




Art Skills Progression

<p>EYFS</p> 	<p>Year 1</p> 	<p>Year 2</p> 
<p><u>Physical Development</u></p> <p>Three and Four Year Olds will learn to...</p> <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. <p><u>Expressive Arts and Design</u></p> <p>Three and Four Year Olds will learn to...</p>		

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.
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.
Explore colour and colour mixing.

Physical Development

Children in Reception will learn to..

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, coordination and agility.

Expressive Arts and Design

Children in Reception will learn to...

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.

ELG Physical Development - Fine Motor Skills

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.

ELG 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.

Exploring and developing ideas

Record and explore ideas from first hand observations
Ask and answer questions about the starting points for their work
Develop their ideas - try things out, change their minds
Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

Evaluating and developing work

Review what they and others have done and say what they think and feel about it.
Identify what they might change in their current work or develop in future work

<p style="text-align: center;">Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Experiment with a variety of media</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Experiment with lines and Marks drawing tools.</p>	<p style="text-align: center;">Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Extend the variety of drawings tools to include charcoal and felt-tips</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns that are natural and man-made</p> <p>Observe anatomy (faces, limbs)</p> <p>Use a sketchbook to gather and collect artwork</p>	<p style="text-align: center;">Drawing (pencil, paint, charcoal, inks, chalk, pastels, ICT software)</p> <p>Draw on different surfaces with a range of media - layering</p> <p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark (apply to portraits)</p> <p>Use a sketchbook to make quick records and to work out own ideas</p>
<p style="text-align: center;">Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Explore colour, and how colours can be changed.</p> <p>Experimenting with primary colours</p> <p>Naming colours</p> <p>Explores what happens when they mix colours (not formal)</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p style="text-align: center;">Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools and with different techniques</p> <p>Experimenting with different scales - using large paper.</p> <p>Experimenting with different textures.</p>	<p style="text-align: center;">Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Begin to describe colours by objects - 'sunshine yellow, ocean blue'</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Use colour on small and large scale - a range</p> <p>Mix colours to match those of the natural world - less defined name</p> <p>Apply hot and cold colours to create a mood or effect.</p> <p>Know different types of paint and their properties.</p>

<p style="text-align: center;">Texture (textiles, clay, sand, plaster, stone)</p> <p>Experiments to create different textures. Beginning to be interested in and describe the texture of things Handling, manipulating and enjoying using materials Sensory experience Simple weaving Understands that different media can be combined to create new effects (collages).</p>	<p style="text-align: center;">Texture (textiles, clay, sand, stone)</p> <p>Weaving using a card loom Collage using variety of materials Sort according to specific qualities - warm, cold, shiny, smooth etc. How texture can provide information - its 'journey'. How textiles can create things.</p>	<p style="text-align: center;">Texture (textiles, clay, sand, stone)</p> <p>Overlapping and overlaying to create effects Use large eyed needles - running stitches Collage to create a specific picture</p>
<p style="text-align: center;">Tone (Drawing, painting, ink, pastels, chalks)</p> <p>Understand light and dark, apply to painting, drawing and patterns</p>	<p style="text-align: center;">Tone (Drawing, painting, ink, pastels, chalks)</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p>	<p style="text-align: center;">Tone (Drawing, painting, ink, pastels, chalks)</p> <p>Paint/ draw using shading and tone to make objects or people appear more 3D.</p>

<p style="text-align: center;">Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Use various construction materials. Constructs with a purpose in mind, using a variety of resources. Handling, feeling and enjoying. Manipulates materials to achieve a planned effect Beginning to construct, stacking blocks vertically and horizontally. Making enclosures and creating spaces. Building and destroying Shape and model Realise tools can be used for a purpose.</p>	<p style="text-align: center;">Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Use both hands and tools to build. Construct with a clear purpose in mind choosing resources with thought. Use materials to make known objects for a purpose To cut simple shapes with scissors. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins Adapts where necessary. Can discuss the weight and texture of the product.</p>	<p style="text-align: center;">Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques - applied, impressed, painted Replicate patterns and textures in a 3-D form Can construct from junk materials Look at work from a variety of sculptors</p>
<p style="text-align: center;">Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Rubbings Print with variety of objects Print with block colours</p>	<p style="text-align: center;">Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Create patterns using more than 1 colour Develop impressed images Relief printing Use equipment correctly to produce a clean image. Use appropriate language to describe the tools used and process followed.</p>	<p style="text-align: center;">Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Print with a growing range of objects to create order, symmetry Extend repeating patterns Identify the different forms printing takes - books, pictures, wall paper, textiles</p>

<p style="text-align: center;">Pattern (paint, pencil, textiles, clay, printing)</p> <p>Repeating patterns Irregular painting patterns Simple symmetry</p>	<p style="text-align: center;">Pattern (paint, pencil, textiles, clay, printing)</p> <p>Awareness and discussion of patterns Repeating patterns - drawing own designs Symmetry *LINK TO MATHS*</p>	<p style="text-align: center;">Pattern (paint, pencil, textiles, clay, printing)</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Discussion of natural and man-made patterns Discuss regular and irregular - what do they mean? - LINK TO MATHS</p>
	<p style="text-align: center;">Different Artists and their works, Responding to Art</p> <p>Identify the content or theme of an artwork such as nature, city or people etc. Make connections between an artwork and their own work (subject) Generate basic questions about the content of an artwork (e.g. What is the artwork about? What did the artists want to show?) Articulate their understanding of the subject or theme of their artwork and link that to the artist in study. Discuss how artists can be influenced by each other (e.g. the work produced in class or how their work is influenced by the artist in study) Can say what they like and dislike about an artwork and why.</p>	<p style="text-align: center;">Different Artists and their works, Responding to Art</p> <p>Able to identify the content or theme of an artwork such as nature, city or people and link it to the work of another artist. Make connections between an artwork and their own work (subject, colour, style or process) Generate basic questions about the content and context of an artwork and form opinions of how an artwork was produced based on its outcome. Articulate their understanding of their artwork and link that to the artist in study with reference to the subject or theme, discipline (painter, sculptor, printer etc) or elements of art. Can discuss how their work may be influenced by that of the artist. Can begin to suggest how successful these links were.</p>