


Art Progression of Skills EYFS and KS1				
	<p><u>KS1 Areas of study</u></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 and design techniques in using colour, pattern, texture, line, shape, from and space.☑ About the work of a range of artists, craft marker and designers, describing the differences and disciplines and making links to their own work.			
		Key Units of Study		
<p>EYFS</p> <p><u>Moving and Handling.</u></p> <p><u>22- 36 Months</u></p> <ul style="list-style-type: none">☑To beginning to use three fingers to holding writing tools. <p><u>30-50 Months</u></p> <ul style="list-style-type: none">☑To be able to draw lines and circles using gross motor movements.☑ To use one handed tools and equipment.☑ To hold pencil between thumb and two fingers.☑ Holds pencil near point between first two fingers and thumb and uses it will good control. <p><u>40 - 60 Months</u></p> <ul style="list-style-type: none">☑ Uses simple tools to effect and change materials.☑ Handles tools, objects, construction and malleable materials safely with control.☑Uses and holds a pencil effectively <p><u>ELG</u></p> <ul style="list-style-type: none">☑ Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p><u>The World</u></p> <p><u>30-50 Months</u></p> <ul style="list-style-type: none">☑To talk about some of the things they have observed, such as plants, animals, natural and found objects.☑To talk about why things happen and how things work. <p><u>40-60 Months</u></p> <ul style="list-style-type: none">☑To look closely at similarities, differences, patterns and change. <p><u>ELG</u></p> <ul style="list-style-type: none">☑To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. <p><u>Exploring and using Media and Materials.</u></p> <p><u>22-36 Months</u></p> <ul style="list-style-type: none">☑ Experiments with blocks, colours and marks. <p><u>30 -50 Months</u></p> <ul style="list-style-type: none">☑ Explores colours and how these can be changed.☑Begins to be interested in and describe the texture of things. <p><u>40 -60 Months</u></p> <ul style="list-style-type: none">☑ Explores what happens when they mix colours.☑Experiments to create different textures.☑ Manipulates materials to achieve a planned effect.☑ Uses simple tools and techniques competently and appropriately.☑ Selects appropriate resources and adapts work where necessary.☑ Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>ELG</u></p> <ul style="list-style-type: none">☑They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p><u>Being Imaginative</u></p> <p><u>22-36 Months</u></p> <ul style="list-style-type: none">☑ Beginning to use representations to communicate i.e drawing a line and saying ‘That’s me’. <p><u>30-50 Months</u></p> <ul style="list-style-type: none">☑ Uses available resources to create props to support role-play. <p><u>40-60 Months</u></p> <ul style="list-style-type: none">☑ Creates simple representations of events, people and objects.☑ Chooses particular colours to use for purpose. <p><u>ELG</u></p> <ul style="list-style-type: none">☑ They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.		Exploring and developing ideas. (on going)	Year 1 <ul style="list-style-type: none">☑ Explore and generate ideas from hands-on experience.☑ Begin to record simple media explorations.	Year 2 <ul style="list-style-type: none">☑ Record and explore ideas from first hand observation, practical experience and imagination.☑ Look at a variety of sources from artists, craftspeople and designers.
		Evaluating and developing work. (on going)	<ul style="list-style-type: none">☑ Enjoy listening to others ideas in a small group.☑ Talk together about what they enjoyed doing or what they like about their work.	<ul style="list-style-type: none">☑ Reflect upon successes and difficulties in a piece of art created.☑ Discuss similarities and differences in a variety of sources from artists, craftspeople and designers, making links to work they have produced.☑ Explain how a piece of art makes them feel.
		Drawing	<ul style="list-style-type: none">☑ Explore mark making in a variety of ways including pencils, pens, chalk and crayon.☑ Begin to control the type of marks made with these on different surfaces.☑ Use these to make different lines, shapes and patterns.	<ul style="list-style-type: none">☑ Continue to further develop mark making and demonstrate control over the types or mark made.☑ Use a variety of stimuli to sketch and draw real life objects.☑ Begin to investigate tone by creating dark and light lines, patterns and shapes.
		Painting	<ul style="list-style-type: none">☑ Experiment by using different brush sizes☑ Begin to explore primary colours and experiment with colour mixing.☑ Describe our favourite colours and why certain colours might be chosen for different purposes.☑ Explore lightening and darkening by using white and black.	<ul style="list-style-type: none">☑ Mix primary colours to create the secondary colours confidently.☑ Describe a range of colours.☑ Choose an appropriate brush to control the type of mark made.☑ Begin to use a range of paints.
		3 D form	<ul style="list-style-type: none">☑ Explore modelling using clay and Plastecine or salt dough in an open ended way.☑ Use scissors and glue to construct 3D forms.☑ Use both hands to build and manipulate materials by pinching, kneading and rolling.	<ul style="list-style-type: none">☑ Create models and structures, adding surface decorations.☑ Begin to think about the colours and textures on a sculpture.☑ Show an awareness of natural and man-made materials and manipulate these with increasing confidence.
		Printing	<ul style="list-style-type: none">☑ Use found objects to create an impressed print. E.g. printing using blocks, shapes, potato prints etc.☑ Explore a range of hard and soft objects to print with. E.g. sponge, cork.☑ Explore these simple print-making techniques to create patterns.	<ul style="list-style-type: none">☑ Create a simple monoprint. E.g. using acetate and removing paint using fingers, pencils, cotton buds etc.☑ Explore print making using man-made and natural materials.☑ Use equipment correctly to design and produce a clean printed image.
		Collage	<ul style="list-style-type: none">☑ Observe how cutting and tearing materials will have a different effect.☑ Create an image from a variety of cut or torn materials.	<ul style="list-style-type: none">☑ Experience different adhesives and decide which is best for the task.☑ Design and make a collage, choosing whether to cut or tear materials.☑ Choose appropriate papers/magazine pages to create an image.