

**ART SKILLS PROGRESSION MAP ICKNIELD WALK FIRST SCHOOL**

Year Group	EYFS Artists: Lydia Monks and Axel Scheffler	Year 1 Artists: Andy Warhol and Andy Goldsworthy	Year 2 Artists: Alberto Giacometti and Yayoi Kusama	Year 3 Artists: Giovanni Antonio Canal (Canaletto), Giuseppe Arcimboldo and Quentin Blake	Year 4 Artists: Henri Rousseau and Leonardo Da Vinci
<b>NC PROGRAMME OF STUDY AND EARLY LEARNING GOALS</b>	<p><b>Children at the expected level of development will:</b></p> <p><b>ELG: Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role-playing characters in narratives and stories</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>		<p><b>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:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	
<b>EXPLORING IDEAS</b>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations</li> <li>Begin to assign meaning to the marks they make.</li> <li>Ask and answer simple questions about their own work and the work of others</li> <li>Express their ideas and feelings, using full sentences and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations</li> <li>Ask and answer questions about the starting points for their work</li> <li>Develop ideas – try things out, adapt their ideas</li> <li>Explore the work of artists from different times and cultures for differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations</li> <li>Ask and answer questions about the starting points for their work</li> <li>Develop ideas – try things out, adapt their ideas</li> <li>Explore the work of artists from different times and cultures for differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>

	EYFS	YEAR 1	YEAR 3	YEAR 4
<b>DRAWING</b>	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools</li> <li>• Draw on different surfaces and coloured paper.</li> <li>• Begin to give meanings to the marks they make</li> <li>• Begin to produce lines of different thicknesses and one using pencils</li> <li>• Encourage accurate drawings of people (include/ represent facial features)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a variety of media and surfaces</li> <li>• Show more control over the marks made with a variety of media</li> <li>• Name, match and draw lines and shapes from observations</li> <li>• Begin to investigate tone and shade by drawing lighter/darker marks, using a pencil and a variety of techniques such as: hatching, dots/lines and blending</li> <li>• Investigate textures by naming, describing, rubbing and copying</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings</li> <li>• Draw for a sustained period.</li> <li>• Make marks and lines with a wide range of drawing implements. E.g. charcoal, pencil, wax crayons, chalk/ oil pastels etc</li> <li>• Experiment with different grades of pencil and other implements to create lines, marks, form, shape and texture</li> <li>• Begin to show an awareness of objects having a third dimension</li> <li>• Begin to apply tone in a drawing (in a simple way)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to add surface detail to drawings</li> <li>• Draw for a sustained period</li> <li>• Make marks and lines with a wide range of drawing implements. E.g. charcoal, pencil, wax crayons, chalk/ oil pastels, <b>pens and ink</b></li> <li>• Experiment with different grades of pencil/medium to create quality lines and shading</li> <li>• Begin to show objects having a third dimension <b>more effectively</b></li> <li>• Develop the use of perspective and observation, showing differences in what they observe</li> </ul>
<b>PAINTING</b>	<ul style="list-style-type: none"> <li>• Experiment with different sizes and types of brushes: thick and thin</li> <li>• Use ready-made paint to mark make</li> <li>• Use ready-made paint to experiment with colour mixing</li> <li>• Experiment with the consistency of the paint, making it thicker and thinner</li> <li>• Paint with creativity and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different sizes and types of brushes to create different effects and techniques</li> <li>• Use different types of paint- e.g. powder paint, inks and water colour, to make true to life representations e.g. for self-portraits, fireworks</li> <li>• Identify primary colours by name and learn to make secondary colours.</li> <li>• Begin to create textured paint by adding sand, plaster etc.</li> <li>• Begin to match colours to artefacts and objects</li> <li>• Paint with creativity and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different effects and textures including: blocking in colour, washes, thickened paint to create textural effects</li> <li>• Work on a range of scales e.g. thin brush on a small picture</li> <li>• Create different effects and textures with paint according to what they need for the task</li> <li>• Independently mix all colours</li> <li>• Paint with creativity and expression</li> <li>• Begin to use specific colour language e.g. tint, primary, secondary</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develop different effects and textures including mixing colours and using tints/shades.</li> <li>• Work on a range of scales e.g. thin brush on a small picture</li> <li>• Create different effects and textures with paint and on a variety of media e.g. clay</li> <li>• Independently mix all colours effectively</li> <li>• Use more specific colour language independently e.g. tint, primary, secondary</li> <li>• Paint with creativity and expression</li> </ul>

	EYFS	YEAR 2	YEAR 3	YEAR 4
<b>SCULPTURE</b>	<ul style="list-style-type: none"> <li>Explore and use a variety of materials e.g. clay/playdough</li> <li>Experiment with reclaimed materials to make large and small scale models</li> <li>Safely use and explore simple joining techniques e.g. how to use split pins</li> <li>Make use of reclaimed material for props when role playing characters in narratives and stories</li> </ul>	<ul style="list-style-type: none"> <li>Explore sculpture with a range of malleable media and create recognisable forms</li> <li>Understand the safety and basic care of materials and tools</li> <li>Experiment with constructing and joining recycled, natural and manmade materials, including types of paper</li> </ul>	<ul style="list-style-type: none"> <li>Join and manipulate clay adequately and create surface patterns and textures in malleable materials</li> <li>Use Papier Mache to create a simple 3D model</li> </ul>	<ul style="list-style-type: none"> <li>Join and manipulate clay and construct a simple base for extending and modelling further shapes. e.g. Coil/ thumb pots</li> <li>Think carefully about the thickness of the clay needed</li> <li>Create <b>intricate</b> surface patterns and textures in malleable materials</li> </ul>
<b>PRINT</b>	<ul style="list-style-type: none"> <li>Print with fruit/ vegetables and body parts e.g. hands and feet</li> <li>Begin to explore repeating patterns, including in the outside environment</li> <li>With support make rubbings to collect texture and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Print with a range of hard and soft materials e.g. corks, sponges and potatoes</li> <li>Explore, recognise, create and design repeating patterns</li> <li>Make rubbings to collect texture and patterns</li> <li>Create simple printing blocks- using press prints and using one colour</li> <li>Create a background using print</li> </ul>	<ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method</li> <li>Create complex repeating patterns</li> <li>Print with two colour overlays</li> </ul>	<ul style="list-style-type: none"> <li>Create prints (using a range of techniques previously learned) and add decoration onto textiles or other materials to add finer details</li> </ul>
<b>COLLAGE</b>	<ul style="list-style-type: none"> <li>Use materials to create texture</li> <li>Sort and group materials for different purposes e.g. preferences</li> <li>Use scissors safely and effectively for cutting</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>Experiment with creating art from a variety of media- e.g. fabric, crepe paper, magazines and natural materials</li> <li>Sort and group materials for different purposes e.g. colour, texture, symmetry and shape</li> <li>Describe different textures</li> <li>Begin to fold, crumple, and tear paper</li> <li>Work on different scales</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of collage techniques e.g. using food, to create images and represent textures</li> <li>Use collage as a means of collecting ideas and information in sketchbooks and building a visual vocabulary</li> <li>Develop paper skills by learning to overlap paper</li> </ul>	<ul style="list-style-type: none"> <li>Add collage techniques to a painted, printed or drawn background</li> <li>Use collage as a means of extending work from initial ideas</li> </ul>
	EYFS	YEAR 2	YEAR 3	YEAR 4
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>Explore and describe fabrics in terms of colour, texture and function</li> <li>Use scissors safely and effectively for cutting appropriate fabrics</li> <li>Use a wide range of textiles in their play and artistic creations</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and sort fabrics and threads for colour, texture, length, size and shape</li> <li>Cut and shape fabric, using scissors</li> <li>Apply shapes and textiles with glue e.g. beads, buttons for decoration and simple stitching</li> <li>Apply colour with dipping/ fabric crayons or using natural dyes. e.g. onions, tea/coffee</li> <li>Change and modify threads and fabrics- e.g. knotting, pulling threads</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create textural effects</li> <li>Use appropriate tools independently</li> <li>Develop skills in stitching, cutting, weaving and joining</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Use appropriate tools effectively and independently</li> <li>Develop skills in stitching, cutting and joining</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>WORK OF OTHER ARTISTS</b>	<ul style="list-style-type: none"> <li>Know about the work of Lydia Monks and Axel Scheffler</li> <li>Express ideas and feelings about known artists using full sentences and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Know about the work of Andy Warhol and Andy Goldsworthy</li> <li>Describe the differences and similarities between known artists techniques</li> <li>Make links to famous artists/crafters/designers and their own work</li> </ul>	<ul style="list-style-type: none"> <li>Know about the work of Alberto Giacometti and Yayoi Kusama</li> <li>Describe the differences and similarities between known artists techniques</li> <li>Make links to famous artists/crafters/designers and their own work</li> </ul>	<ul style="list-style-type: none"> <li>Know about the work of Giovanni Antonio Canal (Canaletto), Giuseppe Arcimboldo and Quentin Blake</li> <li>Use knowledge of famous artists to improve their mastery of art and design techniques</li> </ul>	<ul style="list-style-type: none"> <li>Know about the work of Henri Rousseau and Leonardo Da Vinci</li> <li>Use knowledge of famous artists to improve their mastery of art and design techniques e.g. abstract portraits</li> </ul>
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>Express ideas and feelings about their work using full sentences and recently introduced vocabulary</li> <li>Explain the processes they have used</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they may change in their current work or develop in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own (and others) work and say what they think and feel about them.</li> <li>Identify what they may change in their current work or develop in the future and adapt their work according to these views.</li> <li>Use the language of art to evaluate and analyse creative work</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own (and others) work and say what they think and feel about them.</li> <li>Identify what they may change in their current work or develop in the future and adapt their work according to these views.</li> <li>Use the language of art to evaluate and analyse creative work</li> </ul>
<b>SKETCHBOOKS</b>	<ul style="list-style-type: none"> <li>Not Used in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks with teacher modelling; record ideas and experiment with different materials</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks with teacher modelling; record ideas and experiment with different materials <b>more effectively</b></li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to generate/plan ideas, record techniques/ observations, experiment with different materials and refine/visit skills</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to generate/plan ideas, record techniques/ observations, experiment with different materials and refine/visit skills <b>more effectively</b></li> </ul>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<b>VOCABULARY</b>	material, old, new/recent, plastic, self-portrait, tracing, mark making, observing (looking closely), Lydia Monks, Axel Scheffler, illustrator shadows, lines, shapes, patterns, inside/outside, brushstroke, wash/clean, clear, mix, colour names,	ancient, artefact, drawing, modern, photograph, century, observing, self-portraits, anatomy, detail, pattern, texture, line, thick, thin, Andy Warhol, Andy Goldsworthy, brushstroke, dab, colour names, blend, mix, colour, primary colour, secondary colour, warm/cool colours, colour wheel, ink, imagination,	The Great Fire of London, era/period, dots, blocks, lines, pattern, texture, architect, cityscape, background, Tudor, detail, line, thick, thin, shape, printing, illustrate, costume, textiles, thread, fabric, design, shape, change, stabilise, balance Alberto Giacometti, Yayoi Kusama	museum, era/period, chronological order, archaeology/ist, first hand (primary) evidence, second hand (secondary)evidence, cross-sectioned, grades of pencil, initial sketches, Quentin Blake, Giuseppe Arcimboldo, style of, tint, abstract, foreground, middle, background, scenery, collage, arrange, overlapping, overlaying	museum, era/period, chronological order, archaeology/ist, first hand (primary) evidence, second hand (secondary)evidence culture, line quality, Henri Rousseau, differences, tint, abstract, foreground, middle, background, mood, light, collage, arrange, comparing, scale, proportion, print, press, imprint, texture, glaze, kiln Leonardo Da Vinci, Henri

	colour, primary colour, dark, light, print, colour wheel, glue, join/fix, stick, roll, cut, model, 3-D, flat , repeating pattern, press, tear, sort, collage, soft, smooth, rough, scratchy	join, attach, stick, glue, 3-D, 2-D, cut, roll, model, statue, marble, press, cut, tear, sort, collage, place, rough, calm, smooth, landscape, space, bold			Rousseau
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**Multicultural Artists:**

**Nursery-** African art linked to Maasai Tribe (jewellery)

**Reception-** Enfant Precoce (Cameroonian painter)

**Year 1-** Emily Kame Kngwarreye (Australian Aboriginal artist)

**Year 2-** Frida Kahlo (Mexican painter)

**Year 3-** Kim Lin (Singaporean/British sculptor and printmaker)

**Year 4-** Kimiyo Mishima (Japanese Sculpture)