



Art and Design Skills Progression

| | Firecrests (2yr olds) | Goldcrests (3yr olds) | Reception | Year 1 | Year 2 |
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| Generating Ideas | Sensory play | Using stories and play to generate ideas | Begin to design puppets and create them following the design Make choices and decisions to take risks | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. |
| Sketchbooks | | | | Use sketchbooks to explore ideas in an open-ended way | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. |
| Making Skills | Threading shoelaces Explore texture of different materials Combine materials using glue and tape Tear different materials | Use training scissors, progressing to child scissors (paper, card, foil, plastic, tissue paper) Use puppets in their imaginative play Junk model | Create a simple knot Thread a needle (chunky metal) Combine fabric using running or blanket stitch Cut different fabric | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface | Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface |

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| | <p>Cut different materials using training scissors</p> <p>Explore painting and different media</p> <p>Explore colour mixing, begin to name colours</p> <p>Mark make and put meaning to their work</p> <p>Use a variety of tools</p> | <p>Begin to thread a large needle (plastic)</p> <p>Use Binca fabric to begin sewing a running stitch</p> <p>Explore colour mixing to make new colours</p> <p>Use a variety of tools in interesting ways</p> <p>Choose materials and media to create their work</p> | <p>Use a range of media</p> <p>Use scissors proficiently</p> <p>Use mirrors to draw themselves, looking for detail</p> <p>Begin to show understanding of face proportion</p> <p>Explore colour mixing to make secondary colours</p> <p>Mix their own skin colour</p> <p>Use a range of media and tools</p> <p>Select appropriate tools and explain why they chose them</p> | <p>texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> | <p>texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> |
| Knowledge of Artists | <p>Look at illustrations in well known books</p> | <p>Look at illustrations and talk about what they see</p> <p>Explore a range of artists</p> | <p>Explore a range of artists</p> <p>Comment on what they like and dislike</p> | <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> | <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p> |

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| | | | Use stem sentences to discuss artwork (details, colours) | | |
| Evaluating and Analysing | Say what they like about their painting | <p>Say how they have made something</p> <p>Share their opinion on their own and friends paintings</p> <p>Return to their work to improve, respond to feedback or to use a new media</p> | <p>Describe patterns</p> <p>Explain how they made it using first, next, then</p> <p>Reflect on their creations and begin to think about what they could do better</p> <p>Discuss their likes and dislikes</p> <p>Sensitively share their opinion of someone else's work</p> <p>Deconstruct and reconstruct art work</p> | Describe and compare features of their own and other's artwork. | <p>Explain their ideas and opinions about their own and other's artwork, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p> |