


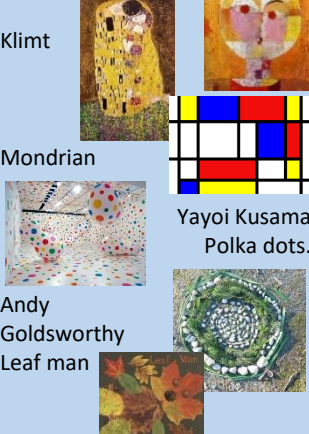







EYFS & Key Stage 1 Art progression

<p>NC: Pupils should be taught: Pupils should be taught:</p> <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 & design techniques in using colour, pattern, texture, line, shape, form & space. About the work of a range of artists, craft makers, & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. 	<p>EYFS Expressive Arts and Design: visual arts</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>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <p>Commenting on artwork</p> <p>Identify artworks that appeal to them, likes art that is realistic and relates to their experiences Begin to think about an artist's point of view. Sort art by its medium. Starting to think about composition and colour.</p>	<p>KS1 Commenting on artwork</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 Describe the emotions a piece of art brings about Identify the changes that could be made to improve own artwork.</p> <p>Vocabulary:., comment, feelings, observe, technique, tools</p>
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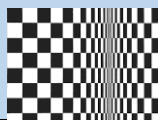





Vocabulary: artist, painting, drawing, printing, sculpture, photography, pencil, crayon, felt-tip, pastels, chalk, paint, paintbrush, ink, clay, collage, fabric, cardboard, paper, glue, scissors, colour, primary colours, warm colours, cool colours, colour mixing, pattern, repeating pattern, shape, form, tone, line: straight, wavy, sharp, smooth, thick, thin, smudged, texture: shiny, fuzzy, prickly, lumpy, hard, bumpy, smooth, rubbery, gritty, wrinkly, soft, bendy, rough, stretchy,

	Drawing	Painting	Sculpture	Texture, line & pattern printing	Collage Textiles	Using technology
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 want 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, sponges, fruit, blocks. 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	<p>Van Gogh: Sunflowers Starry Night, Seascape</p> 	<p>Monet: Water Lilies, Poppy field</p> 	<p>Clay pots Clay animals: hedgehogs</p> 	<p>Paul Klee Klimt Mondrian Yayoi Kusama Polka dots. Andy Goldsworthy Leaf man</p> 	<p>Matisse: The snail Alma Thomas Paper weaving Story: The spider Weaver Kente Cloth</p> 	<p>Busy things Colour magic</p> 
	<p>Kandinsky Rizzi Paul Klee</p>  <p>Frank Bowling: pouring, dripping paint Jackson Pollock: splatter, splashing paint</p> 		<p>Antony Gormley: clay figure</p> 			

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	Drawing	Painting	Sculpture	Texture, line & pattern printing	Collage Textiles	Using technology
<p>KS1 Key skills</p>	<p>Explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal and ICT software.</p> <p>Display good control while mark making.</p> <p>Uses line to represent objects seen, remembered or imagined</p> <p>Explore tone using different grades of pencil, pastel, chalk</p> <p>Explore tone by using a pencil to draw light and dark lines and lines of varying thickness.</p> <p>Use different grades of pencil to explore tone.</p> <p>Use dots and lines to demonstrate pattern and texture.</p>	<p>Experiment & use a range of tools while painting: hands, brushes, rollers and stamps.</p> <p>Show control when mark making. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas.</p> <p>Be able to make tints using white paint and tones using black paint.</p> <p>Mix colours well, adding white and black to create different shades and tones.</p> <p>Name the primary colours.</p> <p>Predict which secondary colour will be made when mixing two primary colours.</p>	<p>Create art using malleable materials, such as clay, modroc and modelling clay as well as other materials such as card to create sculptures.</p> <p>Use malleable materials to create objects for a purpose using a variety of techniques such as rolling, pinching, cutting.</p> <p>Create sculptures from observation.</p> <p>Show awareness of safety when using tools.</p> <p>Use impressions or paint to add decoration to sculptures.</p> <p>Carve details into sculptures using tools.</p>	<p>Explore a variety of textures and describe how they look and feel.</p> <p>Identify and describe natural and humanly-constructed patterns.</p> <p>Explore line and tone to show shape, pattern and texture when using different media.</p> <p>Show an understanding of how colours relate to mood in art.</p> <p>Create repeated patterns when printmaking. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>Explore texture, pattern and line through relief printing.</p> <p>Create repeating, random or organised patterns with a range of blocks.</p> <p>Extend repeating patterns- overlapping using two contrasting colours.</p>	<p>Handle & manipulate materials such as threads, cottons, wool.</p> <p>Sort, collects, discusses and pulls apart cloths and threads.</p> <p>Stitches and cuts threads and fibres.</p> <p>Cut and sew a variety of materials.</p> <p>Decorate textiles to add colour and detail.</p> <p>Weave with paper progressing from 1 to 2 colours.</p> <p>Weave with wool on a card loom.</p>	<p>Use simple paint software to create a picture, using a variety of tools to create image.</p> <p>Collect photographs for a theme.</p> <p>Take a portrait/ landscape photograph using technology.</p> <p>Zoom into photographs to focus on particular details.</p>
<p>Class 2</p>	<p>Portraits: Picasso/ Van Gogh</p>  <p>Seascapes: Turner/ Hokusai</p>  <p>Paul Klee: castle in sun</p> 	<p>Alma Thomas 'Space'</p>  <p>Georgia O'Keefe</p>  <p>Season trees: Van Gogh, Monet, Japense blossom tree</p> 	<p>Clay leaf tiles</p>  <p>Paper mache</p> 	<p>Andy Goldsworthy</p>  <p>Printing:</p>  <p>Klimt: Tree of life</p>  <p>Brigit Riley</p> 	<p>Collage: Arcimboldo Matisse</p>  <p>Weaving</p>  <p>Great Fire of London: collage</p> 	 <p>Great fire of London: colour magic picture</p> 

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