

Art and Design Progression Overview

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Overview	Statutory NC Content	<p>ELG Fine Motor Skills: Children at the expected level of development will: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Creating with Materials Children at the expected level of development will: 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.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> <p>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> <p>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	

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Exploring and Developing Ideas	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials.</p> <p>3- & 4-year-olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>ELG: The Natural World Children in reception: Explore the natural world around them.</p> <p>ELG: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Creating with Materials Children 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.</p> <p>ELG: Children at the expected level of development will: 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.</p>	<p>respond positively to ideas for artwork and given starting points;</p> <p>explore and collect ideas;</p> <p>make links between their style and an artist's;</p> <p>identify simple changes they would make to their work in future;</p>	<p>respond positively to ideas for artwork and suggest their own starting points;</p> <p>explore and collect ideas from first-hand observations and imagination;</p> <p>describe differences and similarities between their style and an artist's;</p> <p>identify simple changes they would make to their work in future and explain why/how it would improve it;</p>	<p>use sketchbooks to record singular ideas or pieces of work;</p> <p>explore, collect, and record ideas from first-hand observations in detail;</p> <p>question and make observations about starting points;</p> <p>adapt and refine ideas suggested to them;</p>	<p>use sketchbooks to record and develop a variety of ideas for a piece of work on one page;</p> <p>question and make observations about starting points and select ideas to use and develop in their own work;</p> <p>adapt and refine ideas independently.</p>	<p>review and revisit ideas in their sketchbooks before completing a final piece;</p> <p>offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art ideas and methods;</p>	<p>review and revisit ideas in their sketchbooks before completing a final piece using annotations;</p> <p>question and offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art and the art of others to compare their ideas and methods;</p>

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Drawing Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools. 3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Start to make marks intentionally. Explore paint with - fingers/ brushes/ tools. 3- & 4-year-olds: 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.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., pencils. ELG Use a range of small tools, including pencils. Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>Know and experiment with different tools for drawing inc. pencils, crayons, chalk, felt tips and other dry media</p> <p>Know that there are different thicknesses of pencils and experiment to draw lines of different shapes and thicknesses- introduce 2 different grades of pencil</p> <p>begin to explore the use of line, shape, and colour;</p> <p>use dots and lines to demonstrate patterns;</p> <p>Observe and object or person and attempt to replicate when drawing</p>	<p>Continue to explore a variety of different materials to draw pastels, charcoal, ball-point pen;</p> <p>Use three different grades of pencil in their drawing (4B,8B, HB)</p> <p>Layer different media e.g. crayons, pastels, etc</p> <p>Experiment with line, shape and colour e.g., changing thickness of line and creating different tones using light and dark</p> <p>draw figures and real objects including singular and grouped objects from observation</p> <p>Begin to draw for a sustained period of time</p>	<p>Choose from different grades of pencil to show different tones and texture.</p> <p>use different media to achieve variations in line, texture, tone, colour, shape, and pattern;</p> <p>draw figures and real objects with increasing detail to features, e.g. features on faces</p> <p>Continue to draw for a sustained period of time</p> <p>Plan, refine and alter their drawing s as necessary</p> <p>Use their sketches to produce a final piece of work</p>	<p>purposefully choose different grades of pencil to create a variation in tone;</p> <p>Explain why they have chosen specific materials and media to draw with</p> <p>explore the relationship between line and tone, line and texture;</p> <p>draw figures and real objects with increasing details, showing awareness of proportion of facial features, and including shadows;</p>	<p>use a variety of media for their work, making informed choices E.g. choosing pen to add finer details;</p> <p>use increasingly accurate scale and proportion within a variety of drawings E.g. objects and figures;</p> <p>draw figures and real objects with increasing detail, shadows, and reflection;</p> <p>use a variety of techniques to add effects, e.g., shadows created by hatching and cross-hatching;</p> <p>Explain why they have chosen specific materials and media to draw with</p>	<p>demonstrate a wide variety of ways to make different marks with dry and wet;</p> <p>experiment with scale and proportion to create different effects and explain what and how they have created the effect;</p> <p>draw figures and real objects with increasing detail, shadow, reflection and explain how they have created the effect;</p> <p>depict movement and perspective in drawings;</p> <p>Explain why they have chosen specific materials and media to draw with</p>

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Painting Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools. 3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tool and equipment.</p> <p>Experiment with mixing different colours</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with - fingers/brushes/tools. 3- & 4-year-olds: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., paintbrushes.</p> <p>Learn to mix primary colours to make secondary colours – know which primary colours are needed to make each secondary colour.</p> <p>ELG Use a range of small tools, including paint brushes. ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>know the names of all of the colours;</p> <p>start to mix/blend different colours;</p> <p>use a variety of brushes including size and type;</p> <p>Paint a picture of something they can see;</p>	<p>know which colours are Primary colours;</p> <p>mix/blend different colours to match objects they are painting;</p> <p>experiment with different types of brushes, tools, and techniques to make different brush strokes: E.g., dab, smooth, sponge, stipple.</p> <p>work on a variety of different scales and choose the appropriate equipment;</p>	<p>Mix/blend a variety of colours and know which Primary colours mix to create the Secondary colours using a colour wheel;</p> <p>create tints by adding white and shades by adding black;</p> <p>choose from a range of different brushes and tools to create different effects;</p> <p>work confidently on a variety of different scales, confidently choosing the correct equipment;</p>	<p>make and match colours with increasing accuracy;</p> <p>plan and create different textures with paint according to what they need for the task;</p> <p>Use specific colour language E.g., tint, tone, shade, hue</p> <p>confidently create different marks and lines to show texture using a variety of brushes and techniques, showing brush control;</p> <p>show increasing independence and creativity with the painting process;</p>	<p>demonstrate a secure knowledge about Primary and Secondary and contrasting colours.</p> <p>use more specific vocabulary E.g., warm/cold colours, complementary/contrasting colours, hues and use these to show mood and atmosphere;</p> <p>make informed choices about media equipment and explain why they have made those choices;</p> <p>show differences in the background and foreground;</p>	<p>express mood and feelings through their work and choice of colours;</p> <p>choose appropriate paint and other media equipment to adapt and extend their work E.g. adding finer detail with pen;</p> <p>work on a preliminary level to test media and materials to make informed decisions about a final piece and explain the choices that they have made;</p> <p>show an awareness of how paintings are created, e.g through background, foreground layers, paint textures and the type of paint used; layer paint to add detail to background and foreground;</p>

Sculpture	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials. 3- & 4-year-olds: Join different materials and explore different textures.</p>	<p>ELG Fine Motor Skills: ELG Children at the expected level of development will: - Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ELG: Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>Experiment with, construct and join recycled, natural and man-made materials to create models e.g. a variety of paper, cardboard and plastics;</p> <p>experiment with joining parts of their 3D form in different ways;</p> <p>Explore sculpture with a range of malleable media, especially clay</p> <p>Manipulate clay in a variety of ways e.g. cutting, rolling, kneading and shaping</p> <p>Add texture by using tools</p> <p>Make different kinds of shapes</p>	<p>make a simple papier mache object;</p> <p>combine paper mache with other materials E.g. cardboard and plastics to create a model;</p> <p>plan and make models;</p> <p>successfully join parts of their 3D form independently;</p>	<p>use a variety of textures and detailing within clay sculpting;</p> <p>develop skills in using clay inc. slabs, slips etc;</p> <p>create sculpture and construction safely, using increasing independence;</p> <p>plan, make and evaluate a model, noting how they would do it differently next time;</p>
Printing	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with - fingers/ brushes/ tools.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently. ELG Use a range of small tools.</p> <p>ELG: Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function;</p>	<p>Y1 make marks in print with a variety of hard and soft objects E.g. cork, pen barrels, sponge</p> <p>build a repeating pattern and recognise pattern within the environment;</p> <p>create mono-prints using a variety of materials, objects, and techniques; (Lucy Gell)</p> <p>Y2 make rubbings;</p> <p>create mono-prints using a variety of materials, objects, and techniques;</p>	<p>create mono-print using a variety of materials, objects, and techniques inc. layering;</p> <p>create a design for printing;</p> <p>experiment with tone and texture while creating designs for printing;</p> <p>explore pattern and shape while creating designs for printing;</p> <p>talk about the process used to create a simple print;</p>	<p>confidently print on a variety of materials;</p> <p>build layers/colours and textures while creating designs for mono-printing;</p> <p>create and refine a design for printing;</p> <p>create complex patterns while creating designs for printing considering finer detail;</p>

Art and Design Curriculum Coverage

	Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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Knowledge of Artists, craft	Skills	<p>ELG: Understanding the World 3- and 4-year-olds Show interest in different occupations.</p>		<p>know the names of some famous, notable artists;</p> <p>express simply what they like about an artist's work;</p>	<p>know the names of some famous, notable artists and designers;</p> <p>express an opinion on the work of some artists;</p> <p>use inspiration from artists to create their own work and compare using simple language;</p>	<p>know the names of some famous, notable artists and designers and be able to describe one of their pieces of art;</p> <p>express an opinion on the work of artists and refer to techniques they use;</p>	<p>know the names of some famous, notable artists and designers, be able to describe one of their pieces of art and the techniques they use;</p> <p>express an opinion on the work of artists and refer to techniques they use and what effect the techniques have;</p> <p>use inspiration from famous artists to replicate a piece of the artists work and reflect upon their work;</p>	<p>know the names of some famous, notable artists and give facts about their lives;</p> <p>use inspiration from famous artists work to inform their own artwork;</p>	<p>know the names of some famous, notable artists and give facts about their lives and name some of their more famous pieces of work;</p> <p>give detailed observations about notable artists', artisans' and designers' work and the techniques they use;</p>