



Learning, Caring and Growing Together in Faith

St Andrew's C of E Infant School

Progression in Art and Design

Early Learning Goals EYFS		National Curriculum Key Stage 1	
<p>Expressive Arts and Design (creating with materials)</p> <ul style="list-style-type: none"> 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. <p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> 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. Begin to show accuracy and care when drawing. 		<ul style="list-style-type: none"> 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. 	
Area of Learning	Reception	Year 1	Year 2
Exploring and Developing Ideas	<p>Expressive Art and design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Fine Motor Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g., pencils for drawing, 	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Talk about their ideas and make choices e.g. chosen tools, materials. 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. <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Compare, state preferences and give reasons why. Talk about their ideas and make choices e.g. chosen tools, materials. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designer from different times and cultures for differences and similarities.

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	<p>paintbrushes, stamps, rollers, scissors etc...</p> <p>These are examples of incidental language that they may be exposed to in EYFS: Ideas, thoughts, feelings, artist, names of materials and tools, colour, pattern, texture, safe</p> <p>Describing Sentence Stems: It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... .. because..... It looks like..... ... because..... It tastes like..... .. because..... It sounds like..... . because.....</p>	<p>observation, artist, craftspeople, sculptor, material, colour, pattern, texture, line, shape, like, dislike, same, different</p> <p>Describing Sentence Stems It is.....and..... The.....is.....and..... This is They are They are.....because..... It is a (adjective) / (noun)has have</p>	<p>Key Vocabulary: observation, artist, craftspeople, designer, sculptor, material, colour, pattern, texture, line, shape, like, dislike, same, different</p> <p>Describing Sentence Stems It / This is.....and..... This has and The.....is.....and..... They are.....and..... I feel.....because..... This is a big, round, red, beach ball</p>
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	<p>It smells like..... .. because..... It is the same because..... It is different because..... As above, use This looks like etc</p>		
<p>Evaluating and Developing Work</p>	<p>Expressive Art and design</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaborative sharing ideas, resources and skills. <p>These are examples of incidental language that they may be exposed to in EYFS: Improve, different, change, make better, share, team work.</p> <p>Evaluating Sentence Stems: I made this train. "I like the way the wheels rotate" I've done this picture.</p>	<ul style="list-style-type: none"> 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>Key Vocabulary: observe, artist, sculptor, craftspeople, material, colour, pattern, texture, line, shape, like, dislike, same, different, change, develop, improve</p> <p>Evaluating Sentence Stems I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because.....</p>	<ul style="list-style-type: none"> 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. Make links with an artist's work and their own. <p>Key Vocabulary: observe, artist, sculptor, craftspeople, material, colour, pattern, texture, line, shape, like, dislike, same, different, change, develop, improve, prefer</p> <p>Evaluating Sentence Stems I think my..... /book is.....because..... Next time I could..... I found.....hard/easy because..... I like / dislike.....because..... It was interesting because..... I like this because.....</p>

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	<p>"I can see you have put lots of detail in there, flowers, people, trees"</p> <p>I like this because.....</p> <p>I made this.....</p> <p>I did this.....</p> <p>I've done this...</p>		<p>I like the part where.....because.....</p> <p>What I found hard about this work was.....</p> <p>I found this piece of work hard/easy because...</p>
<p>Drawing</p>	<p>Drawing will be taught as an ongoing skill throughout each year group as well as a focused drawing unit in Year 2.</p>		
	<ul style="list-style-type: none"> Use a variety of media to make marks Create closed shapes with continuous lines and begin to use these shapes to represent objects. Begin to show accuracy and care when drawing through observational drawings. Use colour for a purpose during observational drawings. Draw and sketch in Art Books. <p>Fine Motor:</p> <ul style="list-style-type: none"> Develop small motor skills through mark making in sand, mud, flour, gloop, glitter, shaving foam. 	<ul style="list-style-type: none"> Explore different mark-making with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk. Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Observe and draw shapes from observations Draw lines of different shapes and thicknesses. Identify light and dark marks and shapes. Investigate textures by describing and naming. <p>Key Vocabulary: Draw, line, thick, thin, pattern, shape, wavy, curvy, straight, texture, smooth, rough, colour, soft, hard, light, dark, shape, long, short</p>	<ul style="list-style-type: none"> Experiment with confidence in different mark-making with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Show increased control when making marks with a range of media. Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media. Draw lines of different shapes and thicknesses and select from different grades of pencil. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying. <p>Key Vocabulary: Draw, line, thick, thin, broad, narrow, fine, pattern, shape, wavy, curvy, straight, texture, smooth, rough, surface, colour, tone, soft, hard, light, dark, shape, long, short, pale, deep</p>

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	<ul style="list-style-type: none"> Develop small motor skills to support correct pencil grip when drawing. Hold a pencil effectively using the tripod grip. <p>These are examples of incidental language that they may be exposed to in EYFS: Draw, line, thick, thin, wavy, straight</p>		
<p>Painting</p>	<ul style="list-style-type: none"> Create marks with a variety of tools e.g. brushes, sponges, tissue, fabric, string, fingers. Create paintings with thick and thin brushes. Create simple representations of objects, animals and people using paint. Begin to add more detail to their painting selecting the correct tools for the purpose. Experiment with painting techniques for a purpose eg select appropriately sized 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <p>Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. <p>Key Vocabulary: Paint, brush, size, scale, colour, primary colours, primary colours, secondary colours, shade, tone, layering, scraping, wash</p>	<p><i>In Y2 there is not a focused unit on painting. However, painting skills covered in Y1 (see below) will be developed in Y2 throughout units when appropriate.</i></p> <p>Y1 Painting Skills</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones.



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	<p>brushes, colour mixing, printing, and patterns.</p> <ul style="list-style-type: none">• Think of their own ideas for their artwork. <p>Colour</p> <ul style="list-style-type: none">• Name colours• Explore colour and how colour can be changed.• Explore what happens when colours are mixed.• Mix colours using red, blue and yellow to make green, purple, orange and brown.• Use the colours white and black to make colours darker or lighter.• Mix colours independently for a purpose. <p>Texture</p> <ul style="list-style-type: none">• Mix different media to create new effects. <p>Fine Motor:</p> <ul style="list-style-type: none">• Begin to hold brushes in a tripod grip.• Use a range of brush sizes and work on different coloured, sized and shaped papers.		<ul style="list-style-type: none">• Mix secondary colours. <p>Texture</p> <ul style="list-style-type: none">• Create textured paint by adding sand, plaster. <p>Key Vocabulary: Paint, brush, size, scale, colour, primary colours, primary colours, secondary colours, shade, tone, layering, scraping, wash</p>
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	<p>These are examples of incidental language that they may be exposed to in EYFS: Paint, sponges, brushes, line, colour, shape, observation, imagination, size</p>		
<p>Printing</p>	<ul style="list-style-type: none"> • Simple printing with large objects. This includes hand prints, large sponges and rollers. • Simple printing with objects found in nature. • Simple printing of irregular objects with more complex designs and patterns e.g. nuts and bolts, cotton buds. <p>These are examples of incidental language that they may be exposed to in EYFS: Print, pattern, stamp, press, push</p>		<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. <p>Colour</p> <ul style="list-style-type: none"> • Experiment with overprinting motifs and colour. <p>Texture Make rubbings to collect textures and patterns.</p> <p>Key Vocabulary: Print, pattern, environment, printing block, press print, repetitive pattern, repeat, logo</p>



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<p>3D/Sculpture</p>	<ul style="list-style-type: none">• Manipulate malleable materials e.g. squash/squeeze, stretch, pinch/pull etc...• Make models by pushing objects into the dough• Make patterns with everyday objects (wheel cutters, hammers and stamps).• Roll the dough into cylinder shapes• Use knives to cut• Begin to use scissors with two hands• Roll into various-sized balls.• Begin to use imagination to create simple 3D models.• Make simple 3D models by joining playdough balls and adding purposeful materials e.g. eyes.• Use progressive malleable materials e.g. playdough, plasticine, clay. <p>These are examples of incidental language that they may be exposed to in EYFS:</p>	<ul style="list-style-type: none">• Manipulate malleable materials in a variety of ways including rolling and kneading.• Explore sculpture with a range of malleable media.• Manipulate malleable materials for a purpose, e.g. pot, tile.• Understand the safety and basic care of materials and tools. <p>Form</p> <ul style="list-style-type: none">• Experiment with constructing and joining materials.• Use simple 2-D shapes to create a 3-D form. <p>Texture</p> <ul style="list-style-type: none">• Change the surface of a malleable material <p>Key Vocabulary: Model, sculpture, manipulate, malleable, roll, knead, safety, texture, surface, construct, join, shape, 3D</p>	
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	<p>Model, shape, assemble, join, roll, pinch/pull, stretch, cut,</p>		
Collage	<ul style="list-style-type: none">• Use objects outdoors/loose parts to create collages.• Explore different methods of attaching materials e.g. glue, tape, masking tape.• Experience different types of glue e.g. stick, wet.• Fold, scrunch, rip.• Combine materials to create new effects e.g. string, tissue paper and glue.• Create collaborative collages.		<ul style="list-style-type: none">• Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.• Arrange and glue materials to different backgrounds.• Sort and group materials for different purposes e.g. colour texture.• Fold, crumple, tear and overlap papers.• Work on different scales. <p>Colour</p> <ul style="list-style-type: none">• Collect, sort, name match colours appropriate for an image. <p>Shape</p> <ul style="list-style-type: none">• Create and arrange shapes appropriately. <p>Texture</p>



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	<p>These are examples of incidental language that they may be exposed to in EYFS: Collage, materials, warm, cold, shiny, smooth, rough, cut, stick</p>		<ul style="list-style-type: none"> • Create, select and use textured paper for an image <p>Key Vocabulary: collage, material, arrange, collect, sort, group, name, match, colour, texture, fold, crumple, tear, overlap,</p>
<p>Textiles</p>	<p><i>In EYFS there is not a focused unit on textiles however, children experience different textiles in small world and role play. We also have different elements of haberdashery at the 'make and do table'.</i></p>	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. <p>Colour</p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. <p>Texture</p> <ul style="list-style-type: none"> • Create fabrics by weaving materials i.e. grass through twigs. <p>Key Vocabulary: Textile, fabric, thread, match, sort, colour, texture, shape, length, size, change, knot, fray, fringe, pull, twist, plait, cut, shape, apply, decorate</p>	

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