

Progression of skills map- Art

Level expected of the end of EYFS.

## **Expressive Arts and Design**

### **Creating with Materials ELG**

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.

In addition the children at Christ Church will:

- experience a range of art work through the creation of an art gallery or visit to a gallery.
- use this experience to create their own art work for public display
- use a range of media to make recognisable images that represent their own ideas
- use their developing knowledge of the properties of familiar materials to make appropriate selections for a given purpose
- explore colour, texture and material.

### **Fine Motor Skills ELG**

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 **confidently and competently**
- begin to show accuracy and care when drawing.

In addition the children at Christ Church will:

- develop hand eye coordination so that they can manipulate simple tools and handle with control small part activities i.e. snip with scissors, bead threading through taking part in Write Dance in Nursery and Dough Disco in Reception.
- build stamina so that they can sustain physical activity for increasing periods of time.

#### National curriculum KS1 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 different practices and disciplines, and making links to their own work.

Exploring and developing ideas.

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

KS1 Art and Design National Curriculum

To produce creative work, exploring their ideas and recording experiences.

Children can:

- a respond positively to ideas and starting points;
- b explore ideas and collect information;
- c describe differences and similarities and make links to their own work;
- d try different materials and methods to improve;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 1	<p><b>Terrific toys</b></p> <p>Printing-toy printing</p> <p>Use a variety of material and techniques to print-eg fruit/sponges,toys to press.</p> <p>Artist-Andy Warhol- use inspiration from famous, notable artists to create their own work and compare.</p>	<p><b>Stomp, Wriggle and Crawl</b></p> <p>Sculpture-Fabulous</p> <p>Finale Day- Dinosaur fossils-Use rolling and pinching technique to create a sculpture.</p>	<p><b>Healthy Heroes</b></p>	<p><b>Fabulous Fairy tales</b></p> <p>Painting-Mixing colours</p> <p>Name the primary and secondary colour</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>Mix primary colours to make secondary colours;</p>	<p><b>Blast Off</b></p>
Year 2	<p><b>Walk the plank</b></p> <p>Painting-Seascape experiment with different brushes (including brushstrokes) and other painting tools.</p>	<p><b>Arctic adventures</b></p>	<p><b>London's Burning</b></p>	<p><b>Golden ticket</b></p> <p>Collage/ Sculpture-African masks</p> <p>Observe Aztec art work-colours, patterns, shapes, colours and space.</p>	<p><b>Amazing animals</b></p> <p>Sculpture- Clay fish</p> <p>Use a variety of natural, recycled</p>

	<p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p> <p><b>Artist-Van Gough-</b> use inspiration from famous, notable artists to create their own work and compare.</p>			<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. card.</p> <p>Use a combination of materials that have been cut, torn and glued.</p> <p>Add texture by mixing materials.</p>	<p>and manufactured materials for sculpting, e.g. clay,</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>Use a variety of shapes, including lines and texture.</p>
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## Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

- a draw lines of varying thickness;
- b use dots and lines to demonstrate pattern and texture;
- c use different materials to draw, for example pastels, chalk, felt tips;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

### Painting

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

Children can:

- a name the primary and secondary colours;
- b experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

### Sculpture

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

KS1 Art and Design National Curriculum

To become proficient in sculpting techniques.

To use sculpture to develop and share their ideas, experiences and imagination.

Children can:

- a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- b use a variety of techniques, e.g. rolling, cutting, pinching;
- c use a variety of shapes, including lines and texture;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

### Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- a use a combination of materials that have been cut, torn and glued;
- b sort and arrange materials;
- c add texture by mixing materials;

d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

### Textiles

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

Children can:

a show pattern by weaving;

b use a dyeing technique to alter a textile's colour and pattern;

c decorate textiles with glue or stitching, to add colour and detail;

d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

### Printing

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques

– printing.

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

#### Looking at the work of other artists.

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

#### KS1 Art and Design National Curriculum

To understand 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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild, Andy Warhol.