



## EASTBURY FARM PRIMARY SCHOOL: Progression of skills in Art & Design

	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p style="text-align: center;"><b>Nursery</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> </ul> <p style="text-align: center;"><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> <li>• to use sketch books</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Themes	Nursery	Reception	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	<p><b>Cycle A</b></p> <p>Nursery Rhymes and Celebrations</p> <p><b>Cycle B</b></p> <p>Journeys and Celebrations.</p> <p><b>Cycle A</b></p> <p>Il Huff and I'll Puff and I'll Blow Your House Down!</p> <p><b>Cycle B</b></p> <p>Into the woods</p> <p><b>Cycle A</b></p> <p>Animal Kingdom</p> <p><b>Cycle B</b></p> <p>Toys and treasures.</p>	<p><b>Autumn 1</b></p> <p>Looking at me</p> <p><b>Autumn 2</b></p> <p>Twinkly lights and Gloomy nights</p> <p><b>Spring 1</b></p> <p>Fantastic food</p> <p><b>Spring 2</b></p> <p>Once upon a time</p> <p><b>Summer 1</b></p> <p>Superhero's and me</p> <p><b>Summer 2</b></p> <p>All creatures great and small.</p>	<p><b>Craft Maker:</b> Charles Rennie Mackintosh (windows)</p> <p><b>Stained Glass Windows</b> Use a range of materials creatively to design and make products</p> <p><b>Printing</b> Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Seaside Art</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>Artist:</b> Vincent van Gogh (flowers)</p> <p><b>Flowers</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Globes</b> Use a range of materials creatively to design and make products</p> <p><b>Chinese Lanterns</b> Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Architect:</b> Antoni Gaudi (Catalonian Mosaics)</p> <p><b>Stone Age Cave Art</b> Improve mastery of art and design techniques including using paint and pastels</p> <p><b>Clay Pots</b> Improve mastery of art and design techniques including using clay</p> <p><b>Mosaics</b> (comparing Roman and Gaudi) Improve mastery of art and design techniques including pattern</p>	<p><b>Artist:</b> Lowry (cities) Rousseau (Rainforests)</p> <p><b>Tiger in a Tropical Storm (Henry Rousseau)</b> Improve mastery of art and design techniques including drawing and painting</p> <p><b>Lowry's Cities</b> Improve mastery of art and design techniques including using charcoal</p> <p><b>Egyptian focus</b> (hieroglyphics, canopic jars, papyrus) Improve mastery of art and design techniques including drawing</p>	<p><b>Artist:</b> Banksy</p> <p><b>Benin Art focus</b> Improve mastery of art and design techniques including drawing</p> <p><b>Pop Art Movement</b> Improve mastery of art and design techniques including drawing and painting</p> <p><b>Aztec Art</b> Improve mastery of art and design techniques including creating sculpture</p>	<p><b>Artist:</b> William Morris William Morris Improve mastery of art and design techniques including printing and pattern</p> <p><b>Grecian Urns</b> Improve mastery of art and design techniques including drawing and clay</p> <p><b>Model Railways</b> Improve mastery of art and design techniques including designing and building scenery</p>

Skills	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Creating Ideas</b>	<ul style="list-style-type: none"> <li>experiments to create different textures</li> <li>understands that different media can be combined to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Use imagination to form simple images from given starting points or a description</li> <li>Work with different materials</li> <li>Begin to think what materials best suit the task</li> </ul>	<ul style="list-style-type: none"> <li>Develop sketch books</li> <li>Use a variety of ways to record ideas including digital cameras and iPads</li> <li>Develop artistic/visual vocabulary to discuss work</li> <li>Begin to suggest improvements to own work</li> <li>Experiment with a wider range of materials</li> <li>Present work in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Improve quality of sketchbook with mixed media work and annotations</li> <li>Select own images and starting points for work</li> <li>Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>Begin to explore possibilities, using and combining different styles and techniques</li> </ul>
<b>Key vocabulary</b>	materials, tools and techniques, experimentation with colour, design, texture, form and function.	work, work of art, idea, starting point, observe, focus, design, improve.	line, pattern, texture, form, record, detail, question, observe, refine.	develop, refine, texture, shape, form, pattern, structure.
<b>Drawing/ Mark Making</b>	<ul style="list-style-type: none"> <li>creates simple representations of events, people and objects</li> <li>begin to use anticlockwise movement and retrace vertical lines</li> <li>they handle equipment and tools effectively including pencils for writing</li> <li>they hold paper in position and use their preferred hand</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations</li> <li>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> <li>Hold a large paint brush correctly</li> <li>Make marks using paint with a variety of tools</li> <li>Consider consistency when applying paint</li> <li>Colour within the line</li> <li>Draw on smaller and larger scales</li> <li>Begin to add detail to line drawings</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation</li> <li>Experiment with different tones using graded pencils</li> <li>Include increased detail within work</li> <li>Draw on a range of scales</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Use a variety of brushes and experiment with ways of marking with them</li> <li>Develop shadows</li> <li>Use of tracing</li> </ul>	<ul style="list-style-type: none"> <li>Use first hand observations using different viewpoints, developing more abstract representations</li> <li>Introduce perspective, fore/back and middle ground</li> <li>Investigate proportions</li> <li>Use a range of mediums on a range of backgrounds</li> <li>Work indoors and outdoors</li> <li>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul>
	Line Colour in Straight Circle/other shape names Rubber Portrait  Finger, stick, chalk, pastel, felt tip, chalk, pencil, charcoal	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, pattern, texture, rough, smooth.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

<p><b>Working with Colour</b></p>	<ul style="list-style-type: none"> <li>explores what happens when they mix colours</li> <li>chooses particular colours to use for a purpose</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>Recognise and name primary and secondary colours</li> <li>Mix primary colours to make secondary colours</li> <li>Share colour charts to compare variations of the same colour</li> <li>Create and experiment with shades of colour and name some of these</li> <li>Recognise warm and cold colours</li> <li>Create washes to form backgrounds</li> <li>Explore the relationship between mood and colour</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match colours (create palettes to match images)</li> <li>Lighten and darken tones using black and white</li> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>Explore complementary and opposing colours in creating patterns</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>Build on previous work with colour by exploring intensity</li> <li>Introduce acrylic paint</li> <li>Develop watercolour techniques</li> <li>Explore using limited colour palettes</li> <li>Investigate working on canvas experiment with colour in creating an effect</li> <li>Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>Develop fine brush strokes</li> </ul>
<p><b>Vocabulary</b></p>	<p>colour, mix, primary, secondary, Brush paint, palette, dip, dark, light. Sponge, brush, hand, stick, roller, stamp,</p>	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, shade, primary, secondary, tint</p>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, mood.</p>
<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>Use the senses to explore a range of printing materials and tools, e.g. found</li> <li>Objects, rubbings. E.g. hands, feet etc.</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</li> <li>Develop controlled printing against outline /within cut out shapes</li> <li>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/ patterns</li> <li>Experiment with marbling, investigating how ink floats and changes with movement</li> </ul>	<ul style="list-style-type: none"> <li>Use roller and ink printing. Use simple block shapes formed by children</li> <li>Blend two colours when printing</li> <li>Using roller &amp; inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</li> <li>Form string roller prints to create continuous patterns</li> </ul>	<ul style="list-style-type: none"> <li>Create polystyrene printing blocks to use with roller and ink</li> <li>Explore mono-printing (see below for artists)</li> <li>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</li> <li>Experiment with screen printing</li> <li>Design and create motifs to be turned into printing block images</li> <li>Investigate techniques from paper printing to work on fabrics</li> </ul>
<p><b>Vocabulary</b></p>	<p>print, senses, rubbing, press</p>	<p>colour, shape, printing, printmaking, relief printing, object</p>	<p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Hapa-Zome (leaf printing), pattern, shape, tile, colour, arrange, collograph (layering of flat materials).</p>

<p><b>Sculpture</b></p>	<ul style="list-style-type: none"> <li>• constructs with a purpose in mind using a variety of resources</li> <li>• uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>• manipulates materials to achieve a planned effect</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</li> <li>• Investigate a range of different materials and experiment with how they can be connected together to form simple structures</li> <li>• Look at sculptures and try to recreate them using everyday objects/range of materials</li> <li>• Begin to form own 3D pieces</li> <li>• Consider covering these with papier-mâché</li> <li>• Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> <li>• Look at sculptures by known artists and natural objects as starting points for own work</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence working with clay adding greater detail and texture</li> <li>• Add colour once clay is dried</li> <li>• Investigate ways of joining clay - scratch and slip</li> <li>• Introduce 'modroc'</li> <li>• Create work on a larger scale as a group</li> <li>• Use pipe cleaners/wire to create sculptures of human forms</li> </ul>	<ul style="list-style-type: none"> <li>• Design and create sculpture, both small and large scale</li> <li>• Make masks from a range of cultures and traditions, building a collage element into the sculptural process</li> <li>• Use objects around us to form sculptures</li> <li>• Use wires to create malleable forms</li> <li>• Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</li> <li>• Create human forms showing movement</li> </ul>
<p><b>Vocabulary</b></p>	<p>Clay, plasticine, dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape, form, sculpt,</p>	<p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, pyramid.</p>	<p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light.</p>	<p>form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt.</p>
<p><b>Textiles &amp; Collage</b></p>	<ul style="list-style-type: none"> <li>• understands that different media can be combined to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>• Develop collages, based on a simple drawing, using papers and materials</li> <li>• Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</li> <li>• Weave using recycled materials – paper, carrier bags</li> <li>• Investigate a range of textures through rubbings</li> <li>• Simple batik work</li> <li>• Develop tearing, cutting and layering paper to create different effects</li> <li>• Dye fabrics using tea, red cabbage, beetroot, onion, spinach</li> <li>• Weave with wool</li> </ul>	<ul style="list-style-type: none"> <li>• Research embroidery designs from around the world, create own designs based on these</li> <li>• Sew simple stitches using a variety of threads and wool</li> <li>• Investigate tie-dyeing</li> <li>• Create a collage using fabric as a base</li> <li>• Make felt</li> <li>• Develop individual and group collages, working on a range of scales</li> <li>• Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce fabric block printing</li> <li>• Create tie dye pieces combining two colours</li> <li>• Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</li> <li>• Weave using paintings as a stimulus / the natural world</li> <li>• Experiment with circular embroidery frames</li> <li>• Create detailed designs which can be developed into batik pieces</li> </ul>

<p><b>Vocabulary</b></p>	<p>Positional language</p> <p>Cut, rip, tear, arrange, stick, layer, paper, tissue, foil, card, natural materials, fabric, pasta/rice</p> <p>Wool, thread, join, fabric, decorate, weave, felt</p>	<p>collage, squares, gaps, mosaic, features, cut, place, arrange. textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Key vocabulary: texture, shape, form, pattern, mosaic, montage, tessellate, overlap. pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>colour, fabric, weave, pattern.</p> <p>shape, form, arrange, fix, plan, design, effect</p>
<p><b>Knowledge about Artists</b></p>	<p>Other inspiration to draw on:</p> <ul style="list-style-type: none"> <li>Describe the work of artwork of artists such as Kandinsky and Butterfly printing, Jackson Pollock</li> </ul>	<p>Other inspiration to draw on:</p> <ul style="list-style-type: none"> <li>Describe the work of artwork of artists such as Vincent van Gogh, Andy Warhol, Roy Lichtenstein, Georgia O'Keeffe (colour) Pablo Picasso (collage)</li> <li>Use work of artists such as Anthony Gormley, Charles Rennie Mackintosh, Giuseppe Arcimboldo, Andy Goldsworthy (sculpture) to create own pieces</li> <li>Consider specific works such as Kandinsky's 'Circles' (printing)</li> <li>Consider works from different cultures e.g. Chinese painting/lanterns</li> </ul>	<p>Other inspiration to draw on:</p> <ul style="list-style-type: none"> <li>Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing)</li> <li>Consider the work of artists e.g. Henri Rousseau, Ruth Daniels, Mark Quinn, Carol Simms (colour)</li> <li>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</li> <li>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</li> <li>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</li> <li>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</li> <li>Abstract paintings by Picasso (colour)</li> <li>Use the work of artist Stacey Chapman "'car"' and other images on the internet (print)</li> <li>Look at work of Henry Moore (sculpture)</li> <li>Consider work by contemporary textile artist Patricia Greaves (textiles).</li> </ul>	<p>Other inspiration to draw on:</p> <ul style="list-style-type: none"> <li>Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</li> <li>Look at the style of Fauve artists Derain, Vlaminck and Braque</li> <li>Consider the work of Seurat (pointillism –colour)</li> <li>Look at the work of artists that used mono-printing include David Hockney, Tracey Emin, Banksy, Picasso and Jim Dine (print)</li> <li>Consider work of Cornelia Parker (sculpture)</li> <li>Consider the work from other cultures e, g Asia</li> <li>Consider William Morris detailed tiles - natural sources (colour)</li> <li>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</li> <li>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</li> <li>Artists such as Claude Lorrain, Poussin, Jan Beane and Annemeike Mein could be discussed as starting points.</li> </ul>