



Art and Design Progression of Skills

		Little Apples Pre-school	Year R	Year 1	Year 2
<p>Making Skills (Procedural Knowledge)</p> <p>Generating Ideas (Conceptual Knowledge) Explore ideas and record feelings and experiences</p> <p>Knowledge (Factual knowledge) Learn about great artists/formal aspects of art</p>	Drawing techniques	Beginning to enjoy mark making on a variety of types of paper and will use a variety of tools and media (to include fingers/found objects)	Enjoys mark making on a variety of types of paper and will use a variety of tools and media. Will work spontaneously using marks lines and curves.	Explores tone using different grades of pencil, pastel and chalk. Will experiment and investigate. Uses a sketchbook to record what they see and collect, recording processes and techniques.	Uses line and tone to represent things seen, remembered and observed. Uses a sketchbook to record what they see and collect, recording processes and techniques.
	Drawing Skills	Beginning to hold and use drawing tools such as pencils and crayons. Can draw lines. Beginning to represent their observations and ideas	Can hold and use drawing tools such as pencils and crayons using them with dexterity and control to investigate marks (can draw lines with a purpose and intent) and represent their observation, memories, and ideas.	Can draw carefully in line from observation, recording shapes and positioning all marks and features with care.	Can make quick line drawings from observation, adding light and dark tone, colour and detail. Can draw on smaller and larger scales
	Painting Skills	Beginning to use different brushes to explore and make marks of different thickness using wet and dry painting techniques	Can select and use different brushes to explore and make marks of different thickness for a purpose, using wet and dry painting techniques (It is expected that EYFS staff choose artists matched to topics eg Monet - planting /gardens)	Start to look at the work of famous artists as a starting point for work. Can spread and apply paint to make a background using wide brushes or other tools (a wash) Can investigate mark making using thick brushes, sponges etc. for particular effects.	Look at the work of famous artists as a starting point for work. Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season. Can paint with control, creativity and expression. Can mix primary colours to make secondary colours

				Can investigate, mix and apply colour to represent real life, ideas and mood. Can paint with expression	
Evaluation (Metacognitive Knowledge) Evaluate and analyse own and others work	3D work skills	Beginning to handle and manipulate rigid and malleable materials such as dough, clay, card and found objects	Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known. Begin to add features to work.	Can respond to sculptures and craft artists to adapt work, developing an understanding of 2D and 3D in terms of artwork. Beginning to recognise and control surface experimenting with basic tools.	Look at sculptures by known artists and crafts people – using natural objects as starting points for their own work. Can recognise and control surface experimenting with basic tools. Can investigate and use clay to construct a simple functional form such as a coil pot, smoothing/pinching/rolling/twisting/scratching and joining clay.
Language/Vocabulary	Collage skills	Beginning to use different materials from teacher's resources. Can talk about choices.	Can select with thought, different materials from teacher's resources considering shape, surface, texture and content.	Can select, sort and modify by cutting, tearing with care before adding marks and colour to represent an idea.	Can engage in a more complex activity- control surface decoration with clear intentions. Can use paste/adhesive to select and place cut and torn shapes to convey an idea.
	Printing skills	Beginning to explore applying ink/paint to a shape or surface and talk about what they observe.	Can apply ink/paint to a shape or surface to experiment with printing and look to improve the quality and placement of the image. They can use hands, feet, shapes, objects and found materials.	Can monoprint by marking an ink block, controlling line and tone using tools or pressure. Can take rubbings from texture to inform their texture prints.	Can repeat a pattern, randomly placed or tiled in a grid. Can explore and create patterns and textures with an extended range of found materials.
	Textile Skills	Beginning to explore varied materials including fabric and paper, tearing and cutting.	Can select organize and use materials such as threads, cotton, wool raffia paper-strips and natural fibres to make a simple craft product	Can develop collages. Can select sort and control colour, line and texture to make fabric and textile surfaces from the study of a craft artist. Can collect, deconstruct, discuss and use paper, fabrics and cloth / natural materials to reassemble new work. (Develop tearing, cutting, and layering)	Can cut threads and fibres, stitch and sew together and surface decorate using beads or buttons etc. Can weave in a simple loom and build constructed textile surfaces. (Using varied including recycled materials) Can dye fabrics.
	Photography/ Digital skills	Can explore a simple art programme	Can open and use an art programme, selecting simple tools to make lines, shapes and pour colours.	Can copy & paste areas of an image and print. Can use an i-pad to capture and save a print.	Can open and play time-based media programme files. Can use an i-pad to record ideas.

	Vocabulary	Colour, Pattern, shape, tear, decorate, explore	Colour, line, pattern, shape, texture, primary and secondary colours	Colour, line, pattern, tone, shape, form, abstract art, texture, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours	Three dimensional, rubbings, frottage, experiment, design, repeat pattern, detail, paint wash, background, silhouette, weaving
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