



Art and Design Progression Through School

Art and Design Links to the EYFS Curriculum				
Nursery	<p>Physical Development: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 			
Reception (ELG)	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 			
Area of Art *Formal elements shown in brackets	Drawing	Painting & Mixed Media	Sculpture & 3D	Craft & Design
Nursery	<p>Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made.</p> <p>Develops a bank of motions to produce marks. Begins to use representation to communicate, e.g., Drawing a line and saying, 'That's me' and the meaning</p>	<p>Experiments with blocks of colours and marks. Paints the entire page to cover the background.</p> <p>Experiments with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps. Follows adult modelling to make different kinds of marks.</p>	<p>Explores how objects feel. Enjoys experiencing different textures and sensory activities.</p> <p>Shows interest in and describes (simple vocabulary) the texture of objects.</p>	



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	remains consistent when asked. Uses the arm, wrist, and finger muscles.		Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'It's pink. I like pink'.	
Reception	Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.	Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.	Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.
Year 1	Make Your Mark <u>Mark Making</u> Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). Notice 2D shapes within objects and how they can be used to	Colour Splash Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours.	Paper Play Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag.	Woven Wonders* What materials can be cut, knotted, threaded or plaited. How to: Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots.



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	<p>form the 'bones' of a drawing (Shape). Draw and combine geometric shapes (Line, Shape). Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). <u>Shading</u> Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone). Spatial Awareness Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).</p>	<p>Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Make larger structures using newspaper rolls.</p>	<p>Weave with paper on a paper loom. Weave using a combination of materials.</p>
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<p>Year 2</p>	<p>Tell a Story* (Sum 2) <u>Mark making</u> Use shading to show light and dark areas (Tone). Use the same tool to colour/shade different tones by adjusting pressure (Tone). <u>Shading</u> Use shading to show light and dark areas (Tone). Use the same tool to colour/shade different tones by adjusting pressure (Tone). <u>Spatial Awareness</u> Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).</p>	<p>Life In Colour (Spr 2) Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect Add painted detail to a collage to enhance/improve it.</p>	<p>Clay Houses (Sum 2) Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.</p>	<p>Map it Out (Aut 1) How to: Draw a map to illustrate a journey. Choose materials to represent texture, pattern or colour. Create 3D effects by layering materials. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>
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