



Stapleford Abbotts Primary Academy - Art Curriculum Progression Document EYFS and KS1

EYFS	PreSchool	Reception
	<ul style="list-style-type: none">• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• Explore colour and colour-mixing.• Use a comfortable grip with good control when holding pens and pencils• Show a preference for a dominant hand.• Use one-handed tools and equipment, for example, making snips in paper with scissors• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.	<ul style="list-style-type: none">• Create collaboratively, sharing ideas, resources and skills.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Progress towards a more fluent style of moving, with developing control and grace.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Develop overall body-strength, balance, co-ordination and agility



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	<ul style="list-style-type: none"> •Explore different materials freely, develop their ideas about how to use them and what to make. •Develop their own ideas and then decide which materials to use to express them. •Join different materials and explore different textures •Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	
	Early Learning Goals	
	<ul style="list-style-type: none"> •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •Share their creations, explaining the process they have used. •Use a range of small tools, including scissors, paintbrushes and cutlery. •Begin to show accuracy and care when drawing •Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 	
	Year 1	Year 2
	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> - use a range of materials creatively to design and make products - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - develop a wide range of art and design techniques in using colour, pattern 	



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Creating Ideas	<ul style="list-style-type: none"> - Work with different materials - Begin to think what materials best suit the task - Use imagination to form simple images from given starting points or a description 	<ul style="list-style-type: none"> - Work from observation and known objects - Begin to collect ideas in sketchbooks
Textile and Collage	Year 1	Year 2
	<ul style="list-style-type: none"> - Develop collages, based on a simple drawing, using papers and materials - Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) - Weave using recycled materials - paper, carrier bags - - Investigate a range of textures through rubbings 	<ul style="list-style-type: none"> - Simple batik work - Develop tearing, cutting and layering paper to create different effects - Dye fabrics using tea, red cabbage, beetroot, onion, spinach - - Weave with wool
Drawing/ Mark Making	Year 1	Year 2
	<ul style="list-style-type: none"> - Begin to control lines to create simple drawings from observations - Use thick felt tip pens/chalks/charcoal/wax crayon/pastel - Hold a large paint brush correctly - Make marks using paint with a variety of tools 	<ul style="list-style-type: none"> - Consider consistency when applying paint - Colour within the line - Draw on smaller and larger scales - Begin to add detail to line drawings
Working with Colour	Year 1	Year 2
	<ul style="list-style-type: none"> - Recognise and name primary and secondary colours - Mix primary colours to make secondary colours - Share colour charts to compare variations of the same colour 	<ul style="list-style-type: none"> - Create and experiment with shades of colour and name some of these - Recognise warm and cold colours - Create washes to form backgrounds - Explore the relationship between mood and colour
	Year 1	Year 2

Printing



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	<ul style="list-style-type: none"> - Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control - Develop controlled printing against outline /within cut out shapes 	<ul style="list-style-type: none"> - Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns - Experiment with marbling, investigating how ink floats and changes with movement
Sculpture	Year 1	Year 2
	<ul style="list-style-type: none"> - Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures - Investigate a range of different materials and experiment with how they can be connected together to form simple structures - Look at sculptures and try to recreate them using everyday objects/range of materials 	<ul style="list-style-type: none"> Begin to form own 3D pieces - Consider covering these with papiermâché - Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools - Look at sculptures by known artists and natural objects as starting points for own work
Knowledge about Artists	Year 2	
	National Curriculum. Pupils should be taught: <ul style="list-style-type: none"> - 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 	
	<ul style="list-style-type: none"> - Consider specific works such as Richard Long's 'Mud Hand Circle' (printing) - Consider works from different cultures e.g. Chinese block prints 	