

Year	Progression of Skills in Art at Tweseldown Infant School	National Curriculum Requirements
R	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Explore colour and colour mixing.</li> <li>• Children will take part in their creation.</li> </ul> <p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Representing familiar objects (family, themselves, animals etc.) through independent drawing painting playdough play. Draw a representation of themselves understanding they need a head, arms, legs etc.</li> <li>• Understand that paint brushes are used to paint and begin to show some control. Understand that they can paint shapes/marks to represent objects/people.</li> <li>• Explore how red, blue and yellow paint can be mixed to make different colours.</li> <li>• Exploring materials and beginning to understand different materials can be used in different ways.</li> <li>• Talk about what the materials look and feel like.</li> <li>• Using objects/tools to print with to create a pattern or image with support.</li> <li>• Children will have chosen a dominant hand to hold small tools, e.g. scissors, pens and pencils.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>• Using particular colours to paint pictures – e.g. Green for a tree, brown for certain animals etc.</li> <li>• Learn and understand how to mix paints to make certain colours.</li> <li>• Choosing and using different materials for different effects.</li> <li>• Using different cut of materials for different effects.</li> <li>• Children will show care in their drawings.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Children will be able to use a range of materials.</li> <li>• Children will be able to follow their personal interests to a recognizable piece.</li> <li>• Children will be able to correctly use a range of small tools.</li> <li>• Children will be able to collaboratively share ideas, resources and skills.</li> <li>• Children will be able to show accuracy in their creations.</li> </ul>	<p>EYFS ELG EAD</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.</p>

1	<p><b>Drawing</b>  Being spontaneously expressive, using marks, lines and curves  Using lines to represent objects seen, remembered or imagined  Exploring tone using different grades of pencil, pastel and chalk</p> <p><b>Painting</b>  Using a range of tools to spread paint, in addition to brushes E.g. Straws, match sticks etc.  Experimenting with and enjoying mixing colour  Creating patterns using different tools and colours</p> <p><b>3D Work</b>  Pulling apart and reconstructing basic shapes  Becoming more aware of the form, feel, texture and pattern of objects  Experimenting with a purpose, using basic tools on rigid and plastic materials</p> <p><b>Collage</b>  Selecting and sorting materials using given criteria/qualities e.g. warm, cold, shiny, smooth  Engaging in more complex activities e.g. cutting and sewing a range of materials  Using adhesives and deciding which material might be the most effective for the task</p> <p><b>Printing</b>  Using one colour of paint or ink to create patterns; random or organised  Extending repeating patterns –overlapping, using 2 contrasting colours etc.  Exploring and recreating patterns and textures with an extended range of materials</p> <p><b>Photography</b>  Collect photographs for a theme  Taking photographs on a theme  Knowing that there are famous or specialist photographers  Developing an awareness of scale, perspective, movement and colour in photography</p> <p><b>Textiles</b>  Awareness of colour, texture and shape  Sorting, collecting, discussing and deciding upon cloths and threads  Stitching and cutting threads</p> <p><b>Evaluating</b>  Identifying things I like in my surroundings  Saying what I like about my own/another child’s work  Identifying how my own, peers or other artists work makes me feel</p> <p><b>Artists</b>  Identifying similarities and differences between Artists’ work  Saying what I like and dislike about Artists’ work  Using Artists’ work to stimulate ideas</p>	<p>In Key Stage 1 children should learn:</p> <ol style="list-style-type: none"> <li>1. To use a range of materials creatively to design and make products</li> <li>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>4. 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</li> </ol>
2	<p><b>Drawing</b>  Exploring tone using different grades of pencil, pastel and chalk  Using line and tone to represent objects drawn or observed  Controlling the range of marks and lines made when drawing and representing shape</p> <p><b>Painting</b>  Creating patterns using different tools and colours  Using colour to express moods and feelings  Representing things observed, remembered or imagined using colour</p> <p><b>3D Work</b>  Experimenting with a purpose, using basic tools  Comparing and recreating form and shape  Creating texture and specific effects using a range of tools</p>	<p>In Key Stage 1 children should learn:</p> <ol style="list-style-type: none"> <li>1. To use a range of materials creatively to design and make products</li> <li>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>4. 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</li> </ol>

**Collage**

Deciding which might be the most effective materials for a task and why  
Developing my skills of overlapping and overlaying  
Developing my awareness of contrasts in texture and colour

**Printing**

Exploring and recreating patterns and textures with an extended range of materials  
Creating a range of prints and identifying them in my own environment  
Exploring images

**Photography**

Developing an awareness of scale, perspective, movement and colour in photography  
Inserting and altering images using an IT package in Computing  
Experimenting with lenses e.g. cameras, videos, magnifying glasses, binoculars

**Textiles**

Stitching and cutting threads and fibres  
Creating simple weaving  
Weaving paper, progressing from two to three colours to create a pattern

**Evaluating**

Identifying how my own, peers or other artists work makes me feel  
Identifying what I might change in my own work next time  
Generate written evaluation of my own work, including how I would improve my product

**Artists**

Identifying similarities and differences between Artists' work  
Saying what I like and dislike about Artists' work  
Using Artists' work to stimulate ideas