



“Flourishing with God in life, learning and love”

Progression of skills in ART AND DESIGN

Area of learning/skill	Reception		Where is this learnt, practiced, revisited or seen?	Year 1	Where is this learnt, practiced, revisited or seen?	Year 2	Where is this learnt, practiced, revisited or seen?
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> •Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if...”. •Encourage children to take time to think about painting or sculpture that is unfamiliar to them. <p>•Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>•Support children’s excursions into imaginary worlds by encouraging inventiveness.</p>	<ul style="list-style-type: none"> •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Provide children with opportunities to use their skills and explore concepts and ideas through their representations. <p>•Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.</p>	<p>Aut 1 – Scissors skills</p> <p>Aut 2 – Land before time</p>	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and develop their ideas. • Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures. 	<p>Aut 1 – Leaf drawing</p> <p>Aut 2 – Holly drawing</p> <p>Aut 1 – Goldsworthy, Monet and Kandinsky art comparison lesson</p>	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and develop their ideas. • Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures. 	<p>Aut 2 – free flow</p> <p>AU2- Frank Bowling free flow (diverse artist)</p> <p>Spr 1 - Frank Bowling email</p> <p>AU2 Yinka Illori</p> <p>AU2- Frank Bowling free flow (diverse artist)</p> <p>Aut 2 – Give It Some Art (Picasso, Picasso and Bowling)</p> <p>Spr 2 – We are photographers ICT</p>
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> •Provide a place where work in progress can be kept safely. <p>•Developing preferences for forms of expression.</p>	<ul style="list-style-type: none"> •Selects appropriate resources and adapts work where necessary. •Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. •Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to. •Provide children with opportunities to use their skills and explore concepts and ideas through their representations. 	<p>Boats – In With a Splash</p> <p>Evaluating Form and purpose</p> <p>Making fossils – Land before time</p>	<ul style="list-style-type: none"> • Review what they have done and say what they think and feel about it. • Identify what they might change in their current work. 	<p>Aut 2 – Clay tile</p>	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. • Identify what they might change in their current work or develop in their future work. • Annotate work. 	<p>Spr 1 – T-shirt bags – Catwalk show</p> <p>Aut 2 – Give It Some Art Basquiat (diverse artist)</p> <p>Riley plenary</p> <p>Aut 2- Basquiat, Himid (PSHE)</p>

Drawing	<ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Help children to gain confidence in their own way of representing ideas. 	<p>Aut 1 – Self – portraits</p> <p>Spr 1 – Self – portraits</p> <p>Sum 1 - Self – portraits</p> <p>Repeat skills 3x to see progression</p>	<ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Begin to explore the use of line, shape and colour. 	<p>Spr 2 – Titanic drawings</p> <p>Spr 2 - Treasure maps</p> <p>Aut 1 – Autumn leaves</p> <p>Sum 1 – Still life drawings</p>	<ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings • Draw for a sustained period from a figure and real objects, including single and grouped object. • Experiment with the visual elements; line, shape, pattern and colour. 	<p>Aut 1 landscape collage</p> <p>Au2 L1 mark making</p> <p>AU2 fireworks Diwali free flow</p> <p>Aut 2 – Give It Some Art free flow</p> <p>Aut 2- PSHE I1 Lubaina Himid (diverse artist)</p> <p>Aut 2- Give It Some Art Imogen Paton</p> <p>Aut 2- Give It Some Art L1 mark making, Kandinsky and guided reading cross curricular activity based on the book, “The dot”, Yayoi Kusama (diverse artist)</p>
Painting	<ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Talk about children’s growing interest in and use of colour as they begin to find differences between colours. • Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. 	<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Provide resources for mixing colours, joining things together and combining materials. • Chooses particular colours to use for a purpose. 	<p>Painting area</p> <p>- Self-selection</p>	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sand or sawdust. 	<p>Sum 2 – Seaside art</p> <p>Aut 1 – Paint leaves</p> <p>Sum 2 -Paint sunsets in Africa? City/ jungle?</p> <p>Sum 1 – Still life drawings</p>	<ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<p>Aut 2 – Freeflow, Kandinsky</p> <p>Freeflow all year with clay</p> <p>Su 1 – Mini beasts</p> <p>International week - clay</p> <p>Aut 2 free flow</p> <p>AU2- Frank Bowling and Shantell Martin free flow (diverse artists) Black History</p> <p>Spr 1</p> <p>Aut 2- PSHE I1 Lubaina Himid (diverse artist)</p> <p>Aut 1 pumpkin Harvest mosaic</p> <p>Aut 2-Joseph Coelho Poetry cross curricular (diverse poet)</p>
Printing	<ul style="list-style-type: none"> • Make rubbings. <p>Build a repeating pattern and recognise pattern in the environment.</p>			<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. 	<p>Aut 1 – Lego printing</p>	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<p>Aut 2 free flow</p> <p>Aut 2- Riley (diverse artist)</p> <p>Aut 2 free flow</p>
Technique	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Support children’s responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. 	<ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Talk to children about ways of finding out what they can do with different media and what happens when they put different 	<p>Pastels – firework pics different effects</p> <p>In with a splash – Make a boat</p>	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience 	<p>Sum 2 – Sea weaving</p> <p>Spr 1 - DT superhero</p>	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<p>Aut 2 – Christmas freeflow</p> <p>Spr 1 t-shirt bags, SU2 transition bags</p> <p>International week – Kente art</p> <p>Aut 1- London Skyline</p> <p>AU1 pumpkin Harvest mosaic</p>

	<ul style="list-style-type: none"> Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. 	things together such as sand, paint and sawdust.		<ul style="list-style-type: none"> or observation. Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 			SP1 t shirt bags
3D Form	<ul style="list-style-type: none"> Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road Introduce children to a wide range of music, painting and sculpture. Uses available resources to create props to support role-play. 	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Selects tools and techniques needed to shape, assemble and join materials they are using. Provide opportunities indoors and outdoors and support the different interests of children, e.g. in role-play of a builder's yard, encourage narratives to do with building and mending. 	<p>CP – Make dinosaurs Minibeasts</p> <ul style="list-style-type: none"> Shapes Fix / join Finishing <p>Easter/ Xmas cards</p> <ul style="list-style-type: none"> Collage Cutting/ ripping overlap <p>Boats</p>	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	Aut 2 – Clay tiles	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<p>Au 1 – Plasticine, playdough, cooking AU2 freeflow</p> <p>AU2- Frank Bowling free flow (diverse artist) During aut, spr, sum</p> <p>Aut 1 – RE, ICT, Sci AU2- Bear sculptures (cross curricular)</p> <p>Spr 1 – Trash to treasure</p>
Breadth of Study		<ul style="list-style-type: none"> Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. 		<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design. 	Spr 2 – Over the land and sea Every term	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design. 	<p>Aut 1. Spr1, Aut 2, Spr 2 AU2- Bear sculptures (cross curricular)</p> <p>Every term Every term</p>