

# Art/Design progression of knowledge and skills

Level expected at the end of EYFS (ELG)

## Physical development

### Fine motor skills

- Hold a pencil effectively in preparation for fluent writing- using a tripod grip
- Use a range of small tools, including scissors, paintbrush and cutlery
- Begin to show accuracy and care when drawing.

## Expressive Arts and Design

### 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 and use props and materials when role playing characters in narratives and stories

## **KS1 National curriculum expectations**

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 practices and disciplines and making links to their own work.

Art Focus	Nursery	Reception	Year 1	Year 2
Drawing	<p><b>Generating and exploring ideas</b></p> <p>Ourselves</p> <p>Talk about their ideas and explore different ways to record them</p>	<p><b>Generating and exploring ideas</b></p> <p>Families</p> <p>Talk about their ideas and explore different ways to record.</p>	<p><b>Generating and exploring ideas</b></p> <p>Marvellous Me x3 lessons Look at 'up to date' photos of themselves. Observe and discuss skin, hair and eye colour and what range of material they could use to represent their hair. Look in mirrors.</p> <p>Castles x3 lessons Looking at art work from the artist Paul Klee, discuss his style of using different shapes to create pictures</p>	<p><b>Generating and exploring ideas</b></p> <p>Food Glorious Food x3 Observational drawings of fruit in pencil in sketchbook then pastels (still life)</p> <p>London Explore the work and life of the artist Stephen Wiltshire. Show them pictures of his cityscapes. Do they recognise any buildings?</p>
	<p><b>Art &amp; Design Techniques</b></p> <p>Use a range of drawing materials such as pencils, felt tips and wax crayons to make mark, lines and enclosures. Ourselves</p> <p><b>Line /shape</b></p> <p>Children draw their face.</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Drawing with pencils and fine felt tip pens Families</p> <p><b>Line and shape and texture</b></p> <p>Lines can be curved or straight and described in</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Drawing / Mixed Media Self-portraits lessons x3</p> <p><b>Line, shape, texture and colour</b></p> <p>Look in mirrors and match their skin tone (pencils /</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Draw a Guiseppe Arcimboldo fruit face (pastels) lessonsx3</p> <p><b>Line, shape, colour, tone and texture and pattern</b></p> <p>Tone: different B grade pencils make different tones for shading</p>

Drawing	Use a mirror to see the shape and facial features.	simple terms such as: wiggly,' 'straight,' 'round'.  Name simple shapes in art.	crayons) eye colour / hair (brown or yellow wool) Children to have a go at drawing a castle without taking the pencil off the paper, children to then fill in the gaps by colouring it in. What title can you give your painting? How was it drawing without taking your pencil off the paper? Use different shapes to create the 'castle and the sun' picture	Texture: use pastels hatching and scribbling  Exploring lines
	<b>Knowledge of artists</b>  Enjoy looking and talking about art  Looking at a range of artists – Van Gogh, Johannes Vermeer The girl with the pearl earring.	<b>Knowledge of artists</b>  Enjoy looking and talking about art  Looking at a range of artists including Picasso and his line drawings John Singer Sargent – carnation, lily, rose	<b>Knowledge of artists</b>  Look a range of portraits from various artists for example:  Mona Lisa Leonardo De Vinci Pablo Picasso Topical portraits  Paul Klee –Abstract artist	<b>Knowledge of artists</b>  Explore at a range of work by Giuseppe Arcimboldi.  Compare and discuss what the artist uses in each season.  Stephen Wiltshire
	<b>Vocabulary</b>  Colours, ,drawing crayons, chalk, line, pencil, long, short, straight, circle	<b>Vocabulary</b>  Pastel colours, Bumpy, curved, mark, bumpy, rough, pattern, soft, hard, wavy, zigzag	<b>Vocabulary</b>  Continuous, irregular, horizontal, vertical, mark making, observation, overlap, texture	<b>Vocabulary</b>  Charcoal, cross hatching, scribbling, expression, line, illustrator
	<b>Evaluating and Analysing</b>  Look at their work can they talk about it and tell you	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at your own work.	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at each other's work.	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at each other's work.

<p>End of year expectations</p> <p>Drawing</p>	<p>what they used to draw it and how it makes them feel</p> <ul style="list-style-type: none"> <li>• <b>Developed understanding of using lines to enclose a space. Begins to use drawing to represent actions and objects based on imagination, observation and experience.</b></li> <li>• <b>Use mark making tools for a purpose and developing a correct pencil grip.(tripod)</b></li> <li>• <b>Using drawings to accompany stories</b></li> </ul>	<p>What do you like about it? What could you do to make it even better?</p> <ul style="list-style-type: none"> <li>• <b>Continue to explore mark making using a range of tools identifying similarities and differences</b></li> <li>• <b>To investigate different lines</b></li> <li>• <b>Explore making different textures. 2d</b></li> <li>• <b>To draw with more accuracy and detail.</b></li> <li>• <b>Investigate how to make large and small movements with control when drawing.</b></li> </ul>	<p>What do you like about it? What could they do to make it even better?</p> <ul style="list-style-type: none"> <li>• <b>To experiment with a variety of media; pencils, rubbers, crayons, felt tips, charcoal, ballpoint, chalk and learning about the different properties e.g. which ones can smudge, erased and blend</b></li> <li>• <b>To control the types of marks, drawing lines, dots of different thicknesses.</b></li> <li>• <b>To name, match and draw lines/ marks from observation.</b></li> <li>• <b>Complete a continuous line drawing.</b></li> </ul>	<p>What do you like about it? What could they do to make it even better? What can we learn from the artist to improve our work? Make links to your own work.</p> <p><b>To become proficient in drawing techniques. To use drawing to develop and share ideas, experiences and imagination.</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw lines of varying thicknesses</b></li> <li>• <b>Use dots and lines to demonstrate pattern and texture</b></li> <li>• <b>Use different materials to draw for example pastel, chalk and felt</b></li> </ul>
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Art focus	Nursery	Reception	Year 1	Year 2
Painting	<p><b>Generating and exploring ideas.</b> Colour</p>	<p><b>Generating and exploring ideas</b> Fireworks / Diwali</p>	<p><b>Generating and exploring ideas</b> Explorers</p>	<p><b>Generating and exploring ideas</b>  <b>Fire and Ice</b></p>

	<p>Explore different ways to use paint to create colourful paintings. Look at colours in the environment (colour walk link to changing colours of Autumn</p>	<p>Watch videos and look at photos of fireworks. Talk about their experiences and ideas and discuss different ways to make fireworks using paint.</p>	<p>Look at a real sunflowers and look at Van Gogh's Sunflower paintings. Lessons x3</p> <p>Splash</p> <p>Learn about the life and education of George Seurat and how he painted his pictures using pointillism Lessons x3</p>	<p><b>Look at some pictures of fire and ice and brainstorm the different colours used to make hot and cold colours.</b></p> <p>Which colours do you think are warm/cold? Look at the colour wheel. How do the colours make you feel? Relate to fire and ice pictures.</p> <p>Journeys</p> <p>Discuss their own experience of journeys ie school journey to inspire ideas for their painting.</p>
	<p><b>Art &amp; Design Techniques</b></p> <p>Colour – children to notice changes in paintings, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect</p> <p>Explore paint including different application methods (finger, natural materials, paintbrushes etc)</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Fireworks / Diwali</p> <p>Powder paints</p> <p>Colour / shape / tone</p> <p>Name a wide range of colour you might see in fireworks.</p> <p>Colours can be mixed to make new colours.</p> <p>There are different shades of the same colour</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Sunflowers Van Gogh</p> <p>Lessons x3</p> <p>Colour/ shape / tone/ pattern / texture</p> <p>Water Colours:</p> <p>Experiment with pattern and texture in sunflowers</p> <p>Choose correct size paint brush for more detailed work.</p> <p>Colour mixing</p> <p>Create</p> <p>Red + yellow = orange</p> <p>Yellow + blue = green</p> <p>Red + Blue = Purple</p> <p>Using a colour wheel</p> <p>Look at the art by Kandinsky</p>	<p><b>Art &amp; Design Techniques</b></p> <p>Children are given primary colours and asked to explore how to mix colours to match fire/ice.</p> <p>reds/orange/yellows/blue and white.</p> <p>Pastel chalks</p> <p>Mixing primary colours to make secondary colours and mix colours to make hot/warm shades,</p> <p>Journeys David Hockney Lessons x3</p> <p>Ready mixed paint</p> <p>Colour / shape / tone / pattern / texture / line / space</p> <p>Colour:</p>

			<p>Recreate his concentric circles painting using knowledge of colour</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Tone: Add a little white to make colours lighter. Add a touch of black or the colour you are using to make colours darker.</p> <p>Texture: stippling with paintbrushes to add texture in the fields.</p>
	<p><b>Knowledge of artists</b></p> <p>Explore the work of Mark Rothko and his block painting and how he used colour to show how he felt</p>	<p><b>Knowledge of artists</b></p> <p>Explore the work of Justin Pollock and how he uses paint and colour to create his work using a splatter and drip technique</p>	<p><b>Knowledge of artists</b></p> <p>Look at a range of Sunflowers paintings by Van Gogh</p> <p>Kandinsky – concentric circles</p> <p>Discuss similarities and differences between pieces of art. Express an opinion.</p>	<p><b>Knowledge of artists</b></p> <p>Picasso blue period Van Gogh sunflower</p> <p>Look at a range of painting of Journeys David Hockney</p> <p>Discuss using appropriate art vocabulary.</p> <p>Be able to make links between the work of artists and their own work.</p>
	<p><b>Key vocabulary</b></p> <p>Colour, make, cut, ,tear paint, dot, shiny, smooth, stick</p>	<p><b>Key vocabulary</b></p> <p>Colour, shades, collage, create, dab, flick, splatter, glossy,</p>	<p><b>Key vocabulary</b></p> <p>Blend, colour, mix, pattern, print, primary colour, , shade, shape, texture.</p>	<p><b>Key vocabulary</b></p> <p>Collage, composition, detail, mix, primary and secondary colour, shade, surface, texture. Water colour, acrylic, brushstroke</p>

	<p><b>Evaluating and Analysing</b></p> <p>Talk about the colour they used. How do those colours make you feel?</p>	<p><b>Evaluating and Analysing</b></p> <p>Discuss as a whole class:</p> <p>Look at your own work. What do you like about it? What could you do to make it even better?</p>	<p><b>Evaluating and Analysing</b></p> <p>Discuss as a whole class:</p> <p>Look at each other's work. What do you like about it? What could they do to make it even better?</p>	<p><b>Evaluating and Analysing</b></p> <p>Discuss as a whole class:</p> <p>Look at each other's work and the work of artists. What do you like about it? What could they do to make it even better? Make links to your own work. What can we learn from the artist to improve our work?</p>
<p><b>End of year expectations For painting</b></p>	<p><b>Explore colour and how they can be changed</b></p>	<p><b>To experiment with and use primary colours</b>  <b>To name colours and mix them (not formal mixing)</b>  <b>Use a range a tools to make colours</b></p>	<p><b>Use a variety of tools and techniques including different brush sizes and types</b>  <b>Identify primary colours by name and mix to make secondary colours.</b>  <b>To mix and match colours to artefacts and objects and find collections of colour</b></p>	<p><b>To become proficient in painting techniques e.g layering, mixing media, scraping through layers.</b>  <b>Name different types of paint.</b>  <b>To use painting to develop and share their ideas and imagination</b>  <b>Children can</b></p> <ul style="list-style-type: none"> <li>• <b>Name primary and secondary colours</b></li> <li>• <b>Experiment with different brushes (including strokes) and other painting tools</b></li> <li>• <b>Mix primary colours to make secondary colours</b></li> <li>• <b>Add white and black to alter tints and shades</b></li> </ul>

<p><b>Materials/sculpture and 3 d form</b></p>	<p><b>Generating and exploring ideas</b></p> <p>Mini-beasts</p> <p>Explore a range of materials and techniques to make binoculars</p>	<p><b>Generating and exploring ideas</b></p> <p>What the Ladybird heard.</p> <p>Explore a range of malleable materials to make models or pictures using – playdough, plasticine, salt dough, cooking materials, model magic.</p>	<p><b>Generating and exploring ideas</b></p> <p>Splash!</p> <p>Explore a range of tools to decorate models or pictures using clay.</p>	<p><b>Generating and exploring ideas</b></p> <p>Night Time /Green and Mean</p> <p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose</p>
	<p><b>Making skills</b></p> <p>Binoculars</p> <p>Form: recycling materials</p> <p>Join materials in different ways e.g. using sticky tape, string and glue</p> <p>Clay activities</p>	<p><b>Making skills</b></p> <p>Ladybirds</p> <p>Form: Model Magic</p> <p>Modelling materials can be shaped using hands or tools.</p> <p>Roll in a ball, roll into a snake, pulling, pinching.</p>	<p><b>Making skills</b></p> <p>Clay Fish</p> <p>Form: Clay / pattern</p> <p>Pattern: A clay surface can be decorated by pressing into it.</p> <p>Roll and cut out a fish, carve details, make marks with clay tools on and create holes and hollows into malleable materials.</p> <p>Natural sculptures with objects found in nature</p>	<p><b>Making skills</b></p> <p>Clay woodland animals/dragon</p> <p>Form: Clay / pattern / space</p> <p>A clay surface can be decorated by joining pieces on.</p> <p>Pieces of clay can be joined using the 'scratch and slip' techniques</p> <p>Learning about paper sculptures and looking at examples of artists</p> <p>Designing and making a paper sculpture</p> <p>Joining paper / making paper curl / manipulating paper so that it will stand</p>



	<b>Knowledge of artist</b>	<b>Knowledge of artist</b>	<b>Knowledge of artist</b> Rachel Laundon Creating fish art/sculptures	<b>Knowledge of artist</b> Michael Bolus sculpture
	<b>Vocabulary</b> Join, pull, push, bend, stick, model	<b>Vocabulary</b> Clay, dough,, chop, flatten, pinch, plan, poke, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet, damp, sticky	<b>Vocabulary</b> Roll, scrunch, sculpture, 2 dimensional, 3 dimensional, fold	<b>Vocabulary</b> Clay, clay slip, pinch pot, score, surface.
	<b>Evaluating and Analysing</b>  Look at your own work. How will use it in your play. Could you make it even better?	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at your own work. What do you like about it? What could you do to make it even better?	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at each other's work. What do you like about it? What could they do to make it even better?	<b>Evaluating and Analysing</b>  Discuss as a whole class: Look at each other's work. What do you like about it? What could they do to make it even better? What can we learn from the artist to improve our work? Make links to your own work.
End of year	<b>Use various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</b>	<b>Safely use a variety of materials, tools and techniques, experimenting with colour texture, form and function</b>		<b>To use a range of materials to design and make products</b>