



Thrapston Primary School Art and Design Progression- EYFS and Key Stage One

EYFS	Communication and Language/ Personal Social and Emotional	Physical Development	Literacy /Mathematics	Understanding My world	Expressive Art and Design
3-4 years old	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent in meeting their own care needs, e.g. washing and drying their hands thoroughly.</p>	<p>Write some letters accurately. Write some or all of their name Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Talk about the differences between materials and changes they notice.</p>	<p>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 text 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..</p>
Reception	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p>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>
ELG	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p>Work and play cooperatively and take turns with others.</p>	<p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used.

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		Year 1	Year 2	
Making- Procedural Knowledge-SKILLS	Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	
	Painting	Develop skill and control when painting. Paint with expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	
	Craft, design, material, techniques	Learn a range of materials and techniques such as clay- etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	
	Knowing and applying the formal elements	Colour	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.
		Form	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.
		Line	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.
		Pattern	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non- repeating patterns. Identify natural and man-made patterns. Create patterns of their own.
		Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas
		Texture	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.
tone		Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	
Generating ideas – conceptual KNOWLEDGE	Sketchbooks	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use sketchbooks throughout the year to record rough ideas and experiments	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	
	Creating original art work	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	

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	Artists, craftspeople, designers	<p>Study the work of the artists: Beatrice Milhazes (Abstract) Formal Elements: Lesson 1: Abstract Compositions Bridget Riley (Drawing) Formal Elements: Lesson 2: Exploring Line David Hockney and Vija Celmins (Drawing) Formal Elements: Lesson 3: Making Waves Louis Wain (Movement) Art & Design Skills: Learn about Louis Wain Kandinsky, Bernal, Bolotowsky (Shape and Colour) Art & Design Skills: Experimenting with Media Vincent Van Gogh (Texture) Landscapes: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture Jasper Johns (Painting) Formal Elements: Lesson 5: Painting with Colour Renoir, Sorolla, Kroyer(Landscape Landscapes: Lesson 1-5</p>	<p>Study the work of the artists: Max Ernst (Frottage) Formal Elements: Lesson 3: Frottage Ed Ruscha (Shading, Tone) Formal Elements: Lesson 4: 3D Pencil Drawings Clarice Cliff (Design) Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates Nancy McCrosky (Mural) Art & Design Skills: Lesson 2: Drawing: Shading Damien Hirst (Drawing) Human Form: Lesson 2: Skulls Julian Opie (Portraits) Human Form: Lesson 4: Opie Style Portraits Edwina Bridgeman Human Form: <u>Lesson 5: Clothes Peg figures</u></p>
	Identify similarities and differences to others' work	<p>Recognise and describe key features of their own and other's work.</p> <p>Art & Design Skills: Experimenting with Media Landscapes: Lesson 1-5</p>	<p>Compare other's work, identifying similarities and differences.</p> <p>Art & Design Skills Lesson 4: Design: Clarice Cliff Plates Formal Elements: Lesson 3: Texture 2: Frottage</p>
<p>Evaluation- Metacognitive KNOWLEDGE E</p>	Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.
<p>Language- KNOWLEDGE</p>	Vocabulary	<p>Many of the artist's names will be very challenging for pupils to read at this age.</p> <ul style="list-style-type: none"> • Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours. • Landscapes Lessons: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape. • Art & Design Skills Lessons: Geometry, Tudor, Great Fire of London, printmaking. 	<p>Many of the artist's names will be very challenging for pupils to read at this age.</p> <ul style="list-style-type: none"> • Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. • Art & Design Skills Lessons: Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay. • Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.

By the end of Key Stage One, a child should be able:

- 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

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