


Brough Primary School – Progression in Art Skills EYFS & KS1




Information given is for each of three phases, the different types of art, craft and design and finally our school wide artist focus, both within the art curriculum and in art days.
(See separate file for assessment opportunities).

	Phase 1 EYFS	Phase 2 Years 1 and 2
<p>Drawing</p> 	<ul style="list-style-type: none"> ● Understand 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. ● Experiment with texture, form and function. ● Represent their own ideas, thoughts and feelings through drawings. ● Begin to use a variety of drawing tools (pencils, pastels, chalks, fingers) <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Pencil, crayon, chalk.</i> ❖ <i>Pattern.</i> ❖ <i>Texture, shape, form, colour.</i> ❖ <i>Line, straight line, wavy line.</i> 	<ul style="list-style-type: none"> ● Using images and symbols to name and describe feelings and ideas. ● Representing familiar objects as a 'schema' by combining shapes. ● Drawing confidently from imagination. ● Combine schematic and observational approaches. ● Add detail to art work. <ul style="list-style-type: none"> ● Observing and recording the shapes, patterns and textures found in objects. ● Working in a combined schematic and observational way with confidence in placing objects. ● Using drawing as a starting point for work in other media as well as in its own right. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Pencil, crayon, felt tip, charcoal, chalk.</i> ❖ <i>Pattern, repeated pattern, random pattern.</i> ❖ <i>Texture, shape, form, tone, colour.</i> ❖ <i>Line, straight line, wavy line, sharp line, thick line, thin line, smudged line.</i>

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		<ul style="list-style-type: none"> ❖ Foreground, background.
<p>Painting</p> 	<ul style="list-style-type: none"> ● Explore different coloured paints noting how they can be used. ● Explore what happens when they mix colours. ● Choose particular colours to use for a purpose. ● Experiment with different sizes of brushes. ● Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes. ● Uses colour and marks to express moods. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Colour, mix, mixing, primary.</i> ❖ <i>Brush, palette, thin, thick.</i> ❖ <i>Shade e.g. different shades of red, green, blue, yellow.</i> 	<ul style="list-style-type: none"> ● Exploring the tactile and visual qualities of a paintbrush. ● Combining materials and tools and enjoy finding out how to achieve different effects. ● Mixing paints from a limited range. ● Showing control in the use of colour. ● Understanding that paint is used in different ways for different effects. ● With guidance, adding detail to work. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Primary (colour), secondary (colour).</i> ❖ <i>Light, dark, thick, thin, tone, warm, cold.</i> ❖ <i>Shade e.g. different shades of red, green, blue, yellow.</i> ❖ <i>Bright.</i> ❖ <i>Pointillism.</i> ❖ <i>Colour wash.</i>
<p>Sculpture</p>	<ul style="list-style-type: none"> ● Explore and manipulate materials to achieve a planned effect. ● Select tools needed to shape materials. ● Using playdough for, squeezing, pinching and rolling them to make familiar or fantasy objects. 	<ul style="list-style-type: none"> ● Exploring a wider range of materials, using them to create a planned effect. ● Joining simple objects together. ● Using a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects. ● Adding colour, pattern and texture to objects.

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	<ul style="list-style-type: none"> ● Experiment with different materials both inside and out, natural and manmade, to create pieces of sculpture linked to areas of learning including the natural world. ● Impress and apply simple decoration. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Playdough, squeeze, squeezing, pinch, pinching, roll, rolling.</i> ❖ <i>Objects, familiar, fantasy.</i> ❖ <i>Natural, manmade, sculpture.</i> ❖ <i>Simple vocab created through touch, smell, sight etc.</i> 	<ul style="list-style-type: none"> ● Working on a larger scale when appropriate. ● Showing sufficient control to join and manipulate materials for the purpose intended. ● Showing a developing understanding of the qualities of materials used. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Model, cut, stick, fold, bend, attach, assemble, structure, construct.</i> ❖ <i>Statue, stone, shell, wood, metal, sculpture, structure.</i> ❖ <i>Curve, form, clay, impress, texture.</i>
<p>Materials and textiles</p>	<ul style="list-style-type: none"> ● Sorting, matching and naming different materials. ● Select tools and techniques needed to shape, assemble and join materials they are using. ● Explore materials to see how they are made. ● Handles tools, objects, construction and malleable materials safely and with increasing control. ● Uses weaving movements using string and or wool on card templates in order to develop fine motor skills. 	<ul style="list-style-type: none"> ● Sorting, matching and naming different materials. ● Exploring materials to see how they are made. ● Using joining processes such as tying and gluing. ● Weaving on simple frames for different effects. ● Using paints, dyes, crayons and other media to make individual or group designs on textiles. ● Joining, positioning and manipulating materials with some independence.

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	<ul style="list-style-type: none"> ● Explore how media and materials can be combined and changed. ● Use of transient art to create patterns and pictures. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Materials, wood, metal, plastic, string, wool.</i> ❖ <i>Colour, pattern, shape, texture.</i> ❖ <i>Glue, scissors, weave.</i> 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Fabric, felt, hessian, scraps, wool, yarn, fur, tweed, silk, satin.</i> ❖ <i>Colour, pattern, shape, texture, net.</i> ❖ <i>Glue, stick, scissors, sew, needle, thread, weave.</i> ❖ <i>Mixed, media, combine, opinion.</i>
<p>Printing</p> 	<ul style="list-style-type: none"> ● Print with natural (e.g. apple, orange etc) and manmade objects noting the shapes produced. ● Use printing to improve fine motor skills ensuring prints are placed accurately. <p>Key vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Print, repeat, shape, repeating, pattern.</i> 	<ul style="list-style-type: none"> ● Using objects and basic tools and equipment to make patterns and images. ● Working with a range of processes, controlling materials and tools. ● Using printing to illustrate and explore ideas, commenting on what is done. <p>Key Vocabulary</p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Print, rubbing, smudge.</i> ❖ <i>Image, reverse, shapes.</i> ❖ <i>Surface, pressure, decoration, cloth.</i> ❖ <i>Repeat, rotate, mono-print, two-tone print.</i>

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<p>Collage</p> 	<ul style="list-style-type: none"> Using cut and torn papers and other materials to make simple patterns and images. Represent their own ideas, thoughts and feelings through art and specifically collage. Use collage to develop understanding of pattern, texture and shape, adapting work where necessary. <p>Key vocabulary</p> <ul style="list-style-type: none"> <i>Pasting, glue, scissors, join, mixed.</i> 	<ul style="list-style-type: none"> Using cut and torn papers and other materials to make simple patterns and images. Recognising that materials look and feel different, choosing the most suitable materials for a required effect. Mixing paper and other materials with different textures and appearances. <p>Key Vocabulary</p> <ul style="list-style-type: none"> <i>Those listed in Phase 1 plus: -</i> <i>Collage, pasting, cut outs, painting, drawing, fabric, form, pasting, glue, scissors, combine, mixed.</i>
<p>Digital Media</p> 	<ul style="list-style-type: none"> Use clevertouch screens and age appropriate programs, including those available in the ICT suite to experiment with digital media as a form of artwork. Use a range of free drawing and shapes in order to construct artwork. 	<ul style="list-style-type: none"> Use the computer as a tool for creating a design or image such as a poster. Use the stamping tool, change the size of an object, add spectacles etc. Use image manipulation to alter a photograph – change the hairstyle on a photograph. Images can be created and altered digitally. Use the computer as a tool for combining or adapting images. Use image manipulation to alter a photograph – change the dimensions of cars, buildings etc.

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	Key vocabulary ❖ <i>Computer, screen, mouse, image, keyboard, paint, buttons, movement, fill.</i>	Key Vocabulary ❖ <i>Those listed in Phase 1 plus: -</i> ❖ <i>Cut, paste, digital camera, mouse, programme, clone, move, tool, magic wand, enlarge, scale, stamp.</i>
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Artist studies

Artist focus in curriculum studies		Artist focus for annual art days	
EYFS	Paul Klee	EYFS	Bruce Gray
Y1	Piet Mondrian & Vincent van Gogh	Y1	Mackenzie Thorpe
Y2	William Morris & Andy Goldsworthy	Y2	Jackson Pollock
Y3	Frida Kahlo & Giuseppe Arcimboldo	Y3	Salvador Dali
Y4	Pablo Picasso & Jagdish Swaminathan	Y4	Henri Matisse
Y5	Laurence Lowry & Zaria Forman	Y5	Wassily Kandinsky
Y6	Dennis Chapman & Stanton MacDonald Wright	Y6	Claude Monet