






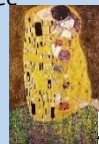
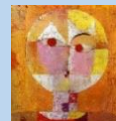

















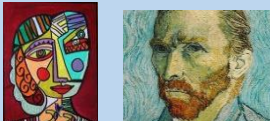


















# EYFS & Key Stage 1 Art progression

	<b>NC: Pupils should be taught:</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products.</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li><li>To develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space.</li><li>About the work of a range of artists, craft makers, &amp; designers, describing the differences &amp; similarities between different practices &amp; disciplines, &amp; making links to their own work.</li></ul>		<b>EYFS Expressive Arts and Design: visual arts</b> Explore, use and refine a variety of artist 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 idea, resources and skills. <b>Commenting on artwork</b> Identify artworks that appeal to them, likes art that is realistic and relates to their experiences Is beginning to think about an artist’s point of view. Can sort art by its medium. Is starting to think about composition and colour.		<b>KS1 Commenting on artwork</b> Explain likes and dislikes of own artwork by commenting on the techniques used. Explore 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 own work. Express thoughts and feelings about famous work of art Describe the emotions a piece of art brings about Identify the changes that could be made to improve own artwork.  Vocabulary:., comment, feelings, observe, technique, tools		
Vocabulary: artist, painting, drawing, printing, sculpture , photography, pencil, crayon, felt-tip, pastels, chalk, paint, paintbrush, ink, clay, collage, fabric, cardboard, paper, glue, scissors, colour, primary colours, warm colours, cool colours, colour mixing, pattern, repeating pattern, shape, form, tone, line: straight, wavy, sharp, smooth, thick, thin, smudged, texture: shiny, fuzzy, prickly, lumpy, hard, bumpy, smooth, rubbery, gritty, wrinkly, soft, bendy, rough, stretchy,							
	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Texture, line &amp; pattern printing</b>	<b>Collage Textiles</b>	<b>Using technology</b>	
EYFS	Explores colour and colour mixing. Experiments with a wide variety of materials. Uses painting and drawing to represent actions and objects. Makes intentional representations, deciding beforehand what they what to depict. Can use art to represent feelings. Uses a wide variety of tools for a purpose and with developing expertise.		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. 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.				
	Enjoys making marks, signs, symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves Uses line to represent objects seen, remembered or imagined.	Explores making marks on a variety of papers using thick/ thin brushes, foam and sponge brushes. Explores colour and colour mixing. Uses a variety of tools to spread paint- straws, sticks, brushes, fingers, sponges.	Handles, feels and manipulates rigid and malleable materials Pulls apart and reconstructs basic shapes. Becomes aware of form, feel, pattern and weight. Experiments with basic tools on rigid and plastic materials.	Experiments printing with hands, feet, found materials.  Uses one colour of paint or ink on a block print.	Handles and manipulates different materials such as threads, cottons, wool, collage materials/objects. Is aware of colour, texture and shape. Selects, cuts, tears, stitches, pulls apart cloths and discusses. Sorts according to specific qualities e.g warm, cold, shiny, smooth. Weave with paper	Take a simple photograph using technology.  Use simple paint software to create a picture, selecting colours and brush sizes.	
Class 1	Van Gogh: Sunflowers Starry Night, Seascape   		Monet: Water Lilies, Poppy field  	Clay pots Clay animals: hedgehogs  	Paul Klee Klimt   Mondrian  Yayoi Kusama Polka dots.  	Matisse: The snail Alma Thomas   Paper weaving  Story: The spider Weaver Kente Cloth 	Busy things Colour magic 
	Kandinsky 	Rizzi 	Paul Klee   	Antony Gormley: clay figure  	Andy Goldsworthy Leaf man  		
	Frank Bowling: pouring, dripping paint Jackson Pollock: splatter, splashing paint						

# EYFS & Key Stage 1 Art progression

	<p><b>NC: Pupils should be taught:</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products.</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li><li>To develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space.</li><li>About the work of a range of artists, craft makers, &amp; designers, describing the differences &amp; similarities between different practices &amp; disciplines, &amp; making links to their own work.</li></ul>	<p><b>EYFS Expressive Arts and Design: visual arts</b></p> <p>Explore, use and refine a variety of artist 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 idea, resources and skills.</p> <p><b>Commenting on artwork</b></p> <p>Identify artworks that appeal to them, likes art that is realistic and relates to their experiences</p> <p>Is beginning to think about an artist’s point of view.</p> <p>Can sort art by its medium.</p> <p>Is starting to think about composition and colour.</p>	<p><b>KS1 Commenting on artwork</b></p> <p>Explain likes and dislikes of own artwork by commenting on the techniques used.</p> <p>Explore 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 own work.</p> <p>Express thoughts and feelings about famous work of art</p> <p>Describe the emotions a piece of art brings about</p> <p>Identify the changes that could be made to improve own artwork.</p> <p>Vocabulary:., comment, feelings, observe, technique, tools</p>			
Vocabulary: artist, painting, drawing, printing, sculpture , photography, pencil, crayon, felt-tip, pastels, chalk, paint, paintbrush, ink, clay, collage, fabric, cardboard, paper, glue, scissors, colour, primary colours, warm colours, cool colours, colour mixing, pattern, repeating pattern, shape, form, tone, line: straight, wavy, sharp, smooth, thick, thin, smudged, texture: shiny, fuzzy, prickly, lumpy, hard, bumpy, smooth, rubbery, gritty, wrinkly, soft, bendy, rough, stretchy,						
	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Texture, line &amp; pattern printing</b>	<b>Collage Textiles</b>	<b>Using technology</b>
KS1 Key skills	Explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal and ICT software. Display good control while mark making. Uses line to represent objects seen, remembered or imagined Explore tone using different grades of pencil, pastel, chalk Explore tone by using a pencil to draw light and dark lines. Use different grades of pencil to explore tone.	Use a range of tools while painting: hands, brushes, rollers and stamps. Show control when mark making. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. Be able to make tints using white paint and tones using black paint. Mix colours well to create different shades and tones. Name the primary colours. Predict which secondary colour will be made when mixing two primary colours.	Create art using malleable materials, such as clay, modroc and modelling clay. Use malleable materials to create objects for a purpose, such as a vase. Create sculptures from observation. Show awareness of safety when using tools. Use impressions or paint to add decoration to sculptures. Carve details into sculptures using tools.	Explore a variety of textures and describe how they look and feel. Identify and describe natural and humanly-constructed patterns. Explore line and tone to show shape, pattern and texture when using different media. Show an understanding of how colours relate to mood in art.	Handle & manipulate materials such as threads, cottons, wool. Sort, collects, discusses and pulls apart cloths and threads. Stitches and cuts threads and fibres. Cut and sew a variety of materials. Weave with paper progressing from 1 to 2 colours. Weave with wool on a card loom.	Use simple paint software to create a picture, using a variety of tools to create image. Collect photographs for a theme. Take a portrait/ landscape photograph using technology. Zoom into photographs to focus on particular details.
				Create repeated patterns when printmaking. Explore texture, pattern and line through relief printing. Create repeating, random or organised patterns with a range of blocks. Extend repeating patterns- overlapping using two contrasting colours.		
Class 2	Portraits: Picasso/ Van Gogh 	Alma Thomas ‘Space’ 	Clay leaf tiles 	Andy Goldsworthy 	Collage: Arcimboldo Matisse 	
	Seascapes: Turner/ Hokusai 	Georgia O’Keefe 	Paper mache 	Printing: 	Weaving 	
	Paul Klee: castle in sun Willow pattern plate 	Season trees: Van Gogh, Monet, Japense blossom tree 		Klimt: Tree of life 	Great Fire of London: collage 	
						

## EYFS & Key Stage 1 Art progression