



Art Progression Document

Areas of Study	EYFS	Year 1	Year 2
	<p>Early Learning Goals: Children at the expected level of development will:</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.• use a range of small tools, including scissors and paint brushes.• begin to show accuracy and care when drawing.• express their ideas and feelings about experiences using full sentences.• be confident to try new activities and show independence, resilience,	<p>National Curriculum: Pupils should be taught:</p> <ul style="list-style-type: none">• to use a range of materials creatively to design and make products.• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• 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.	

	perseverance in the face of challenge.		
Art communication	<ul style="list-style-type: none"> • I can use art and design to communicate how I view the world around me; including my preferences, interests, feelings, own experiences and choices. • I can use art and design to communicate ideas from my imagination. • I can share my work with pride, using a full sentence to explain what I did. 	<ul style="list-style-type: none"> • I can use art and design to communicate ideas from observations, experiences, my feelings, and my imagination. • I can ask and answer questions about the starting point for my work. • I can review what I have done and say what I think and feel about it. • I can begin to review the work of others. • I can identify what I might change in my work and begin to think of ways to develop my future work. • I can use year 1 key vocabulary when talking about art and design. 	<ul style="list-style-type: none"> • I can use art and design to communicate ideas from observations, experiences, my feelings, and my imagination. • I can ask and answer questions about the starting point for my work and develop ideas. • I can review what I and others have done and say what I think and feel about it. • I can identify what I might change in my current work and develop in my future work. • I can use year 2 key vocabulary when talking about art and design.
Drawing and Painting	<ul style="list-style-type: none"> • I can explore mark making using a variety of tools and surfaces, i.e. pens, pencils, chunky chinks, charcoal, crayons, paint, pastels, dabbers, brushes, sticks, feathers. • I can begin to show care to control lines creating shapes and increasingly accurate 	<ul style="list-style-type: none"> • I can explore creating different lines and shapes, with a range of tools. • I can begin to describe how lines intersect when I observe objects I am drawing and painting. • I can explore creating texture with a range of tools (actual and visual, i.e. adding materials 	<ul style="list-style-type: none"> • I can describe how lines intersect and fill space when I observe objects I am drawing and painting. • I can draw and paint lines and shapes to accurately represent objects observed, remembered, or imagined. • I can explore cross-hatching to create tone in drawings using a

	<p>drawings/paintings using a range of tools.</p> <ul style="list-style-type: none"> • I can hold mark making tools with an effective grip. • I can begin to explore texture through rubbings, using simple language to describe my observations. • I can explore the effect of combining different tools in my work. 	<p>to paint or experimenting with different marks).</p> <ul style="list-style-type: none"> • I can use drawing and painting to represent objects observed, remembered, or imagined with care and increasing accuracy. • I can begin to combine media to create effects in my work. 	<p>range of tools, but particularly pencils and charcoal.</p> <ul style="list-style-type: none"> • I can add texture (actual and visual) to my work using a range of tools and methods. • I can combine media to create desired effects in my work.
Colour	<ul style="list-style-type: none"> • I can explore colour and colour mixing during play (starting with red, blue and yellow). • I can name or talk about the colours I have used and created when exploring mixing. • I can explore how colours change when black or white is added. • I can select colours with increasing care, to begin to communicate my observations of real objects. • I can talk about how colours make me feel. • I can name different tools that can bring colour (pens, crayons, pencils, paint, pastels). 	<ul style="list-style-type: none"> • I can recognise and name primary colours. • I can explore and talk about what happens when primary colours are mixed. • I can explore tints and shades of colours by adding white or black. • I can name colours using the adjectives dark or light. • I can select colours with care, to clearly communicate my observations of real objects. • I can understand how colour can be used in art and design to communicate a feeling and talk about how different colours make me feel. 	<ul style="list-style-type: none"> • I can recognise and name primary and secondary colours. • I can mix paint to create secondary colours with a growing level of confidence. • I can purposely create tints and shades of colours by adding white or black. • I can explore the effect of changing pressure on a tool to affect tone. • I can explore the effect of adding varying amounts of water to watercolour paints. • I can select colours with purpose representing real objects with increasing accuracy through observing

			<p>and communicating differences in tone.</p> <ul style="list-style-type: none"> I can understand how colour can be used in art and design to communicate a feeling and make purposeful choices about colour in my own work.
Printing	<ul style="list-style-type: none"> I can explore printing using my fingers and hands. I can explore printing using a range of objects, including regular shapes, manmade and naturel, found objects. I can explore folded painting to create simple symmetry artwork. I can describe the process of printing in simple terms. 	<ul style="list-style-type: none"> I can design my own printing block. I can explore block printing using 'Quickprint foam'. I can create a simple repeating pattern using my block print. I can use equipment and media correctly and start to produce a clean printed image. <p>(https://www.accessart.org.uk/wp-content/uploads/2017/03/printmaking.pdf)</p>	<ul style="list-style-type: none"> I can explore the process of monoprinting, working both positively and negatively. I can use equipment and media correctly and produce a clean printed image. I can experiment with overprinting motifs, colour and printing on different materials. <p>(https://www.accessart.org.uk/wp-content/uploads/2017/03/printmaking.pdf)</p>
Textiles and Collage	<ul style="list-style-type: none"> I can experiment with simple weaving e.g. ribbons, twigs, paper. I can begin to learn a running stitch using threading shapes and laces. I can select the tools and techniques to shape materials I am using. I can experiment to create different textures, 	<ul style="list-style-type: none"> I can weave using paper. I can talk about the process of weaving in textiles to produce fabric. I can use a simple running stitch to join two pieces of felt together. I can explain how to thread a needle and have a go at doing this with a large eyed needle. 	<ul style="list-style-type: none"> I can use more than 1 stitch decoratively on Binka fabric. I can join two pieces of fabric together using a running stitch. I can thread a large eyed needle. I can explore the process of Batik and experiment with flour and water paste to form motifs in the place of wax. I can use dyes (some created e.g. using onion skins, tea and

	<p>manipulating materials to create different effects.</p> <ul style="list-style-type: none"> • I can explore shape and pattern using loose parts. 	<ul style="list-style-type: none"> • I can explore ways to decorate fabric, e.g. applying fabric paint or simple tie dye. • I can create shapes appropriately by cutting or tearing a range of collage media. • I can arrange and glue collage materials to backgrounds to create images. 	<p>coffee) to decorate fabric, using my knowledge of tie dye.</p> <ul style="list-style-type: none"> • I can use different kinds of materials on my collage and explain why I have chosen them. • I can begin to use layering and overlapping when applying materials to my collage to create texture in my images.
3D Form and Sculpture	<ul style="list-style-type: none"> • I can explore 3D form and sculpture using malleable materials such as playdough and clay. • I can explore 3D form using loose parts and junk modelling. • I can construct with a purpose in mind, using a variety of resources. • I can select tools and techniques needed to shape, assemble, and join materials I am using. 	<ul style="list-style-type: none"> • I can manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • I can shape and model materials for a purpose. • I can apply simple decoration techniques; impressed, painted, and applied. • I can experiment with constructing and joining recycled, natural, and manmade materials with a purpose in mind. • I can use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> • I can use clay or other malleable materials to create imaginary or realistic form. • I can demonstrate experience in surface patterns and textures and use them when appropriate. • I can use tools and equipment safely and in the correct way.

<p>Knowledge about Artists, Craft makers and Designers</p>	<ul style="list-style-type: none"> • I can describe in simple terms what I notice when observing the work of artists, craft makers and designers. 	<ul style="list-style-type: none"> • I can describe the colours, types of lines, shapes, textures, form, and space used by the artist, craft maker or designer with a visual scaffold to support my observations. • I can express my opinion about a piece of art, saying what I like and dislike. • I can comment on things that are the same or different when comparing pieces of art. • I can begin to talk about the message or thought that the artist wanted to share through their work. 	<ul style="list-style-type: none"> • I can name and describe in simple terms some different practices and disciplines in art. • I can describe the colours, types of lines, shapes, textures, form, and space used by artists, craft makers or designers. • I can make clear links between the skills used by artists, craft makers and designers, and my own work. • I can express my opinion about a piece of artwork, saying what I like and dislike and explain why. • I can explore the similarities and differences within the work of artists, craft makers and designers, using the language of art and design. • I can discuss the message or thought that the artist wanted to share through their work.
<p>Artists, craft makers and designers</p>	<p>Term 1: Black History Month- Alma Thomas (Shape in art) Term 2: Cultural Art and craft- Nepali/Hindu Term 3: Shadow photography</p>	<p>Term 1: Black History Month- Alma Thomas (Autumn Leaves Fluttering in the Breeze) Term 2: Tim Burton/Michelle Reader Term 3: Monet</p>	<p>Term 1: Black History Month- Frank Bowling Term 2: Textiles artist linked to sewing activity Term 3: Quentin Blake</p>

	Term 4: Illustrators (World Book Day); Henri Rousseau Term 5: Monet/Turner Term 6: Cultural Art and craft-Africa	Term 4: Illustrators (World Book Day); Tan zi xi/Alejandro Duran Term 5: Van Gogh/Leonid Afremov Term 6: Cultural Art and craft-Africa	Term 4: Illustrators (World Book Day); Leon Kossoff Term 5: Darwin (insect drawings) Term 6: Cultural Art and craft-Africa
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