

Key:

A – Autumn term

Sp – Spring term

Su – Summer term

L – Lesson in sequence

Art and Design Progression of skills and knowledge



	EYFS	Year 1	Year 2
Drawing	<p>Autumn</p> <p>PD</p> <p>Pencil and brush control</p> <ul style="list-style-type: none">• Uses a dominant hand• May mark make in palmer grip• Mark makes in different directions• Makes repeated marks on paper• Mark makes left to right• Imitates simple marks such as lines• Imitates shapes that use multiple movements such as x• Start to move towards tripod grip <p>Drawing Skills</p> <ul style="list-style-type: none">• Draws potato people (no neck or body)• Demonstrates more control• Draws with detail (bodies with sausage limbs and additional features)• Draws bodies of an appropriate size for what they're drawing <p>EAD</p> <p>Creating with materials</p> <ul style="list-style-type: none">• Explores and uses a range of artistic effects to express themselves• Refine ideas in designs created• Articulates what they are doing to an adult	<p>Learn pencil/media types, their properties and explore marks. (AI L3, Sp L2, Su L1, Su L2)</p> <p>Develop control of pencil for detail in pictures. (AI L2, AI L3, Sp L2, Sp L5, Su L1)</p> <p>Use a pencil to create lines of different thickness in drawings. (AI L3, Sp L2, Sp L5, Su L1)</p> <p>Show different tones by using coloured pencils. (AI L6, Sp L2, Su L1, Su L2)</p> <p>Colour own work neatly and stay in lines. (AI L2, AI L6)</p>	<p>Continue to add detail to picture and begin to use the side of the pencil to add shading and detail. (AI L1, Su L1)</p> <p>Choose and use 3 different grades of pencil when drawing. (AI L1, Su L1)</p> <p>Extend use of drawing materials to create drawings: charcoal, pencil and pastel. (AI L1, AI L2, Sp L5, Sp L6, Su L1)</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it. (Su L2)</p> <p>Show pattern and texture by adding dots and lines. (AI L1, AI L2, Sp L5, Sp L6)</p> <p>Practice, develop and name different line types: curved, wavy, diagonal,</p>

	<p>Spring PD Pencil and brush control</p> <ul style="list-style-type: none"> • Use core muscle strength to achieve good posture • Holds and uses a pencil confidently <p>Drawing Skills</p> <ul style="list-style-type: none"> • Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) • Spends a sustained amount of time on one product • Looks closely at lines, shapes, size, and patterns when producing an observational drawing • Children are beginning to draw self-portraits, landscapes, and buildings <p>EAD</p> <ul style="list-style-type: none"> • Draws with precision around the outline of shapes • Plans what they will create and what they will need to do so • Creates their own products and begins to self-correct any mistakes <p>Summer PD Pencil and brush control</p> <ul style="list-style-type: none"> • Hold pencil effectively- tripod grip • Use a pencil accurately using the correct movements (shoulder pivot etc) <p>Drawing Skills</p> <ul style="list-style-type: none"> • Looks closely at lines, shapes, size and patterns when producing an observational drawing • Drawings show finer details <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Holds a pencil effectively in preparation for writing (nearly always tripod grip) • Use a range of small tools e.g. scissors paint brushes, cutlery • Begin to show accuracy and care when drawing 		<p>horizontal, vertical, straight. (Sp L1, Sp L5, Sp L6)</p>
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	<p>EAD</p> <ul style="list-style-type: none"> • Uses variety of art tools with greater accuracy • Reviews own work and makes improvements, explaining why changes are better • Can save a photo of their work in a folder on an iPad <p>Early Learning Goal - Make use of props and materials when role playing characters in narratives and stories</p>		
Painting	<p>Autumn</p> <p>PD</p> <p>Brush control</p> <ul style="list-style-type: none"> • Uses a dominant hand • May mark make in palmer grip • Mark makes in different directions • Makes repeated marks on paper • Mark makes left to right • Imitates simple marks such as lines • Imitates shapes that use multiple movements such as x <p>EAD</p> <p>Creating with materials</p> <ul style="list-style-type: none"> • Knows primary colours • Chooses colour for a purpose • Makes marks using shape and pattern on a range of surfaces • Develops simple patterns by printing with objects using range of materials • Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy <p>Spring</p> <p>PD</p> <p>Brush control</p> <ul style="list-style-type: none"> • Use core muscle strength to achieve good posture • Holds and uses a paintbrush confidently • Spends a sustained amount of time on one product 	<p>Develop ability to control paint and brush. (Sp L5, Su L3)</p> <p>Use thick and thin brushes. (Su L3)</p> <p>Know and name primary and secondary colours. (Sp 4, Sp L5, Su L3)</p> <p>Mix and use secondary colours in their work. (Sp L4, Sp L5, Sp L7, Su L3)</p> <p>Explore white and black, added to paint colours. (Sp L7, Su L3)</p> <p>Create colour wheels. (Sp L3)</p> <p>Ask questions and describe what can be seen in a painting. (Continual)</p> <p>Ask questions about a piece of artwork. (Continual)</p>	<p>Experience painting with smaller brushes, developing brush control. (Al L4, Sp L2)</p> <p>Explore what happens when secondary colours are mixed. (</p> <p>Use a range of tools and techniques to apply paint. (Al L4, Sp L4, Su L3, Su L4)</p> <p>Make brown paint by mixing red and green together. (Sp L5, Sp L6)</p> <p>Create tints with paint by adding white. (Sp L5, Sp L6, Su L5, Su L6)</p> <p>Create tones with paint by adding black. (Sp L5, Sp L6, Su L5, Su L6)</p>

	<ul style="list-style-type: none"> • Looks closely at lines, shapes, size, and patterns when producing an observational drawing • Children are beginning to draw self-portraits, landscapes, and buildings <p>EAD Creating with materials</p> <ul style="list-style-type: none"> • Develops language of colour (secondary colours) and mix colours to make new colours <p>Summer PD Brush control</p> <p>Looks closely at lines, shapes, size and patterns when producing an observational drawing</p> <ul style="list-style-type: none"> • Drawings show finer details <p>EAD Creating with materials</p> <p>Uses variety of art tools with greater accuracy</p> <ul style="list-style-type: none"> • Reviews own work and makes improvements, explaining why changes are better • Can save a photo of their work in a folder on an iPad 		<p>Create colour wheels. (Su L5, Su L6)</p> <p>Explain ideas of how artists have used colour, pattern and shape. (Continual)</p> <p>Create a piece of art in response to the work of an artist. (Yayoi Kusama, Ted Harrison, LS Lowry, William Morris)</p>
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<p>Clay and sculpture.</p>	<p>Autumn EAD Creating with materials</p> <ul style="list-style-type: none"> • Create a simple collage • Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material a skirts or scarves) • Uses fabric, boxes, tubes and joining materials to make props <p>Spring EAD Creating with materials</p> <ul style="list-style-type: none"> • Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) makes up own situations <p>Summer EAD Creating with materials</p> <ul style="list-style-type: none"> • Can use fabrics to weave 	<p>Roll, cut, carve and mould clay. (Sp L6, Sp L7)</p> <p>Experiment with, construct and join recycled, natural and man-made materials. (Su L5, Su L6, Su L7)</p>	<p>Use clay and other mouldable materials using coiling method. (AI L5, AI L6, AI L7)</p> <p>Join 2 pieces of clay together. (AI L5, AI L6, AI L7)</p>
<p>Knowledge of artists, designers and architects.</p>	<p>Look at a range of work by different artists. Au, Sp, Su</p> <p>Say whether they like or dislike it. Au, Sp, Su</p>	<p>Explore a range of work by other artists and designers.</p> <p>Be able to give their opinion and say whether they like/dislike the work of other artists.</p> <p>Use an artist's artwork as a starting point for their own work.</p>	<p>Explore a range of work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of artwork by different artists.</p> <p>Use an artist's artwork as a starting point for their own work.</p>

Artists	Aut – Kandinsky, Mondrian, Matisse, Van Gogh, Seurat, Warhol. Spr – Archimboldo, Van Gogh, Su – Romero, Goldsworthy.	Aut – Andy Warhol, Julian Opie, Chuck Close, Louise Bourgeois, Basquiat, Rankin, McCarthy, Hoch, Yinka Ilori, Anni Albers, Spr – Cy Twombly, Van gogh. Su – Andy Goldsworthy	Aut – Yayoi Kusama Spr – Ted Harrison and LS Lowry Su – William Morris
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