

## Art skill progression



Area	EYFS- Reception	Year 1	Year 2
<p><b>Designing</b> To use a range of materials creatively to design and make products</p>	<p><b>PSED: ELG</b> Children will talk about their ideas and choose the resources they need, sometimes with suggestions from adults. They can say when they do or don't need help with said resources. <b>EAD: Media &amp; Materials: 40-60 months:</b> Understands that different media can be combined to create new effects.</p>	<p>Children will be able to use art resources in the environment effectively to design and create products of their interest. Pupils explore ideas and make some choices about what they will do.</p>	<p>Children will be able to follow a 'Success Criteria' to create given products. 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. This will be assisted through resources being available for children to choose throughout the year, as in year 1.</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><b>EAD: Media &amp; Materials: 40-60 months:</b> Children manipulate materials to achieve a planned effect. They construct with a purpose in mind, using a variety of resources.</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.</p>
<p><b>Taking inspiration from the works of others</b> 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. Children will be able to use artists' ideas to create their own versions of art through the painting/drawing area. Children will draw simple evaluations about the work of others.</p>	<p>Children will understand some techniques of different artist/architects. Children will understand abstract and concrete art forms and will use different techniques based on artists. They'll know the difference between an artist and an architect. Children will be able to be inspired and draw com</p>
<p><b>Evaluating</b></p>	<p><b>EAD: Media &amp; Materials: 40-60 months:</b> • Selects appropriate resources and adapts work where necessary</p>	<p>Children will draw simple evaluations of their work e.g. which art form they preferred creating or what they liked about their work.</p>	<p>Children will begin to identify a way of improving their own work</p>

## Drawing

Media: pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.

EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
<p>PD: Moving &amp; Handling: 40-60 months:</p> <ul style="list-style-type: none"> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p>EAD: Being Imaginative: 40-60 months:</p> <ul style="list-style-type: none"> <li>• Creates simple representations of events, people and objects</li> </ul>	<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>	<p>Begin to control the types marks made with the range of media.</p> <p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns</p>

## Painting

Media: watercolour, ready mixed, acrylic, powder

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte

EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
<p>EAD: Media &amp; Materials: 40-60 months:</p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> </ul> <p>EAD: Being Imaginative: 40-60 months</p> <ul style="list-style-type: none"> <li>• Chooses particular colours to use for a purpose</li> </ul>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p>

## Sculpture

Media: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre

EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
<p>PD Moving and handling 40-60 months:</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> </ul> <p>EAD: Media &amp; Materials: 40-60 months:</p> <ul style="list-style-type: none"> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul>	<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>

## Printing

Media: found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,

EYFS CURRICULUM LINKS	EYFS	YEAR 1	YEAR 2
<p>Maths: SSM: 40-60 months:</p> <ul style="list-style-type: none"> <li>• Uses familiar objects and common shapes to create and recreate patterns</li> </ul>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>



