**Art and Design Progression**

**EYFS links:**

***Physical Development In Reception***

* Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors

***Fine Motor Skills ELG***

* Use a range of small tools i.e. paintbrushes
* Begin to show accuracy and care when drawing

***Expressive Arts and Design In Reception***

* Explore, use and refine a variety of artistic effects to express their ideas and feelings
* Return to and build on their previous learning, refining ideas and developing their ability to represent them
* Create collaboratively sharing ideas, resources, and skills

***Creating with Materials ELG***

* 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

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|  | **Year 1** | **Year 2** | **Year 3** |
| **Exploring and Developing Ideas,** **Evaluating and Developing work** | Record and explore ideas from first hand observations and begin to use these to plan their own workDevelop ideas – try things out, change their mindsDescribe pieces of art work in terms of line, shape and colourDescribe the work of artists from different times and cultures and identify differences and similaritiesBegin to compare some of the techniques used in their own and others’ workBegin to analyse pieces of artwork by describing what they can see and explaining what they think or feel about itBegin to evaluate their work and the work of othersIdentify what they might change in their current work | Record and explore ideas from first hand observations and begin to use these to plan their own workDevelop ideas – try things out, change their mindsDescribe pieces of art work in terms of line, colour and formDescribe the work of artists, craftspeople and designers from different times and cultures and identify differences and similaritiesCompare some of the techniques used in their own and others’ workAnalyse pieces of artwork by describing what they can see and explaining what they think or feel about itEvaluate their work and the work of othersIdentify what they might change in their current work | Select and record from first hand observation, experience and imagination, and clarify and experiment with different ideasDescribe and compare pieces of art work in terms of shape, value and colourExplore the roles, purposes and work of artists working in different times and cultures, selecting and combining ideas, methods and approaches in their own workBegin to analyse pieces of artwork, describing them in detail and using them as a starting point for their own workEvaluate their own work and that of others in order to improve the quality of their workBegin to develop and adapt work according to their views |

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|  | **Year 1** | **Year 2** | **Year 3** |
| **Drawing** | draw from observationuse a range of media to draw (incl. pencil, crayon, oil-pastels)draw different types of line:* thin
* thick
* straight
* curved
* zig-zagged

draw shapes with curved and straight sides | use increased control when drawing from observationuse a range of media to draw (pencil, crayon, pastel, felt-tip, ball- points etc)draw different types of line:wide* fine
* bold
* vertical
* horizontal

draw on different types of surfaces (types of paper etc) | draw geometric and biomorphic shapes from observation using: viewfinders and 2B drawing pencilscreate mixed-media drawings using oil pastels, felt-tips etcchoose/use different drawing media to create effects e.g. fine-liner felt-tip for outlines |
| **Painting** | mix secondary colours use different brush sizescreate textured paint (by adding sand/plaster) |  | use watercolours to create tints and shadesmix tertiary colours (watercolours)select brush size for work on a range of scales (e.g. thin brush for a small picture)layer mixed media on top of paint to create precision, depth and textureuse a limited palette when painting(marbling ink: marble paper with ink using a limited palette) |
| **Collage** | use a range of media (e.g. fabric, threads, buttons, feathers, tissue paper, paper, magazines)cut, fold, crumple and tear materials overlap and arrange shapesglue materials to different backgrounds;sort and match materials for different purposes e.g. by colour, texture |  | use a variety of paper to create collagescut, overlap and arrange shapes to represent an imageCreate collage on different scales |

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|  | **Year 1** | **Year 2** | **Year 3** |
| **3D****Modelling** |  | manipulate plasticine through: kneadingrolling (ball and sausage) coilingjoining mouldinguse simple tools to change the surface texture of plasticine e.g. smooth, rough |  |
| **Printing** |  | print using paint (secondary, bright and dull colours including brown)print repeated patternschoose colour to create a particular mood when printinguse a variety of printing techniques:* block colour print
* mono-print
* press/poly print

create rubbings |  |
| **Textiles** |  | match and sort fabrics and threads for colour, texture, length size and shapecut fabric and thread using scissorsattach threads with glue |  |
| **Digital** | take photographs and play with colour to create images |  | use iPads and cameras to zoom and crop photographs to manipulate shapeuse iPads and cameras to zoom and crop photographs to manipulate shape; use a Paint programme to colour- block shapes |

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|  | **Big Ideas: Art and Design** |
| **Line (A1)** *Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract* | **Shape (A2)** *Exploring the result of closed lines – shapes**that are two dimensional, geometric or organic/biomorphic* | **Value (A3)** *Exploring the lightness and darkness of a colour (****tints*** *and* ***shades****)* | **Colour (A4)***Exploring* ***hue*** *and* ***intensity Hue:*** *the technical term for ‘colour’* ***Intensity:*** *how bright/pure or dull a hue is* | **Texture (A5)** *Understanding the way something feels, or looks like it would feel* | **Space (A6)***Understanding the way in which line, shape, forms and colour can be manipulated to create space* | **Form (A7)***When a shape acquires depth and becomes three dimensional it takes on form* |
| EY | * lines
* marks
* types of line:
* long
* short
* (curved)
 | * 2D shapes in art: circle, triangle, square
 |  | * colours: red, blue, yellow, green, orange, purple, pink, grey, black, brown, white
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| Y1 | * line = joins two different points
* types of line:
* thin
* thick
* straight
* curved
* zig-zagged
 | * shape = a closed line
* shape = 2D (flat)
* shapes formed with straight sides
* shapes formed with curved sides
 |  | * ‘hue’ = ‘colour’
* primary colours:
* red, yellow, blue
* cannot be created by mixing other colours
* primary colours = building blocks of all other colours
* secondary colours:
* green, orange, purple
* red + yellow = orange
* blue + yellow = green
* red + blue = purple
 | (to be explored through colour with paint texture) |  |  |
| Y2 | * outline
* types of line:
* wide
* fine
* bold
* vertical
* horizontal
* diagonal
 |  |  | * secondary colours:

- equal mix of two primary colours* brown = red + yellow + blue
* colour wheel: secondary colours are between primary colours
* bright and dull colours
* colours to represent mood
 | (to be explored through 3D modelling with plasticine) |  | * form = 3D objects
* realistic and unrealistic forms
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| Y3 |  | * geometric shapes = precise and regular
* biomorphic (shapes

= rounded and irregular | * value = how light or dark a colour (hue) is
* a ‘tint’ is a lighter version of a colour
* a ‘tint’ can be created by adding white to a colour
* a ‘shade’ is a darker version of a colour
* a ‘shade’ can be created by adding black to a colour
 | * tertiary colours:
* equal parts of a secondary colour and a primary colour
* yellow-orange (amber), red-orange (vermillion), red-purple(magenta), blue-purple (violet), blue-green (teal), and yellow-green (lime)
* colour wheel: tertiary colours are between the primary and secondary colours
* limited palette
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