

## PROGRESSION IN ART AND DESIGN

ART VISION 19-20 to create the highest form of human creativity

	EYFS	YEAR ONE	YEAR TWO
<b>Artists</b> <b>Key skills</b> <ul style="list-style-type: none"> <li>Take inspiration from the greats (both classic and modern).</li> <li>Look for similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Describe a picture created by an artist.</li> <li>Experiment with a technique that an artist uses.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, designers and artisans.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	
<b>Developing Ideas</b> <ul style="list-style-type: none"> <li>Explore ideas and develop techniques, discuss artwork and artists, collect ideas for colours and materials, etc</li> </ul>	<ul style="list-style-type: none"> <li>Work purposefully, responding to colours, shapes, materials, etc.</li> <li>Create simple representations of people and other things.</li> <li>Think about what art is and share ideas with others.</li> <li>Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Explore different methods and materials.</li> <li>Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	
<b>Drawing</b> <b>Key Skills</b> <ul style="list-style-type: none"> <li>Using pencil, charcoal, inks, chalk, pastel, ICT software</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li>Use drawings to tell a storyline (retelling or imagination)</li> <li>Investigate different lines(thick, thin, wavy, and straight)</li> <li>Explore create different textures</li> <li>Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).</li> <li>Represent their own ideas, thoughts and feelings through art.</li> <li>Use and select simple tools competently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Extend the variety of drawing tools and surfaces</li> <li>Explore creating different textures</li> <li>Observe and draw Landscapes</li> <li>Create patterns, line, shape</li> <li>Draw lines of different sizes and thickness.</li> <li>Observe and draw landscapes, patterns, faces and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces</li> <li>Draw as way of recording experiences and feelings</li> <li>Discuss use of shadows, using light and dark</li> <li>Sketch to make quick records</li> </ul>
<b>Colour</b> <b>Key Skills</b> <ul style="list-style-type: none"> <li>Include a variety of colour techniques, including: painting, ink, dye, pencils, crayons, pastels.</li> <li>Apply colour in different ways (i.e. Brushes, sponges, straws, etc).</li> <li>Use different surfaces as well as paper (e.g. fabric)</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li>Naming colours</li> <li>Exploring mixing independently</li> <li>Learn the names of tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue).</li> <li>Using a range of tools to make coloured marks on the page</li> </ul>	<ul style="list-style-type: none"> <li>Name all colours</li> <li>Mix secondary colours</li> <li>Mix to create shades</li> <li>Find collections of colours - colour wheel</li> <li>Applying colour with a range of tools</li> <li>Use a variety of tools, including thick and thin brushes.</li> <li>Create different textures (e.g. using sand, sawdust, flour).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe colours by objects</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>Using colour on a large scale</li> </ul>
<b>Texture (textiles, clay, sand, plaster stone)</b> <b>Key Skills</b> <ul style="list-style-type: none"> <li>Include collage, weaving, sewing, text tiles, threads.</li> <li>Use a variety of media and different textures (e.g. fabric, tissue paper, crepe paper).</li> </ul>	<ul style="list-style-type: none"> <li>Handling, manipulating and exploring materials</li> <li>Sensory experiences with different materialsiefabric, paper, pasta, beans and larger tactile things.</li> <li>Explore how media and materials can be combined and changed.</li> </ul>	<ul style="list-style-type: none"> <li>Winding to create colours</li> <li>Collage</li> <li>Sorting materials to specific qualities</li> <li>How textiles create things</li> <li>Create images from imagination, experience and observation.</li> </ul>	<ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Thread and use large eyed needles to create running stitches</li> <li>Collage</li> </ul>
<b>Form 3D work,</b>	<ul style="list-style-type: none"> <li>Handling, feeling, enjoying and manipulating</li> </ul>	<ul style="list-style-type: none"> <li>Construct and use materials to make known</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of natural and man-made forms</li> </ul>

<p>Key Skills</p> <ul style="list-style-type: none"> <li>• Include 3D work, rigid and malleable materials ( e.g. clay, dough, boxes, wire, news paper, sculpture, rolled up paper straws, card , junk ).</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>• Constructing and deconstructing materials/models</li> <li>• Building and destroying</li> <li>• Shape and model from observation and imagination.</li> <li>• Impress and apply simple decoration.</li> <li>• Simple language created through feel, size, look, smell, etc.</li> </ul>	<p>objects for a purpose (ie junk modelling)</p> <ul style="list-style-type: none"> <li>• Pinch and roll coils and slabs using modelling media</li> <li>• Make simple joins by manipulating modelling material or pasting.</li> <li>• Use techniques such as rolling, cutting, moulding, carving and marking using simple tools.</li> <li>• Discuss work of sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of personal experiences and ideas</li> <li>• Shape and form from direct observation (malleable and rigid materials)</li> <li>• Decorative techniques</li> <li>• Replicate patterns and textures in 3D form</li> <li>• Discuss work with other sculptures</li> </ul>
<p>Printing Key Skills</p> <ul style="list-style-type: none"> <li>• Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, sponges, cotton buds, clay, card, press print, lino, string and fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Make rubbings showing a range of textures and patterns.</li> <li>• Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</li> <li>• Produce simple pictures by printing objects.</li> <li>• Work from imagination and observation. Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc.</li> <li>• Print with block colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns</li> <li>• Relief printing (raised painting)</li> <li>• Use a variety of tools, materials and objects to create prints.</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Make rubbings.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out different printing techniques (e.g. relief printing).</li> <li>• Identify the different forms printing takes place</li> <li>• Mimic print from the environment (e.g. wallpapers, curtains, fabric).</li> </ul>
<p>Pattern</p> <ul style="list-style-type: none"> <li>• Use a variety of tools, brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string patterns attached, sponges, cotton buds, clay, card, press print, lino, string and fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating patterns</li> <li>• Irregular painting patterns</li> <li>• Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Design repeating patterns and overlapping shape patterns.</li> <li>• Awareness and discussion of patterns</li> <li>• Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Natural and Man-made patterns through leaf veins</li> </ul>
<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Ask their peers for feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe key features of their own and others' work.</li> <li>• Selects appropriate resources and adapt where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Relate their work to studied artist.</li> </ul>	