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| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | **Art Progression of Skills EYFS and KS1** | | | |
| This document has been designed to show how we will cover all of the relevant Art knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content of their unit to their year group’s termly topic. Please see the individual Year Group’s Termly overview to see the content of the Art studied at St Michael’s School. | | | |
| EYFS Area of Learning  Moving and handling.  The World  Exploring and using media and materials.  Being imaginative | | KS1 Areas of study   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. | | |
| Moving and handling.  22- 36 Months  To beginning to use three fingers to holding writing tools.  30-50 Months  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.  40 - 60 Months   Uses simple tools to effect and change materials.   Handles tools, objects, construction and malleable materials safely with control.  Uses and holds a pencil effectively  ELG   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. | | Exploring and developing ideas. (on going) | **Year 1**   Record and explore ideas from first-hand experience and imagination.   Ask and answer questions about the starting points for their work and develop their ideas.   Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | **Year 2**   Record and explore ideas from first hand observation, experience and imagination.   Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.   Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. |
| Evaluating and developing work.  (on going) |  Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook   Identify what they might change in their current work or develop in their future work. |  Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook   Identify what they might change in their current work or develop in their future work.   Annotate work in sketchbook. |
| The World  30-50 Months  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.  40-60 Months  To look closely at similarities, differences, patterns and change.  ELG  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. | | Drawing |  Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.   Use a sketchbook to gather and collect artwork.   Begin to explore the use of line, shape and colour |  Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.   Understand the basic use of a sketchbook and work out ideas for drawings.   Draw for a sustained period of time from the figure and real objects, including single and grouped objects.   Experiment with the visual elements; line, shape, pattern and colour. |
| Painting |  Use a variety of tools and techniques including the use of different brush sizes and types.   Mix and match colours to artefacts and objects.   Work on different scales.   Mix secondary colours and shades   using different types of paint.   Create different textures e.g. use of sawdust. |  Mix a range of secondary colours, shades and tones.   Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.   Name different types of paint and their properties.   Work on a range of scales e.g. large brush on large paper etc.   Mix and match colours using artefacts and objects. |
| Exploring and using media and materials.  22-36 Months   Experiments with blocks, colours and marks.  30 -50 Months   Explores colours and how these can be changed.  Begins to be interested in and describe the texture of things.  40 -60 Months   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.  ELG  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | Printing |  Make marks in print with a variety of objects, including natural and made objects.   Carry out different printing techniques e.g. monoprint, block, relief and resist  printing.   Make rubbings.   Build a repeating pattern and recognise pattern in the environment. |  Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and  rubbings.   Design patterns of increasing complexity and repetition.   Print using a variety of materials, objects and techniques. |
| Being imaginative  22-36 Months   Beginning to use representations to communicate i.e drawing a line and saying ‘That’s me’.  30-50 Months   Uses available resources to create props to support role-play.  40-60 Months   Creates simple representations of events, people and objects.   Chooses particular colours to use for purpose.  ELG   They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. | | Textiles/collage |  Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.   How to thread a needle, cut, glue and trim material.   Create images from imagination, experience or observation.   Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. |  Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.   Create textured collages from a variety of media.   Make a simple mosaic.   Stitch, knot and use other manipulative skills. |
| 3 D form |  Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.   Explore sculpture with a range of malleable media, especially clay.   Experiment with, construct and join recycled, natural and man-made materials.   Explore shape and form. |  Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.   Build a textured relief tile.   Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. |
| Breadth of study |  Work on their own, and collaboratively with others, on projects in 2 and 3  dimensions and on different scales.   Use ICT   Investigate different kinds of art, craft and design. |  Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.   Use ICT.   Investigate different kinds of art, craft and design. |