



Killamarsh Infant and Nursery School
'Brighter Beginnings'

Art & Design – Progression of Skills

Overview:

	Generating Ideas	Sketchbooks	Making skills (including Formal elements)	Knowledge of Artists	Evaluating and Analysing
EYFS (Reception)	Talk about their ideas and explore different ways to record them using a range of media. <i>ELG: Speaking</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>	Experiment in an exploratory way. <i>ELG: Expressive Arts and design: Creating with materials</i> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). <i>ELG: Expressive Arts and design: Creating with materials</i> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>ELG: Physical development: Fine motor skills:</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery;</i> <i>Begin to show accuracy and care when drawing.</i>	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. <i>ELG: Speaking</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. <i>ELG: Expressive Arts and design: Creating with materials</i> <i>Share their creations, explaining the process they have used.</i>



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Year 1	Explore their own ideas using a range of media. National Curriculum: Use sketchbooks to explore ideas.	Use sketchbooks to explore ideas. National Curriculum: Use sketchbooks to explore ideas	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture. National Curriculum: To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects. National Curriculum: 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.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. National Curriculum: 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.
Year 2	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. National Curriculum: Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. National Curriculum: Use sketchbooks to explore ideas.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about



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			observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. National Curriculum: To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. National Curriculum: 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.	how they could improve their own work. Talk about how art is made. National Curriculum: 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.
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EYFS



All About Me/Food Glorious Food	Old Macdonald had a Farm	Walking Through the Jungle	Fire and Ice
Key skills	Key skills	Key skills	Key skills
<u>Art – Marvelous Marks</u> <i>Physical development</i> Develops small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. <i>Expressive arts and design</i> Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <i>Characteristics of effective learning</i> Playing and exploring.	<u>Art – Sculpture – 3D creation Station</u> <i>Physical development</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, ELG: Use a range of small tools. coordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Begin to show accuracy and care when drawing. <i>Expressive arts and design</i> Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<u>Art - Sculpture – 3D creation Station</u> <i>Physical development</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, ELG: Use a range of small tools. coordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Begin to show accuracy and care when drawing. <i>Expressive arts and design</i> Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<u>Art – Paint my world</u> <i>Physical development</i> Develop small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Begin to show accuracy and care when drawing. <i>Expressive arts and design</i> Explore, use and refine a variety of artistic effects to express ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used. <i>Characteristics of effective learning</i> Playing and exploring.



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	ELG: Creating with materials: Share their creations, explaining the process they have used. <i>Characteristics of effective learning</i> Playing and exploring	ELG: Creating with materials: Share their creations, explaining the process they have used. <i>Characteristics of effective learning</i> Playing and exploring.	
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Key Stage 1



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KS1
Coverage

Long Term Plan of Key Skills

	Our School	Place Where I Live	Explorers	Wonderful World	Toys through Time	Buckets and Spades
Cycle year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Key skills	Key skills	Key skills	Key skill	Key skills	Key skills
A	D&T focus	Developing understanding of sculpture to construct and model simple forms. Using hand and tools with confidence when cutting, shaping and joining paper, card and malleable materials Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for making process, modifying and correcting things and knowing when to seek advice, Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons.	D&T focus	Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place. Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting and adding decoration. Describing similarities and differences between practices in Art and Design, e.g between painting and sculpture and linking these to their own work. Describing and comparing features of their own work and others' artwork.	D&T focus	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. . . . Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. . . Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making



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						choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.
	Family Album	Hot and Cold Climates	Celebrating China	Mighty Monarchs	Great Outdoors	Taking a Fabulous Flight
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Key skills	Key skills	Key skills	Key skills	Key skills	Key skills
B	D&T focus	D&T focus	Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.	Beginning to generate ideas from a wider range of small stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observations skills to look closely and reflect surface	Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making	D&T focus



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			Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's art work.	texture through mark-making. Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes. Beginning to talk about how they could improve their own work.	process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.	
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