

Art Progression of skills at Haresfield



	EYFS (30 – 50 mths – ELG's)	KS1		KS2			
	30 -50 mths	Y1	Y2	Y3	Y4	Y5	Y6
	40 – 60 mths						
	Early Learning Goals						
Drawing	<p>Physical Development Draws lines and circles using gross motor movements.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Expressive Arts and Design Understands that they can use lines to enclose a space and they begin to use these shapes to represent objects.</p> <p>Physical Development Uses a pencil and holds it effectively to draw lines.</p> <p>Physical Development They hold paper in position and use their preferred hand for drawing, using a correct pencil grip.</p>	<p>Lines and marks</p> <ul style="list-style-type: none"> • Make and describe marks with a range of media • Invent new lines <p>Shape</p> <ul style="list-style-type: none"> • Observe, talk about and draw shapes • Make a collection of outline shapes • Identify and record shapes inside shapes • Make observational drawings of objects <p>Tone</p> <ul style="list-style-type: none"> • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <p>Texture</p> <ul style="list-style-type: none"> • Explore textures by making rubbings to collect textures and patterns 	<p>Lines and marks</p> <ul style="list-style-type: none"> • Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media. • Use differently textured and sized media. <p>Shape</p> <ul style="list-style-type: none"> • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes. <p>Tone</p> <ul style="list-style-type: none"> • Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <p>Texture</p> <ul style="list-style-type: none"> • Investigate textures by describing, naming, rubbing, copying. 	<p>Lines and Marks</p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. <p>Tone</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. 	<p>Lines and Marks</p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. <p>Form and Shape</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. <p>Tone</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. 	<p>Lines, Marks, Tone, Form & Texture</p> <ul style="list-style-type: none"> • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. <p>Perspective and Composition</p> <ul style="list-style-type: none"> • Begin to use simple perspective in their work using a 	<p>Lines, Marks, Tone, Form & Texture</p> <ul style="list-style-type: none"> • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. <p>Perspective and Composition</p> <ul style="list-style-type: none"> • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in

Art Progression of skills at Haresfield



Drawing		Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.		<ul style="list-style-type: none"> Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing 	single focal point and horizon. <ul style="list-style-type: none"> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition 	their paintings e.g. foreground, middle ground and background. <ul style="list-style-type: none"> Show an awareness of how paintings are created ie. Composition
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Painting	<p>Expressive Arts and Design Explores colour and how colours can be changed. Being Imaginative Captures experiences and responses with a range of media, such as paint and other materials.</p> <p>Expressive Arts and Design Explore what happens when they mix colours. Being Imaginative Create simple representations of events, people and objects.</p>	<p>Use a variety of tools and techniques, including different brush sizes and types</p> <p>Use a workspace arranged for painting activities</p> <p>Follow a painting sequence: W.A.S.P.P (Water and Sponge, Paint, Palette)</p> <p>Begin to control paint when drawing with a paintbrush</p> <p>Explore what happens when the</p>	<p>Colour</p> <ul style="list-style-type: none"> Identify primary colours by name Mix primary shades and tones <p>Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster 	<p>Experiment with different effects and textures including, blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour</p> <ul style="list-style-type: none"> Mix colours and know which primary 	<p>Experiment with different effects and textures including, blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour</p> <ul style="list-style-type: none"> Mix colours and know which primary 	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Colour</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects 	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Colour</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects

Art Progression of skills at Haresfield



<p>Painting</p>	<p>Chooses particular colours to use for a purpose.</p> <p>Expressive Arts and Design Exploring and using Media and Materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>primary colours are mixed together</p> <p>Mix and match colours to artefacts and objects</p> <p>Colour</p> <ul style="list-style-type: none"> Identify primary colours by name Mix primary shades and tones Identify cold and hot colours <p>Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster etc. 		<p>colours make secondary colours</p> <ul style="list-style-type: none"> Use more specific colour language Mix and use tints and shades 	<p>colours make secondary colours</p> <ul style="list-style-type: none"> Use more specific colour language Mix and use tints and shades 	<ul style="list-style-type: none"> Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours 	<ul style="list-style-type: none"> Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Collage</p>	<p>Physical Development Uses one-handed tools and equipment e.g. makes snips in paper with child scissors.</p> <p>Expressive Arts and Design Realises tools can be used for a purpose.</p> <p>Physical Development Uses simple tools to effect changes to materials.</p> <p>Expressive Arts and Design Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p>Physical Development</p>	<p>Create images from a variety of media e.g. fabric, tissue paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour, texture.</p> <p>Fold, crumple, tear and overlap papers</p>	<p>Create images from a variety of media e.g. fabric, tissue paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour, texture.</p> <p>Fold, crumple, tear and overlap papers</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>

Art Progression of skills at Haresfield



<p>Collage</p>	<p>They handle equipment and tools effectively. Expressive Arts and Design Exploring and using Media and Materials Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Being Imaginative They can talk about features of their own and others' work recognising the differences between them and the strengths of others.</p>	<p>Use natural materials to create a temporary collage</p> <p>Work on different scales.</p> <p>Colour Collect, sort, name and match colours appropriate for an image</p> <p>Shape Create and arrange shapes appropriately</p> <p>Texture Create, select and use textured paper for an image</p>	<p>Work on different scales.</p> <p>Colour Collect, sort, name and match colours appropriate for an image</p> <p>Shape Create and arrange shapes appropriately</p> <p>Texture Create, select and use textured paper for an image</p>				
	<p>EYFS</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Printing</p>	<p>Expressive Arts and Design Beginning to be interested in and describe the texture of things.</p> <p>Communication and language - Speaking Uses talk to organise, sequence and clarify thinking and ideas.</p> <p>Physical Development Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Print with a range of hard and soft materials e.g. corks, sponges etc.</p> <p>Experiment with amounts of paint applied and develop control</p> <p>Use matchboxes to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</p> <p>Make simple prints e.g. mono-printing</p>	<p>Print with a range of hard and soft materials e.g. corks, sponges etc.</p> <p>Make simple prints e.g. mono-printing</p> <p>Roll ink over found objects to create patterns e.g. plastic mesh, bubble wrap, Lego etc.</p> <p>Build repeating patterns and</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method. Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method. Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>

Art Progression of skills at Haresfield



<p>Printing</p>	<p>Expressive Arts and Design Experiments to create different textures. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p>	<p>Roll ink over found objects to create patterns e.g. plastic mesh, bubble wrap, Lego etc.</p> <p>Build repeating patterns and recognise pattern in the environment Create simple printing blocks e.g. polystyrene, card etc.</p> <p>Roll printing ink over a simple printing block to create a press print</p> <p>Design more repetitive patterns</p> <p>Colour</p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour <p>Texture</p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<p>recognise pattern in the environment</p> <p>Create simple printing blocks e.g. polystyrene, card etc.</p> <p>Roll printing ink over a simple printing block to create a press print</p> <p>Design more repetitive patterns</p> <p>Colour</p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour <p>Texture</p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns 				
	<p>EYFS</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>3D Sculpture</p>	<p>Expressive Arts and Design Uses various construction materials. Joins construction pieces together to build and balance. Expressive Arts and Design Constructs with a purpose in mind, using a variety of resources.</p>	<p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Explore sculpture with a range of malleable media, e.g. clay, paper, wire, willow etc.</p>	<p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Explore sculpture with a range of malleable media, e.g. clay, paper, wire, willow etc.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and</p>

Art Progression of skills at Haresfield



<p>3D Sculpture</p>	<p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Physical Development They handle equipment and tools effectively.</p> <p>Expressive Arts and Design Exploring and using Media and Materials Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Being Imaginative Children talk about the ideas and processes which have led them to make designs, images or products.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile etc.</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form</p> <p>Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile etc.</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form</p> <p>Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p>	<p>other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p><i>Use wires to create malleable forms. Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</i></p>	<p>other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>
	<p>EYFS</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Digital Media</p>	<p>Understanding the World Technology Knows how to operate simple equipment.</p>	<p>Record visual information using digital cameras, video recorders</p>	<p>Record visual information using digital cameras, video recorders</p>	<p>Record and collect visual information using digital cameras and video recorders</p>	<p>Record and collect visual information using digital cameras and video recorders</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p>

Art Progression of skills at Haresfield



<p>Digital Media</p>	<p>Understanding the World Technology They select and use technology for particular purposes. Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.</p>	<p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas shapes using eraser, shape and fill tools colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas shapes using eraser, shape and fill tools colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>
-----------------------------	---	--	--	--	--	---	---

Art Progression of skills at Haresfield



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Textiles	<p>Expressive Arts and Design Beginning to be interested in and describe the texture of things. Realises tools can be used for a purpose.</p> <p>Physical Development Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Expressive Arts and Design Experiments to create different textures. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching.</p> <p>Add decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration.</p> <p>Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching.</p> <p>Add decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration.</p> <p>Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours, textures and effects</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours, textures and effects</p>
Textiles	<p>Physical Development They handle equipment and tools effectively.</p> <p>Expressive Arts and Design Exploring and using Media and Materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>						

Art Progression of skills at Haresfield



Communication and language - Speaking

Uses talk to connect ideas, explain what is happening and anticipate what might happen next.

Questions why things happened and gives explanations.

Builds up vocabulary that reflects the breadth of their experiences.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses talk to organise, sequence and clarify thinking and ideas.

They recount experiences and imagine possibilities, often connecting ideas.

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.