

Skills Progression for Art and Design in Early Years Foundation Stage

	Expressive Arts and Design	Physical Development
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>

## Airedale Infant School

### Skills Progression for Art and Design

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
<b>Exploring</b> <b>Investigating and</b>	<p>Use the senses to explore a range of materials and media</p> <p>Use marks and pictures to express thoughts and feelings.</p> <p>Talk about the differences and similarities of the work of artists, craft makers and designers.</p> <p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods</p>
Vocabulary	<p>Senses, materials, media, thoughts, feelings, differences, similarities, artists, craft makers, designers, images, artefacts, sketches, cultures, historical periods</p>
Tracking Evidence	<ul style="list-style-type: none"> <li>• Use sketchbooks to record ideas progressive throughout Year 2</li> <li>• Explore their own ideas and collect information in sketchbooks</li> <li>• Use both their own ideas and the ideas of others as starting points to create their own work</li> <li>• Use discussions with teacher to begin to improve ideas and outcomes</li> <li>• Describe differences and similarities in known artworks and the works of their peers and make links to their own work</li> <li>• Investigate and test different materials and methods to improve own practice</li> <li>• Use key taught vocabulary to demonstrate knowledge and discuss own ideas</li> <li>• Ask and answer questions to gain more information</li> </ul>

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
<b>Drawing</b>	<p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.</p> <p>Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p> <p>Use marks and pictures to describe thoughts and feelings.</p> <p>Make a range of marks using a wide range of tools</p>
Vocabulary	<p>Mark making, media, pencils, chalk, charcoal, thoughts, feelings, tools, range, still life representations, Colours, Lines, qualities, obscured, compose, shape, positions, layer colour, lines, meaning</p>
Tracking Evidence	<ul style="list-style-type: none"> <li>• Explore with a range of line and marks for texture and pattern</li> <li>• Begin to control lines (colour inside lines)</li> <li>• Draw lines of different sizes and thickness using 2B pencils</li> <li>• Observing: real fruit and vegetables, artists still life representations</li> <li>• When observing looking for different qualities, shape, colour</li> <li>• Notice what can be seen and what is obscured</li> <li>• Compose:</li> <li>• Develop shape and position</li> <li>• Layer colour</li> <li>• Develop drawing skills independently, at their own level</li> </ul>

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
<p style="text-align: center; color: red;"><b>Painting</b></p>	<p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc</p> <p>Explore what happens when colours are mixed together. together.</p> <p>Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours</p> <p>Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.</p> <p>Use different kinds of paint to make marks, shapes and patterns.</p> <p>Talk about what happens when colours are mixed</p>
<p style="text-align: center;">Vocabulary</p>	<p>thick, thin, ready mix, powder finger paints, cotton reels, sticks, wheels on cars, mixed together, explore, brushes, rollers, palette knife, shapes, a patterns, tones, mixing, emotive colours, warm colours, cold colours, secondary colours, primary colours.</p>
<p style="text-align: center;">Tracking Evidence</p>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes to create art work</li> <li>• When is it appropriate to use each brush (thick for colouring, thin for detail, outline)</li> <li>• Use colour to convey emotion</li> <li>• Begin to colour mix</li> <li>• Explore with colour mixing</li> <li>• Control the consistency of paint</li> <li>• Recognise and begin to understand a colour wheel</li> </ul>

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
<b>3D Modelling/ sculpture</b>	<p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc</p> <p>Talk about a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc</p> <p>Explore the use of a range of modelling materials.</p> <p>Use a range of tools to create marks and patterns.</p>
Vocabulary	<p>Roll, knead, sculpt(ure), texture, construct, join, form, malleable , carve, manipulate, recycled , natural materials, Salt dough, Play dough, Materials, Junk Modelling, Patterns</p>
Tracking Evidence	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling, kneading and moulding</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose, e.g. hand moulding</li> <li>• Understand the safety and basic care of materials and tools such as rolling pins, sculpting, knives and cutters</li> <li>• Use simple 2-D shapes to create a 3-D form</li> <li>• Texture Change the surface of a malleable material e.g. cutters, rollers, tools, explore texture</li> </ul>

<u>KS1 Strand</u>	<u>KS1 Progression of Skills</u>
<b>Printing</b>	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potatoe prints etc.</p> <p>Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc</p> <p>Talk about a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns.</p> <p>Use string to create symmetrical pictures.</p> <p>Develop control through outlined printing by using “press and stamp” to create prints</p> <p>Use repeating or over-lapping shapes</p> <p>Use different materials to create printed images</p> <p>Begin to print clearly using rollers, ink and blocks with increasing accuracy</p> <p>Begin to organise workspace, keeping clean and inky areas separate with support from teacher</p> <p>Work cooperatively with a partner, sharing materials</p> <p>Make different kinds of prints, using foam board</p>
<b>Vocabulary</b>	<p>Printing, ink, technique, repeating, gouge, scrape , mono-printing , motif wash, Symmetrical, Press, Stamp, Rollers, Ink, Accuracy</p>
<b>Tracking Evidence</b>	<ul style="list-style-type: none"> <li>• Make simple marks on rollers and printing palettes</li> <li>• Take simple prints i.e. mono -printing</li> <li>• Roll printing ink over found objects to create patterns e.g. natural materials and a range of resources</li> <li>• Build repeating patterns and recognise pattern in the environment</li> <li>• Create simple printing blocks with press print</li> <li>• Colour Experiment with overprinting motifs and colour Texture</li> <li>• Make rubbings to collect textures and patterns / Layering</li> </ul>