

St Faith's Church of England Infant and Nursery School



Art Progression Skills

	Early Years		Key Stage One	
	Nursery	Reception	Year One	Year Two
Drawing	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, and fear.	Effective grip and use of a range of tools. Differentiate and name most colours. Understand that different media can be combined. Choose particular colours for a purpose. Work on varying scales. Work alone and as part of a group. Talk about their work in terms of above intentions.	Include use of hard/soft, wet/dry paper, pens and large/small crayons. Explore line and mark making in different ways. Understand what sketching is. Observational drawing (introduce what you can see, encourage 'focused looking'- shapes, colours, textures, patterns and link to exploratory activities) Draw from memory and imagination (encourage detail)	Use controlled chalk smudging, blending and rubbing. Explore shading with a pencil. Sketching. Experience of copying and enlarging images. Awareness of and use of visual clues in own observations. Talk about own drawings and others drawings, in terms of above.
Possible activities and everyday art	Drawing themselves, self-portraits, and pictorial representations, drawing time sequences, illustrations to own writing or play, opportunities to draw from memory and imagination as well as opportunities to draw real life objects, the plesiosaur our own dinosaur.			
Artists, Craft makers & Designers	Cave art and paintings, Alberto Giacometti, Armedeo Modigliani, LS Lowry, Julian Opie, Paul Klee, Pablo Piscasso, Andy Warhol, Marc Chagall			
Vocabulary	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline			
Cross curricular application	Use drawings in play, science observations, maths representations, design drawings and technology recordings, music representation.			

1 Highlighted areas are new the updated revised EYFS Development Matters

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Painting	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore colour and colour mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refine ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas.	Name and recognise primary (2 of each- brilliant red or scarlet, and crimson, lemon yellow and brilliant yellow, sky blue or cyan and brilliant blue or ultramarine) and secondary colours. Mix secondary's from primaries (can mix 2 colours) work with powder paint. Dry painting (use powder paint direct). Work with different paint consistencies (thick/thin). Confidence with handling paint brushes (mixing, applying, keeping brushes clean, storage) Work with thick and thin, large and small brushes. Simple compositions (painting by colour)	Mix secondary colours from primary colours to use in any painting activity, including cross-curricular. Select appropriate brushes for task in hand. Add white to make tints (lighten) of a colour. Add black to make shades (darken) a colour. Work in a range of paints (where appropriate) - powder, ready-mix and block. Simple colour wheel with vocabulary. Use a brush to produce marks, Appropriate to work. E.g. small brush for small marks.
Possible activities and everyday art	Have different tools and media available for children to explore, choose and experiment, encourage exploration of mixing colours, have selection of photographs, pictures and artwork on show and encourage the correct names and vocabulary of colours.			
Artists, Craft makers & Designers	Henri Rousseau, Freidensriech Hundertwasser, Vincent Van Gogh, Wassily Kandinsky, Romero Britto, Steven Brown, Claude Monet, Jackson Pollock, Mark Rothko, David Hockney			
Vocabulary	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.			

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Cross curricular application	Science exploration, historical paintings and artefacts, painting designs and creative drawings,			
Sculpture- Constructing/ modelling	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refine ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Understand the terms- shape, form, and texture. Make collections of objects/ materials for a purpose/theme. Understand 3d shapes as 'form'. Paper scrunching/crumpling. Laminating techniques for building up a form. Appropriate use of glues, pastes, tapes for different purposes. Matching shapes, solids and flats and naming (square, cube etc) How to make holes in clay (doughnut shapes). How to imprint, make marks and stamp into clay with a range of tools. How to roll out clay to make tiles.	Understand relevance of colour, shape, texture and form to 3d work. Use rubbings to record texture. Paper folding and curling. Simple joining techniques with glue, tape. Use of simple formers to create basic forms- e.g. Animals from box modelling. Card cutting/tearing. Use of found materials to create structures. Making figures in clay from one piece. Use of slip to join clay. Use of clay tools to create surface textures on clay forms.
Possible activities and everyday art	Exploring in play- building kits, exploring making models and sculptures. Representations in DT work, history and maths work opportunities.		Use camera and digital media to record observations. Make collections of objects and natural things.	

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Artists, Craft makers & Designers	Barbara Hepworth, Andy Goldworthy, Anthony Gormley, Henry Moore, Guiseppe Arcimboldo, Jill Townsley, Eva Rothchild, Bredan Jamison			
Vocabulary	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.			
Cross curricular application	Opportunities to explore, build, create and use construction kits to develop skills of sculpture and form. Use of box modelling in design and technology activities, creating forms in practical PE activities			
Printing		Basis stamping and sponging techniques. Awareness of printed patterns in environment/home. Left to right orientation for printing patterns. Understand that to print an image, the block/image must be dipped into paint/ink and applied to a given surface. Print with a range of colours and shapes to create images and patterns.	Print repeat motifs (tiling) in one colour to create patterns. Use squared paper to train. Understand horizontal left to right orientation for printing patterns. How to print with a range of tools, e.g. junk, leaf/vegetable, simple prepared blocks. Fabric crayon prints (reversal of image/ words). Handling of paint/ink to keep equipment clean.	Overprinting to demonstrate colour mixing. Simple dyeing techniques such as marbling, tie dyeing with pegs. 'Paint on' batik. Mono printing. Printing patterns left to right in straight lines (without a grid).
Possible activities and everyday art	Have displays of natural objects, photographs and pictures and have objects and fabrics with interesting patterns and colours printed on them.		Take photos (using a camera and I pad). Collect and keep a record of patterns in the environment and school grounds.	

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Artists, Craft makers & Designers	Aboriginal art, Medieval tiling, wallpaper, Roy Lichtenstein, Bridget Riley, Keith Haring, Michelle Reader, Marc Quinn			
Vocabulary	colour, shape, printing, printmaking, woodcut, relief printing, objects.			
Cross curricular application	Looking and observing in everyday objects, materials and furniture around the home, school and environments. Make collections of photographs, pictures and displays. Maths and PE links and opportunities with repeating patterns.			
Collage/ Textiles		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refine ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Random and controlled tearing. How to cut strips, shapes, following a curve, snip, fringe. Create simple pictures and patterns with selected materials. Use observations as a basis for textile design work. Group weaving using a range of materials and looms. Thread beads. Learn how to cut fabric. Use of different materials; fabric, string, yarns. Thread a large eye needle (needle to thread).	Use of natural and found objects to create pictures or designs. Contribute to class collections of resources for collage. Simple dyeing. Basic stitching; running stitch, stabbing stitch using binka and/or hessian. Tying and untying. Tie dye with pegs. 'Dye printing', e.g. crepe paper prints.
Possible activities and	Notice fabrics and materials, furniture and clothing, make collections of items, photographs and pictures. Create opportunities to weave in fences, gates, fridge shelves, wooden slot frames that create opportunities.			

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everyday art	
Artists, Craft makers & Designers	Henry Matisse cut outs, Pablo Picasso, Alexander Calder, Gunta Stolzl, Michelle Reader
Vocabulary	collage, squares, gaps, mosaic, features, cut, place, arrange, textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
Cross curricular application	Opportunities in PE for weaving in and out with ball skills, body movements. Design and technology links in designing and making things. History of furniture, clothing and decoration of homes.

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