Progression of skills in Art & Design

* Based on the Chris Quigley Essentials Curriculum *

Oakwood Infant and Nursery School

	EYFS				Year 1	Year 2
	22-36	**30-50**	**40-60**	**ELG**	**Year 1 and 2 National Curriculum Objectives** -	**Key Stage 1 Pupils should be taught:**
					• **To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** • **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.**	• **To use a range of materials creatively to design and make products.** • **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**
Drawing	• Experiments with blocks, colours and marks.	• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	• Create simple representations of events, people and objects.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• Draw from imagination and memory. • Make marks using a wide range of materials. • Experiment by making marks with a range of tools. • Draw lines of different sizes and thickness. • Draw on different surfaces. • Draw to different scales. • Show pattern by adding dots. • Look and talk about how artists use drawing in picture books. • Show different tone by using coloured pencils.	• Draw from imagination and in response to stimulus. • Drawing from observation of natural world and school based situations. • Naming, matching and drawing a variety of lines (different sizes and thickness). • Show pattern and texture by adding dots. • Invent new lines and marks, combining skills and knowledge. • Investigate tone, shape and texture. • Experiment with a wide range of mark making tools on a range of surfaces. Look and talk about how a range of artists draw and identify what drawing materials they have used.
Painting	• Experiments with blocks, colours and marks.	• Explores colour and how colours can be changed.	• Choose particular colours for a purpose. • Explore what happens when colours are mixed.		• Colour identification; Primary and secondary + black and white. • Colour mixing: using powder paint, ready mix or blocks of colour. • Mix and match colours to artefacts, objects etc. • Use wide range of tools e.g. brush types and sizes. Look and talk about how artists paint and how differently they seem to see the world around them and capture it on paper.	• Create tonal and shade cards. • Learn to care for brushes. • Experiment with and use a variety of techniques including layering, mixing, scraping scratching, spraying, dragging etc. • Name secondary colours and use with primaries in work. • Add white to colours to make tints and black to colours to make tones. • Explore and create texture in their paintings by using sand etc. • Mix and match different techniques to different situations. Look and talk about the work of artists who use a variety of approaches to applying colour and how these approaches might relate to their own.
Printmaking					• Make rubbings to collect texture and patterns for printing. • Make marks in soft materials like clay, cork, rubbers or cut pieces of fruit and print press patterns. • Explore and develop simple printing blocks e.g. using card and string. Look and talk about where we see printed patterns e.g. wall papers, fabrics.	• Print using a variety of materials e.g. sponges, lids, pen barrels, fruit and vegetable shapes. • Roll printing inks/paint over found objects to create prints. • Press, roll, rub and stamp to make prints. • Build patterns including repeating patterns from the environment etc • Use overlapping shapes. Explore and create more complex patterns mixing shape and colour and discover overlapping motifs and colour.

Textiles							
		• Beginning to be interested in and describe the texture of things	• Experiment to create different textures. • Use simple tools and techniques competently and appropriately.			• Use a wide range of textures to explore, sort, match and create natural and manmade materials. • Learn to weave indoors and outdoors e.g. by weaving wool around a card frame or grass through a forked twig, by using cut up strips of coloured carrier bags through bike spokes or weave strong nylon thread to form a spider's web between a forked twig (Charlotte's Web). • Apply decoration to fabric; buttons, beads, feathers, sequins… • Use plaiting. • Join materials using glue. Dye fabric or paper with tea, coffee, onion skins.	• Sort and match threads and material for colour, tone, texture, length, shape and size. • Cut, snip and shape fabrics with scissors. • Take fabrics apart and examine how they are made. • Join materials using stitch. • Create plaits, cords, ties and attachments for joining, decorating and adornment. Apply colour with printing, dipping, dyes, fabric crayons and paints.

						Year 1	Year 2
Collage			• Understand that different media can be combined to create new effects.			• Colour: collect, sort, match, mix, arrange fabrics, card, paper for a self-selected task. • Fold, crease, tear, crumple, twist, overlap, build to create two or three dimensional image. • Sort and group materials for different purposes and effects, colour, texture, shape and image. Arrange and glue materials to different backgrounds to create permanent pieces.	• Create a wide variety of images using different media: card, paper, fabric, crepe paper, magazines, photocopied items. • Create a variety of sized collages in different forms; horizontal, vertical, high, low. Colour, shape and texture: collect, sort and match for directed task e.g. to develop an idea, or to produce a particular effect or image.
Sculpture		• Realises tools can be used for a purpose.	• Manipulate materials to achieve a planned effect. • Selects tools and techniques needed to			• Use a wide range of malleable materials to explore, manipulate, change and reform making small and large sculptures. • Manipulate malleable materials through patting, rolling, kneading, twisting, stretching etc. Understand safety and care of tools.	• Explore materials provided and manipulate for a self-selected task. • Manipulate materials for purpose e.g. tile, pot, plate etc • Understand safety and care of tools. • Use simple 2D shapes to create 3D form e.g. paper sculpture (flat paper shapes, folded and slotted). • Form: experiment using wide range of construction materials including junk/recycled/ natural (link to work of Andy Goldsworthy or Picasso). Texture, discover ways of changing the surface of a malleable material e.g. to build raised textures on a tile.
Digital Media						• Use simple graphics and paint programmes to create and explore images with line, shape, colour and texture. • Record visual information using cameras in cross curricular learning. Look and talk about the works of artists who work digitally rather than with traditional materials.	• Explore, investigate, create and develop work using digital sources including paint programmes, CD -ROMS, Internet and apps. • Use technology to record role play, self selected play and record cross curricular experiences. Explore the concepts of line (change size, thickness etc), shape (fill space, erase, shade, manipulate), colour and texture (use filters, APPS etc. to manipulate images) using digital media.

To develop ideas **To take inspiration from the greats (classic and modern)**					- Have opportunities to talk about what art is and why it is important. - Get ideas from imaginary and real sources. - Work effectively to make art on their own and with others. - Work safely with art tools and resources. - Be able to talk about choices they've made in art, what they like about it and when it's finished. - Through discussion develop an art vocabulary. Discuss the work of artists/crafts people/ designers as appropriate to pupils' current work.	- Explore and produce creative ideas from first hand experiences. - Explore self-selected and given materials and resources, try ideas, alter and adapt work. - Develop ideas, discuss their work and use art vocabulary. - Discuss and evaluate their own and others work 'I like...'etc. What they feel about their work, think, dislike, want to change, alter. - Discuss and evaluate the work of great artists/ Crafts People/ Designers 'I like...etc.' - Begin to think critically about the work of artists, crafts people and designers and link to similarities/differences between art practices. Begin to make links between the works of professional artists and their own art work.