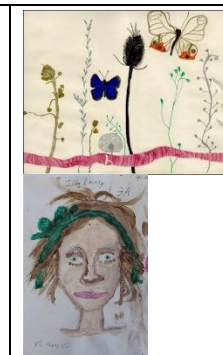
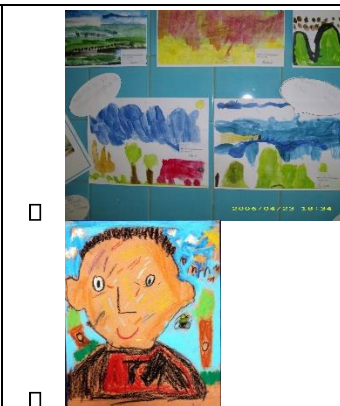





















2020 Progression of skills in art and design for EYFS, KS1 and year 3

	EYFS	Year 1	Year 2	Year 3
Exploring and Developing Ideas	<ul style="list-style-type: none"> Respond to ideas. Try different materials and methods to improve. Show resilience Share work with others. 	<ul style="list-style-type: none"> Respond to other's ideas as starting points. Practise and share learning and skills with others. Receive and offer feedback. 	<ul style="list-style-type: none"> Explore ideas and collect information. Describe similarities and differences and make links to their own work. Receive feedback and use different materials and techniques to improve. 	<ul style="list-style-type: none"> Use sketchbooks to record ideas. Explore ideas from first hand observations Respond positively to suggestions and starting points Adapt and refine ideas
Vocabulary	Work, idea, improve	Work of art, starting point, observe, design	Focus, record, form, pattern, line, detail	•
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces
Vocabulary	Self-portrait, detail, drawing, line, size	Portrait, landscape, building, pastels, line, bold, space	Cityscape, light, dark, pattern, texture, tone, outline	
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> name all the colours mixing of colours Find collections of colour applying colour with a range of tools 	<ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale 	<ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing



Vocabulary	Colour names, paintbrush, thick, thin, small, large, print, fill	Primary colours, secondary colours, warm colours, cool colours, dab, sweep, shades	Neutral colours, tints, bold brushstrokes Watercolour wash Acrylic paint					
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <input type="checkbox"/> Handling, manipulating and enjoying using materials <input type="checkbox"/> Sensory experience <input type="checkbox"/> Simple collages <input type="checkbox"/> simple weaving 	<input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> weaving <input type="checkbox"/> collage <input type="checkbox"/> Sort according to specific qualities <input type="checkbox"/> how textiles create things 	<input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> overlapping and overlaying to create effects <input type="checkbox"/> Use large eyed needles – running stitches <input type="checkbox"/> Simple appliqué work <input type="checkbox"/> Start to explore other simple stitches <input type="checkbox"/> collage 	<input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use smaller eyed needles and finer threads <input type="checkbox"/> weaving <input type="checkbox"/> Tie dying, batik <input type="checkbox"/> 	<input type="checkbox"/> 
Vocabulary	Fabric, over, under, decoration, crayons	Weave, textiles, woven, decorative, alternate, apply, thread, needle	Dye, wax, resist, ink, set, loom	<input type="checkbox"/>				
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> <input type="checkbox"/> Handling, feeling, enjoying and manipulating materials <input type="checkbox"/> Constructing <input type="checkbox"/> Building and destroying <input type="checkbox"/> Shape and model 	<input type="checkbox"/>  <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Construct <input type="checkbox"/> Use materials to make known objects for a purpose <input type="checkbox"/> Carve <input type="checkbox"/> Pinch and roll coils and slabs using a modelling media. <input type="checkbox"/> Make simple joins 	<input type="checkbox"/>  <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Awareness of natural and man-made forms <input type="checkbox"/> Expression of personal experiences and ideas <input type="checkbox"/> to shape and form from direct observation (malleable and rigid materials) <input type="checkbox"/> decorative techniques <input type="checkbox"/> Replicate patterns and textures in a 3-D form <input type="checkbox"/> work and that of other sculptors 	<input type="checkbox"/>  <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Shape, form, model and construct (malleable and rigid materials) <input type="checkbox"/> Plan and develop understanding of different adhesives and methods of construction <input type="checkbox"/> aesthetics <input type="checkbox"/> 	<input type="checkbox"/> 

<p>Vocabualry</p>	<ul style="list-style-type: none"> Model, 3D, shapes, materials, roll 	<p>Carve, pinch, statue, sculpture, work of art</p>	<ul style="list-style-type: none"> Abstract, geometric, form 	<ul style="list-style-type: none"> 				
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> Rubbings Print with variety of objects Print with block colours 		<ul style="list-style-type: none"> Create patterns Develop impressed images Relief printing 	 <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes 	 <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints 	
<p>Vocabulary</p>	<ul style="list-style-type: none"> print, rubbings, colours, shapes 	<ul style="list-style-type: none"> pattern, relief printing, pressing, stamping 	<ul style="list-style-type: none"> line, texture, block printing, original 	<ul style="list-style-type: none"> 				
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> repeating patterns irregular painting patterns Simple symmetry 		<ul style="list-style-type: none"> Awareness and discussion of patterns repeating patterns symmetry 	 <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns Discuss regular and irregular 		<ul style="list-style-type: none"> pattern in the environment design using ICT make patterns on a range of surfaces symmetry 	

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Vocabulary	<input type="checkbox"/> Repeating pattern, colours, shapes		<input type="checkbox"/> Symmetry, lines of symmetry		Overlapping, regular and irregular patterns, natural, manmade, arranging, folding		<input type="checkbox"/>	

Year 2 - ART

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)
<input type="checkbox"/> experiment with tools and surfaces <input type="checkbox"/> draw a way of recording experiences and feelings <input type="checkbox"/> discuss use of shadows, use of light and dark Sketch to make quick records	<input type="checkbox"/> Begin to describe colours by objects <input type="checkbox"/> Make as many tones of one colour as possible (using white) <input type="checkbox"/> Darken colours without using black using colour on a large scale	<input type="checkbox"/> overlapping and overlaying to create effects <input type="checkbox"/> Use large eyed needles – running stitches <input type="checkbox"/> Simple appliqué work <input type="checkbox"/> Start to explore other simple stitches collage	<input type="checkbox"/> Awareness of natural and man-made forms <input type="checkbox"/> Expression of personal experiences and ideas <input type="checkbox"/> to shape and form from direct observation (malleable and rigid materials) <input type="checkbox"/> decorative techniques <input type="checkbox"/> Replicate patterns and textures in a 3-D form work and that of other sculptors	<input type="checkbox"/> Print with a growing range of objects Identify the different forms printing takes	<input type="checkbox"/> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning <input type="checkbox"/> natural and manmade patterns <input type="checkbox"/> Discuss regular and irregular