

EYFS								
Art		Design		Being Expressive		Music		
Art								
Birth-Three Notice patterns with strong contrasts and be attracted by patterns resembling the human face. . 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 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.		Three- Four Years. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order 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. . 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. . Explore colour and colour-mixing.			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. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG	
(Painting skills)	Uses hands and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.	Holds the paintbrush with the correct grip with some reminders.		Correctly holds and uses a fine brush to paint.	Uses good control to correctly hold and paint carefully in the lines.		
Control of paintbrushes.								
Use of tools	Enjoys using hands, feet and fingers to make marks.	Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.			
Colour	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to appropriate consistency.	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.		

Art and Design Progression of Skills

Technique	Makes marks by drawing circles and lines. Does not always give meaning.		Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.		Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.		Paints bodies and shapes for objects that are an appropriate size and have some features.		Paints with detail including finer details such as fingers, ears, hair styles or items onto features.		Paints from observation by making a careful study and then includes features and details in the pictures.	
Printing skills	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.		I am beginning to understand that to print, I must press down and carefully lift off the printing tool.		I can print simple shapes with adult prompting for instructions.		I can independently print simple shapes, but I am helped with using the space to build up my composition.		I can independently print clear representations to create full pictures, with support of pictures if needed and can add details.			
Pattern skills	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads with support.				I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.		I can make irregular patterns by drawing, colouring, printing and painting based on the art work of Eric Carl.		I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.		I can create drawings, paintings, printings and models with lines of symmetry.	
(Drawing skills)	Can make marks on a variety of materials. Including chalks on the ground, pens on boxes.	Makes marks by drawing circles and lines. Does not always give meaning	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.	Technique				

Art and Design Progression of Skills

Subject	Draws things that I have seen.	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.		Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.		Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	
Collage	Product is all one texture.	Adds additional textures, e.g., rough or smooth.		Adds a range of textures, e.g., smooth, rough, bendy and hard.		Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.		Makes collages/mosaics adding details with a wide range of textures and describes these.
Joining Techniques	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.		Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.		Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
Making skills	Creates my own piece of art - picture or model.	Creates my own piece of art and gives meaning.		Creates my own piece of art with some details, and I begin to self-correct any mistakes.		I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.		I review my own work. I discuss strengths and areas for improvement. I make considered improvements.
Sewing and weaving	Begins to thread with support.		Beginning to thread independently using large holes, with a simple up and down pattern.		Weaves through a simple loom. I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.		I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently. I can join two fabrics with various stitches.
Sculpture (Clay or Dough)	I can explore the dough.	I can make marks in the dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	With support I can use Plastercine to make simple models and representations.	I can make something and give meaning to it. I can talk about what I have made.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	

Art and Design Progression of Skills

	Year 1	Year 2
Drawing	Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Explore mark making to start to build mark-making vocabulary Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Become familiar with 2 or more drawing exercises repeated over time to build skill.	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings Use drawings as basis for collage
Painting	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: Enjoy discovering the interplay between materials for example wax and watercolour	Continue to mix colours experientially (i.e. encourage pupils to “try and see”) Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project e.g Inspired! and exploring colour and paint! Explore painting on different surfaces, such as fabric and different scales Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel or plasticine
Printing	Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3) e.g. Monoprinting with oil pastel
3D	Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.	Explore how 2d can become 3d though “design through making”. construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes.

Art and Design Progression of Skills

	Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces
Evaluating	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Share work to others in small groups, and listen to what they think about what you have made. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.
Exploring Artists	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Develop questions to ask when looking at artworks and /or stimulus: • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist?	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Develop questions to ask when looking at artworks and /or stimulus: • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist?
Sketchbooks	Introduce “sketchbook” as being a place to record individual response to the world. Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a “sketchbook habit”. Begin to feel a sense of ownership about the sketchbook.	Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...

The importance of Art Appreciation

Children need to taught that...

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| <ul style="list-style-type: none">• Art, craft and design embody some of the highest forms of human creativity.• A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.• As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.• They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. |
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Art Activities across the Year groups

Year Group	Drawing	Painting	Printing	3D	Textiles	collage	Artists
Reception	Mark making on the playground – zig zags circles etc. Drawing illustrations	Self portraits Colour mixing Painting illustrations Painting circles	Christmas cards Hand print and finger printing Rangoli patterns Blossom tree printing	Dough disco Divali pots (thumb pots) Clay owls for calendars Making Easter bonnets Junk modelling	Lacing Stocking and decorating Fabric Printing	Collage numbers. Collage a crown Making a poppy. Collage flower in the style of Eric Carle.	Eric Carle Paul Kandinsky
Year 1	Self portraits Observational drawings of trees in our surroundings (preparation for calendar design) Drawings of animals	Colour mixing – skin, hair and eye colour to create self-portraits. Painting seasonal trees for calendars. Painting in the style of William Morris	Fireworks pictures Christmas cards Printing seasonal trees for calendars. Printing leaves using plasticine. (Art Week)	Sculpture – Making animals using mod rock.	Sewing Christmas decorations	Collaging The Three Little pig's story characters linked to literacy displays.	Andy Goldsworthy William Morris Amy Giacometti
Year 2	Self portraits Seasonal trees for Calendars. Observational Drawings	Colour mixing to create self-portraits – skin, hair, lip and eye colour. Christmas cards	Printing in the style of Andy Warhol	Making castles out of materials.	Sewing Christmas decorations	Christmas cards – cutting and sticking strips to create the Christmas tree. Animal collage	Any Warhol Henry Matisse Picasso Gustav Klimt

Art and Design Progression of Skills

		Painting trees in the style of Gustav Klimt (Art Week)					
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