

Brough Primary School – Progression in Art Skills EYFS & KS1




<u>ART: CURRICULUM LINKS</u>		
EYFS Curriculum: Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. • Construct with a range of materials. • Think about and discuss what they want to make. • Discuss problems and how they might be solved as they arise. • Notice features in the natural world and begin to define colours, shapes, texture and smells in their own words. 	
National Curriculum Art and Design Objectives	Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study	Key stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught 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.
	Pupils should be taught: <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products ▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own 	Pupils should be taught: <ul style="list-style-type: none"> ▪ To create sketchbooks to record their observations and use them to review and revisit ideas ▪ 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) ▪ About great artists, architects and designers in history

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	Phase 1 EYFS	Phase 2 Years 1 and 2
Drawing 	<p><u>KEY VOCABULARY</u> <i>Line, straight line, wavy line, thick, thin, mark, pattern, shape, colour, observe, create, process</i></p> <p><i>When drawing, an EYFS artist will:</i></p> <p>Explore various mark making opportunities using a variety of tools, including and not limited to:</p> <ul style="list-style-type: none"> pencils crayons pastels ballpoint pens chalk felt tip pens flour sand <p>Explore the use of line, shape and pattern.</p> <p>Begin to learn how to use observational skills to create representations of people and objects.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1 as well as: shade, tone, light, dark, control, accuracy, technique, sketch, sketch book</i></p> <p><i>When drawing, a Y1/2 artist will:</i></p> <p>Begin to control the types of marks made with a range of media. Draw from imagination. Explore drawing from observation. Begin to explore different drawing techniques e.g. shading, line, shape. Experiment with tools and surfaces. Draw experiences and feelings. Use a sketch book to practise learnt techniques. Begin to control marks made with different media. Investigate tone by drawing light/dark lines using pencil.</p>



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	Share their creations, explaining the process they have used.	
Painting 	<p><u>KEY VOCABULARY</u> <i>Mix, spread, cover, dab, blob, colour, light, dark, bright, match, experiment, thick, thin, pallet, primary, secondary, colour wheel, create, process</i></p> <p><i>When painting, an EYFS artist will:</i></p> <p>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. Begin to explore and understand primary and secondary colours using the colour wheel.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, as well as: warm, cool, cold, shade</i></p> <p><i>When painting, a Y1/2 artist will:</i></p> <p>Describe colours using the terms 'warm', 'cool', 'light', 'dark'. Mix a range of secondary colours. Talk about why they have selected particular colours for their artwork. With guidance, begin adding more detail to their work. Show control in their use of colour. Understand that paint can be used in different ways to achieve different effects. Combine materials and tools and explore how to achieve different effects. Select colours to express mood.</p>
Sculpture	<p><u>KEY VOCABULARY</u> <i>Build, join, model, roll, pinch, squeeze, squash, sculpture, construct, materials, scissors, cut, stick, fix, manipulate, experiment, create, process</i></p> <p><i>When sculpting, an EYFS artist will:</i></p> <p>Enjoy handling, feeling and manipulating a range of materials. Construct using a range of media.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, as well as: fold, bend, attach, assemble, structure, construct, statue, stone, shell, wood, metal, clay, impress, texture, form</i></p> <p><i>When sculpting, a Y1/2 artist will:</i></p> <p>Explore a wider range of materials, using them to create a planned effect. Join materials and objects together.</p>



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	<p>Select tools needed to shape materials. Use playdough and clay for squeezing, pinching and rolling to explore, experiment and to make familiar or fantasy objects. Experiment with different materials both inside and out, natural and manmade, to create models / sculptures.</p>	<p>Use modelling materials, such as clay, to create sculptures inspired by their imagination and from artwork they have studied. Work on a larger scale when appropriate. Show sufficient control to join and manipulate materials for the purpose intended. Show an awareness that natural and human made materials can be used to create sculpture. Discuss the work of other sculptors and relate these to their own ideas and designs.</p>
<p>Materials and textiles</p> 	<p><u>KEY VOCABULARY</u> <i>Material, texture, wood, metal, plastic, wool, string, colour, pattern, shape, weave, over, under, design, join, experiment, create, process</i></p> <p><i>When using materials, an EYFS artist will:</i></p> <p>Match, name and sort fabrics (colour, texture, size, shape). Select tools and techniques needed to shape, assemble and join materials they are using. Use weaving movements using string, paper or wool on different surfaces in order to develop fine motor skills. Use loose parts to create patterns and pictures.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, as well as: weft, loom, warp, texture, fabric, felt, hessian, scraps, wool, yarn, fur, tweed, silk, satin, net, sew, needle, thread, combine, opinion</i></p> <p><i>When using materials and textiles, a Y1/2 artist will:</i></p> <p>Explore materials to see how they are made. Use joining processes such as tying and glueing. Weave using different techniques to gain different effects. Join, position and manipulate materials with some independence.</p>
<p>Printing</p>	<p><u>KEY VOCABULARY</u> <i>Print, press, paint, ink, repeat, pattern, shape, colour, create, process, experiment</i></p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, as well as: rubbing, smudge, image, reverse, surface, pressure, decoration, repeat, rotate, mono-print, relief print, repeating, pattern, roll,</i></p>


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	<p><i>When printing, an EYFS artist will:</i></p> <p>Print with natural (e.g. apple, orange etc) and manmade objects. Use printing to improve fine motor skills ensuring prints are placed accurately. Print with a range of materials e.g. sponge, bricks, bottle tops, Lego, cotton reels.</p>	<p>press</p> <p><i>When printing, a Y1/2 artist will:</i></p> <p>Use objects and basic tools and equipment to make patterns and images. Work with a range of processes, controlling materials and tools. Use printing to illustrate and explore ideas, commenting on what is done. Explore mono printing. Begin to become aware of and identify a wider range of printed forms in everyday life.</p>
<p>Collage</p> 	<p><u>KEY VOCABULARY</u> <i>Collage, tearing, glueing, sticking, layering, textures, join, materials, fabric, paper, card, colour, scissors, cut, create, process, experiment</i></p> <p><i>When collaging, an EYFS artist will:</i></p> <p>Use cut and torn papers and other materials to make simple patterns and images. Use collage to develop understanding of pattern, texture and shape. Begin to use scissors and tearing to create a range of shapes. Explore different methods of fixing one material to another. Arrange and glue materials to different backgrounds.</p>	<p><u>KEY VOCABULARY</u> <i>Those listed in Phase 1, as well as: pasting, cut outs, fabric, form, combine, mixed, overlap, layer, effect</i></p> <p><i>When collaging, a Y1/2 artist will:</i></p> <p>Use cut and torn papers and other materials to make simple patterns and images. Recognise that materials look and feel different, choosing the most suitable materials for a required effect. Mix paper and other materials with different textures and appearances. Develop a range of cutting, tearing and fixing techniques to create a specific piece of artwork. Use scissors in a controlled way to cut with accuracy.</p>

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		Fold, crumple, tear and overlap papers to create a desired outcome.
Digital Media 	<p><u>KEY VOCABULARY</u> Screen, image, fill, eraser, select, paint, buttons, movements, arrow, camera, iPad, touch, still, photograph, experiment, create, process</p> <p><i>When using digital media, an EYFS artist will:</i></p> <p>Use clevertouch screens and age appropriate programs to experiment with digital media tools such as brushes, shape and fill tools, eraser. Begin to explore digital media to create an image e.g digital cameras on the iPads</p>	<p><u>KEY VOCABULARY</u> Those listed in Phase 1, as well as: adapt, Chromebook, Google Slide, tool, program, enlarge, move, digital</p> <p><i>When using digital media, a Y1/2 artist will:</i></p> <p>Learn how to use the tools in Google Slides on the Chromebooks to create a design or a specific image. Adapt the size and colour of an image using various tools in the Google Slides program.</p>

Diverse artist study - Summer term

Diverse artist focus for phase:		
EYFS	Tom Yendell (mouth and foot painter)	
Y1/2	Year A	

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	Charles McGee (black artist)	Year B John Bramblitt (visually impaired artist)
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