/card techniques to build sculptures</p> <p>Children to create sculptures with greater skill using various shapes and forms from different materials that include texture, pattern and colour</p>	
<p><u>Other art, craft and design techniques</u></p>	<p><u>Other art, craft and design techniques</u> Make various prints (mono/poly, rubbings, relief, overprinting etc.) with more complex designs (see science 'Materials' unit). Uses tools and media correctly to produce a clean print (e.g. mono/poly). Overlap and overlay 2D materials eg. Coloured paper to create effects. Create collages with fabrics/paper with regular/irregular patterns. Uses print as a means of creating pattern.</p>	<p><u>Other art, craft and design techniques</u></p> <p>Understand the different forms of printing: books, posters, pictures, fabrics. Look at and discuss natural and manmade patterns Develop awareness of natural and manmade forms and environments</p> <p><u>Evaluation</u></p> <p>Explain the main successes and challenges that took place when completing their art work.</p> <p>Explain what they like and dislike including feelings about their own and others artwork and compare it with other pieces of art.</p>

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		<p>Analyse creative works using the key vocabulary listed.</p> <p>By the end of KS1 children know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation-this is woven into children's learning across the key stage and is a focus on Pause Days.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>Sketch, sketchbook, sketching pencils, tone, pattern, technique, shadows, wavy, highlight, vertical, horizontal, complementary, cross hatch, co-ordinating, tint, secondary colour, natural, manmade, shade, blend, portrait, coil, repetition, monoprint, malleable materials, form, tints, ballpoint pen, acrylic.</p>		