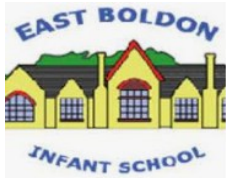


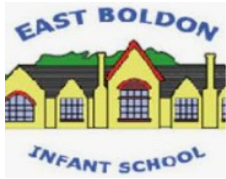
Art Curriculum Skills Progression

	EYFS	Year 1	Year 2	Year 3
Drawing Methods, techniques, media and materials	- Explore mark making using arrange of drawing materials - Investigate marks and patterns when drawing - Identify similarities and differences between drawing tools - Investigate how to make large and small movements with control when drawing - Practise looking carefully when drawing - Combine materials when drawing	- That a continuous line drawing is a drawing with one unbroken line - Properties of drawing materials eg which ones smudge, which ones can be erased, which ones blend. - Hold and use drawing tools in different ways to create different lines and marks - Create marks by responding to different stimulus such as music. - Overlap shapes to create new ones. - Use mark making to replicate texture - Look carefully to make an observational drawing - Complete a continuous lline drawing	- How different marks can be used to represent words and sounds - That a combination of materials can achieve the desired effect. - That charcoal is made from burning wood - Use different materials and marks to replicate texture. - Manipulate materials and surfaces to create textures e.g scratching with tools or blending with fingers - Use marks and lines to show expression on faces - Make a concertina book - Use drawing to tell a story - Use charcoal to avoid snapping and to achieve different types of lines - Use drawing pens	- experiment with showing line with different hardness of pencils - use shading to show light and shadow effects - experiments with different materials to draw, e.g. pastels, chalk, felt tips - show an awareness of space when drawing - Children imitate art work studied
Painting and mixed media methods, techniques, media and materials	- Explore paint, using hands as tool - Describe colours and textures as they paint. - Explore what happens when paint colours mix - Make natural painting tools - Investigate natural materials eg paint, water for painting - Explore paint textures for example mixing in other materials or adding water. - Respond to a range of stimuli when painting. - Use paint to express ideas and feelings - Explore colours and patterns and compositions when combining materials in collage	- Combine primary coloured materials to make secondary colours - Mix secondary colours in paint - Choose suitable sized paintbrushes - Clean a paintbrush to change colours - Print with objects, applying a suitable layer of paint to the printing surface. - Overlap paint to mix new colours. - Use blowing to create a paint effect - Make a paint colour darker or lighter (creating shades) in different ways eg adding water, adding a lighter colour	- Mix a variety of shades of a secondary colour - Make choices about amounts of paint to use when mixing a particular colour. - Match colours seen around them - Create textures using different painting tools. - Make textured paper to use in a collage - Choose and shape collage materials eg cutting, tearing - Compose a collage, arranging and overlapping pieces for contrast and effect. - Add painted detail to a collage to enhance/improve it.	- Use shapes identified within in objects as a method to draw. - Create tone by shading. - Achieve even tones when shading. - Make texture rubbings. - Create art from textured paper. - Hold and use a pencil to shade. - Tear and shape paper. - Use paper shapes to create a drawing. - Use drawing tools to take a rubbing. - Make careful observations to accurately draw an object. - Create abstract compositions to draw more expressively.
Sculpture and 3D methods, techniques media and materials	- Explore the properties of clay - Use modelling tools to cut and shape soft materials e.g playdough/clay - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape, texture and explain their choices. - Plan ideas for what they would like to make. - Problem solve and try out solutions when using modelling materials - Develop 3D models by adding colour	- Roll and fold paper. - Cut shapes from paper and card. - Cut and glue paper to make 3D structures. - Decide the best way to glue something - Create a variety of shapes in paper e.g zig zag, spiral. - Make larger structures using newspaper rolls.	- Smooth and flatten clay - Roll clay into a cylinder or ball. - Make different surface marks in clay - Make a clay pinch pot - Mix clay slip using using clay and water. - Join two clay pieces using slip - Make a relief clay sculpture - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay.	- cut, make and combine shapes to create recognisable forms - use clay and other malleable materials and practise joining techniques - add materials to the sculpture to create detail - plan and design a sculpture - use tools and materials to carve, add shape, add texture and pattern - develop cutting and joining skills - refines work as they go to ensure precision



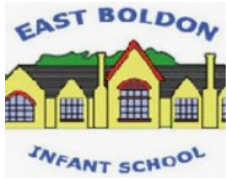
Art Curriculum Skills Progression

	EYFS	Year 1	Year 2	Year 3
Craft and Design Methods, techniques media and materials	- Explore differenced when cutting a variety of materials - Investigate different ways of cutting e.g straight lines, wavy lines, zig zag lines. - Follow lines when cutting - Experiment with threading objects, holding equipment steady to do so. - Explore techniques for joining paper and card e.g stick, clip, tie, tape. - Apply craft skills e.g cutting, threading, folding to make their own artworks. - Design something on paper ready to make in 3D.	- Wrap materials/shapes with wool - Measure a length - Tie a knot, thread and plait. - Make a box loom. - Join using knots - Weave with paper on paper loom. - Weave using a combination of materials.	- Draw a map to illustrate a jouney - Separate wool fibres ready to make felt - Lay wool fibres in opposite directions to make felt. - Roll and squeeze the felt to make the fibres stick together. - Add details to felt by twisting small amounts of wool. - Choose which part of their drawn map to represent in their 'stained glass' - Overlap cellophane/tissue to create new colours. - Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. - Apply paint or ink using a printing roller. - Smooth a printing tile evenly to transfer an image. - Try out a variety of ideas for adapting prints into 2D/3D artworks.	- design and create printing blocks/ tiles - develop techniques in press printing - create and arrange accurate patterns - Applies paint evenly, without excess, to a printing block - Uses Styrofoam or polystyrene to create a print - Refines a print using other materials e.g. pencil crayon, felt-tip pen, fine-liner etc. - Children's work is inspired by artist but does not replicate the work
Colour	- The names of a wide range of colours - Colours can be mixed to make new colours.	- That the primary colours are red, yellow and blue. - Primary colours can be mixed to make secondary colours.	- Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under tone) - Colours can be mixed to match real life objects or to create things from your imagination.	- Using light and dark colours next to each other creates contrast. - Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.
Form	Modelling materials can be shaped using hands or tools.	- Paper can change from 2D to 3D by folding, rolling and scrunching it. - That 3D art is called sculpture	- That composition means how things are rearranged on page. - Pieces of clay can be joined using the scratch and slip technique. - A clay surface can be decorated by pressing into it or by joining pieces on.	- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). - Organic forms can be abstract.
Shape	The names of simple shapes in art.	- A range of 2D shapes and confidently draw these. - Paper can be shaped by cutting and folding it.	- Collage materials can be shaped to represent shapes in an image - Shapes can be organic (natural) and irregular. - Patterns can be made using shapes.	- Negative shapes show the space around and between objects. - Artists can focus on shapes when making abstract art.
Line	Lines can be curved or straight and described in simple terms such as wriggly, straight and round.	Drawing tools can be made in a variety of ways to create different lines.	Line can be used to fill shapes to make outlines and to add details in pattern.	Using different tools or using the same tool in different ways can create different types of lines.



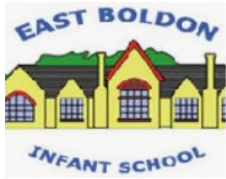
Art Curriculum Skills Progression

	EYFS	Year 1	Year 2	Year 3
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	- Drawing techniques such as hatching, scribbling, stippling and blending can make patterns. - Patterns can be used to add details to an artwork.	- Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). - Surface rubbings can be used to add or make patterns.
Texture	Simple terms to describe what something feels like (e.g bumpy)	- That texture means 'what something feels like' - Different marks can be used to represent the textures of objects. - Different drawing tools make different marks.	- Collage materials can be chosen to represent real life textures. - Collage materials can be overlapped and overlaid to add texture. - Drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. - Painting tools can create varied textures in paint.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	- That there are many different shades (or hues) of the same colour. - Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours.	- That 'tone' in art means 'light and dark'. - Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.



Knowledge of Artists

	EYFS	Year 1	Year 2	Year 3
Meanings and Interpretations	- This aspect of the curriculum is child led; encouraging discussion and individual responses to their own and other artworks. - This aspect of the curriculum is child led; encourage discussion and individual responses to their own and other artworks.	- Some artisits are influenced by things happening around them. - Sometimes artists concentrate on how they are making something, rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories.	- Some artists create art to make people aware of the good and bad things happening in the world around them. - Art can be figurative or abstract.	Art from the past can give us clues about what it was like to live at that time
Materials and Processes	- Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw/ paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons. - Some art doesn't last long—it is temporary. - Sometimes artists cut and stick photos to make new images.	- Artistscan use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make.	- Illustrators uses drawn lines to show how characters feel. - Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material to make 2D and 3D artworks (e.g felt) - Artists and designers can create work to match a set of requirements; a “brief” or “commission”	- Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artist make decisions about how their work will be displayed.



Evaluating and Analysing

	EYFS	Year 1	Year 2	Year 3
What is art?	Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring	- Art is made in different ways - Art is made by all different kinds of people - An artist is someone who creates - Craft is making something creative and useful.		
Why do people make art?			- People use art to tell stories - People make art about things that are important to them. - People make art to share their feelings. - People make art to explore an idea in different ways. - People make art for fun - People make art to decorate a space. - People make art to help others understand something.	
How do people talk about art?	So they can: - Talk about their artwork, stating what they think they dis well. - Say if they like an artwork or not and begin to form opinions by explaining why.	So they can: - Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	So they can: - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in showing an understanding of why they have made it. - Begin to talk about how they could improve their own work - Talk about how art is made.	

Overview of Skills

	EYFS	Year 1	Year 2	Year 3
Generating ideas	- Talk about their ideas and explore different ways to record them using a range of media. ELG: SPEAKING - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	- Explore their own ideas using a range of media. NATIONAL CURRICULUM - To use a range of materials creatively to design products to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations.	- Begin to generate ideas from a wider range of stimuli, exploring different media techniques. NATIONAL CURRICULUM - To use a range of materials creatively to design products to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations.	
Sketchbooks	- Experiment in an exploratory way. ELG: EXPRESSIVE ARTS AND DESIGN: CREATING WITH MATERIALS - Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function.	- Use sketchbooks to explore ideas. NATIONAL CURRICULUM - To use a range of materials creatively to design products to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations.	- Experiment in sketchbooks using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. NATIONAL CURRICULUM - To use a range of materials creatively to design products to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations.	
Making Skills	- Use a range of drawing materials, art, application techniques, mixed media scraps and modelling materials to create child led art with no set outcome. - Cut, thread, join and manipulate materials safely, focussing on the process over outcome. - Begin to develop observational skills (for example using mirrors to include the main features of faces). ELG: EXPRESSIVE ARTS AND DESIGN: CREATING WITH MATERIALS - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS - 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, paint brushes and cutlery - Begin to show accuracy and care when drawing.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Explore and analyse a wider variety of ways to join and fix materials in place. - Develop observational skills to look closely and reflect surface texture. NATIONAL CURRICULUM - 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.	- Further demonstrate increased control with a greater range of media - Make choices about which materials and techniques to use to create an effect. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, line, pattern, texture, shape, form and space) in their work. NATIONAL CURRICULUM - 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.	

Overview of Skills

	EYFS	Year 1	Year 2	Year 3
Knowledge of artists	- Enjoy looking at art and talking about art. - Recognise that artists create varying types of art and use lots of different materials. - Recognise that artists can be inspired by many things ELG: SPEAKING - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	- Describe similarities and differences between practices in Art and Design eg between painting and sculpture and link these to their own work. - Understand how artists choose materials based on their properties in order to achieve certain effects. NATIONAL CURRICULUM - Pupils are taught about the work of a range of artists, craft makers and designers describing the differences and similarities and differences between the different practices and disciplines and making links to their own artwork.	- Talk about art they have seen using some appropriate subject vocabulary. - Create work from a brief, understanding that artists are sometimes commissioned to create art. - Create and critique both figurative and abstract art, recognising some of the techniques used. - Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. NATIONAL CURRICULUM - Pupils are taught about the work of a range of artists, craft makers and designers describing the differences and similarities and differences between the different practices and disciplines and making links to their own artwork.	
Evaluating and Analysing	- Talk about their artwork stating what they feel they did well. - Say if they like an artwork or not and begin to form opinions by explaining why. ELG: EXPRESSIVE ARTS AND DESIGN: CREATING WITH MATERIALS - Share their creations, explaining the process they have used.	- Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways by different people. NATIONAL CURRICULUM - Pupils are taught about the work of a range of artists, craft makers and designers describing the differences and similarities and differences between the different practices and disciplines and making links to their own artwork.	- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made. NATIONAL CURRICULUM - Pupils are taught about the work of a range of artists, craft makers and designers describing the differences and similarities and differences between the different practices and disciplines and making links to their own artwork.	