

Art and Design Knowledge and Skills Progression Map

Together we Develop, Inspire, Succeed

Year	EYFS	Year 1	Year 2	KS1 Art and Design National Curriculum
Exploring and Developing Ideas	Share their creations, explaining the process they have used. Say if they like their creation or not and give simple reasons why. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings	State if they like their work and why. Explain what they would change to improve if they could.	Make links of artists to their own work. Explain likes and dislikes of own artwork by commenting on the techniques used. Respond positively to ideas and critiques.	To produce creative work, exploring their ideas and recording experiences.
Drawing	Explore mark making by beginning to use a variety of drawing tools – e.g. fingers, hands, chalk, pens and pencils. Begin to show accuracy and care when drawing. Use line to make a closed shape. Investigate different lines - thick, thin, wavy, straight. Create simple representation of events, people and objects. Create self-portrait - encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?)	Extend the variety of drawings tools to include felt tips, pastels, chalk. Explore simple shapes. Investigate different lines - thick, thin, wavy, straight. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.	Continue as Year 1, also to experiment with ICT software and charcoal. Use dots and lines to demonstrate pattern and texture. Draw lines using varying thickness. Explore tone by using a pencil to draw light and dark lines.	To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.
Painting	Choose an appropriate brush for a task. Hold a paint brush correctly. Recognise and name some basic colours (red, yellow, blue, orange, green, purple, black, white) Explore colour mixing Use a variety of tools including different sized brushes and tools i.e. sponge brushes, fingers, twigs.	Name most colours Name and identify primary colours Explore mixing secondary colours from primary colours. Predict which secondary colour will be made when mixing two primary colours. Use light/dark to describe colours Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas.	Name the primary and secondary colours; Create own Primary colours. Predict which secondary colour will be made when mixing two primary colours. Be able to make tints using white paint and tones using black paint. Use a range of tools while painting, such as hands, fingers, splatter, cotton buds, brushes, and toothbrushes. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas.	To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.
Sculpture	Use a soft modelling material (clay and salt dough) to explore 3D shapes and using a range of tools. Use familiar objects to explore mark making on a 3D surface.	Manipulate malleable materials, such as clay, and salt dough. Use malleable materials to create objects for a purpose. Show some awareness of safety when using tools. Explore using modelling wire, such as pipe cleaners, to bend, join, etc.	Manipulate malleable materials, such as clay into desired shape and add texture using clay tools. Use malleable materials to create objects for a purpose, such as a vase. Use a variety of techniques, e.g. rolling, cutting, pinching; Carve lines and texture details into sculptures using tools.	To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.

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			Explore layering materials to make a structure, such as newspaper, junk modelling, kitchen rolls. Show awareness of safety when using tools.	
Texture, line and pattern	Explore sticking a combination of materials and tools to make simple collage. Explore a variety of materials, e.g. sponges, fruit, blocks, scissors Explore different textures and experiment with mark making to illustrate these. Investigate textures by describing, naming, rubbing and copying. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Sort and arrange materials for purpose Show pattern by weaving Create repeated patterns when printmaking.	Explore a variety of textures and describe how they look and feel. Add texture by mixing/layering materials. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Show pattern by weaving.	To become proficient in other art, craft and design techniques – collage, printing and textiles. To develop a wide range of art and design techniques in using texture, pattern, line, shape, form, colour and space.
Work of other artists	Observe work of other artists Express if they like or dislike the work.	Describe the work of famous, notable artists and designers. Express if they like or dislike the work and give reasons.	Express an opinion on the work of famous, notable artists and give reasons. Describe differences and similarities between artists. Describe the emotions that a piece of art brings about. Use inspiration from famous, notable artists to create their own work. Makes links between artists and own work.	To understand 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.
Artists covered	Matisse	Wassily Kandinsky Andy Goldsworthy Hendrick Avercamp Cottingley Sisters L.S Lowry Jean Baker Georgia O’Keeffe William Morris	Giuseppe Arcimboldo Jan Griffier Eleanor Wagner Gustav Klimt <u>Impressionists</u> Camille Pissarro Alfred Sisley Pierre-Auguste Renoir Claude Monet	