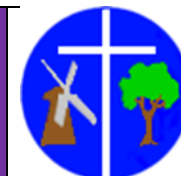


Art and Design Skills Progression – EYFS & Key Stage 1



Skills	EYFS Implementation	Year 1 Implementation	Year 2 Implementation	Impact
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	<ul style="list-style-type: none"> • Enjoy using a variety of media. • Use and begin to control a range of media. Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> • Experiment with a variety of media. • Begin to control the types of marks made with the range of media. Draw on different surfaces. • Start to record simple media explorations in a sketch book. • 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. • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> • Begin to control the types marks made with the range of media. • Control the types of marks made with the range of media. Draw on different surfaces with a range of media. • Use a sketchbook to plan and develop simple ideas. • Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. • Continue to investigate textures and produce an expanding range of patterns. 	<ul style="list-style-type: none"> ○ Children can use a range of materials creatively to design and make products. ○ Children can use drawing to develop and share their ideas, experiences and imagination. ○ Children can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ○ Children know 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>Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassatt</p>			

Painting (watercolour, ready mixed, acrylic)	<ul style="list-style-type: none"> • Enjoy using a variety of tools including different size/ shaped brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> • Explore with a variety of media; different brush sizes and tools. • Explore lightening and darkening paint without the use of black or white. • Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. • Start to record simple media explorations in a sketch book. • Start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> ○ Children can use a range of materials creatively to design and make products. ○ Children can use painting to develop and share their ideas, experiences and imagination. ○ Children can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ○ Children know 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>Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.</p>			

Sculpture

(3D work, clay, dough, boxes, wire, paper sculpture, modroc)

- Enjoy a range of malleable media such as clay, papier Mache, Salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.

- Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.
- 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.
- Impress and apply simple decoration techniques: impressed, painted, applied.
- Use tools and equipment safely and in the correct way.

- Use equipment and media with increasing confidence.
- Shape, form, construct and model from observation and imagination.
- Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.
- Demonstrate experience in surface patterns/ textures and use them when appropriate.
- Explore carving as a form of 3D art.

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

- Children can use a range of materials creatively to design and make products.
- Children can use sculpture to develop and share their ideas, experiences and imagination.
- Children can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Children know 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.

Printing

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

- Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.
- Develop simple patterns by using objects.
- Enjoy using stencils to create a picture.

- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.
- Explore printing in relief: String and card.
- Begin to identify forms of printing: Books, posters pictures, fabrics.

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing.
- Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.
- Experiment with overprinting motifs and colour.

- Children can use a range of materials creatively to design and make products.
- Children can use printing to develop and share their ideas, experiences and imagination.
- Children can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Children know 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.

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

Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. • Show experience in simple stitch work. • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. • Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Have experience in colouring textiles: printing, fabric crayons. • Use more than one type of stitch. • Explain how to thread a needle and have a go. • Have some experience of weaving and understand the process and some techniques. • Begin to identify different types and textures of fabric and materials for collage. • Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> • Begin to identify different forms of textiles. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Gain confidence in stitching two pieces of fabric. • Explain how to thread a needle and have a go. • Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. 	<ul style="list-style-type: none"> ○ Children can use a range of materials creatively to design and make products. ○ Children can use drawing to develop and share their ideas, experiences and imagination. ○ Children can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Children know 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>Possible Artists: Ashley, Fassett, African/Indian, Adire</p>			

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.