

Art Progression:

Drawing		
EYFS	Year 1	Year 2
<p>Begin to use a variety of drawing tools, e.g. finger, stick, coloured pencils</p> <p>Use drawing to tell a story from retelling or imagination</p> <p>Investigate different lines, e.g. thick, thin, wavy, straight</p> <p>Explore different textures and experiment with mark making</p> <p>Encourage visual awareness of colour, line and shape in their own environment</p>	<p>Explore different textures and experiment with further mark making, building on previous experience in EYFS.</p> <p>Observe and draw landscapes as accurately as possible some small discussion on proportion and scale.</p> <p>Begin to sketch objects in the natural and man-made world. Including observational drawings.</p>	<p>Extend the variety of drawing tools to include charcoal and felt tips.</p> <p>Encourage drawing as a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully using specific vocabulary.</p> <p>Begin to discuss the use of light and shadow particularly when enhancing the skill of drawing through the use of sketching pencils.</p>
Colour		
EYFS	Year 1	Year 2
<p>Experiencing and using primary colours predominantly - ensure that they know their names.</p> <p>Experimentation of mixing begin to discuss colour mixing and what colours go together to make others.</p> <p>Use a range of tools and equipment to make coloured marks on a piece of paper.</p>	<p>ensure children know the names of primary and secondary colours.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p>	<p>Begin to describe colours by objects, e.g. raspberry pink, sunshine yellow.</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black.</p>
Texture		
EYFS	Year 1	Year 2
<p>Handling and enjoying using different materials.</p>	<p>Simple paper and/or material weaving.</p>	<p>Develop the skills of overlapping and</p>

<p>Simple collages using paper, pasta and larger objects.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Mix own colours and paint strips of paper in order to weave with (creating own 'yarn')</p> <p>Adds objects to weaving, e.g buttons, twigs, flowers.</p> <p>Explore colours in weaving, colours that go together, compliment each other, colours to fit a purpose/season etc.</p> <p>Build on skills of using materials to make collages - using smaller items.</p> <p>Use texture to provide information for example 'a journey stick from a school trip'</p> <p>Discuss the uses of materials and describe their properties.</p>	<p>overlaying to create effects.</p> <p>Begin to develop simple stitching skills using large eyed needles and thread to create running stitches.</p> <p>Using the simple running stitched previously taught use this to attach 2 pieces of material together.</p> <p>Use various collage materials to make a specific picture.</p>
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Form		
EYFS	Year 1	Year 2
<p>Handling and feeling materials.</p> <p>Constructing and building using simple objects.</p> <p>Pulls apart and reconstructs.</p> <p>Able to shape and model using malleable materials to create something from observation or imagination.</p> <p>Imprint and apply simple decorations to something made.</p>	<p>Construct personal ideas linked to a theme, observation or imagination.</p> <p>Use materials to make known items e.g. puppet (link to DT).</p> <p>Cut shapes using scissors.</p> <p>Carve into malleable materials using tools (safely).</p> <p>Develop pinch and rolling techniques using malleable materials.</p>	<p>Awareness of natural and man-made forms in environment.</p> <p>Make simple choices about what materials to use.</p> <p>Have an idea about different ways to fuse things together (sticking) glue, Sellotape etc.</p> <p>Begin to show some consideration of size and scale of their products.</p>

<p>Simple language created through discussion, how does it feel? What is it's size? What does it look like?</p>		
<p>Printing</p>		
<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Make rubbings showing a range of textures and patterns.</p> <p>Take a print from an object e.g leaf, hand, food, junk, bark etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Print onto a range of textures e.g. newspaper, plain paper, coloured paper, felt, clay etc.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop printing pictures with some added pencil or decorative detail.</p> <p>Relief printing - string, card etc.</p> <p>Begin to use appropriate language to describe the tools used, the steps taken in the process, colour, etc.</p>	<p>Create a printing picture which focusses on symmetry, irregularity etc.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>Begin to be able to discuss their work with a comparison to a famous artists.</p>
<p>Pattern</p>		
<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Create own repeating patterns using concrete objects in the environment (colour, shape, toy cars, stones etc).</p> <p>Make irregular painting patterns based on real life e.g. tiger stripes</p> <p>Simple symmetry e.g. folded butterflies</p> <p>BOOK STIMULUS: 'My mum and dad make me laugh'</p> <p>Focus on spots and stripes patterns</p>	<p>Pattern hunting in local environment</p> <p>Begin to think of their own designs for a repeating pattern.</p>	<p>Look at natural patterns and man-made patterns. Discuss what they can see/how they might be made.</p>