

# Curriculum Skills and Progression Map

## Art and Design



Early Years Foundation Stage	Key Stage One
<p><b>Physical Development</b></p> <p><b>3- to 4-Year-Olds</b></p> <ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul> <p><b>Reception</b></p> <ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop overall body-strength, balance, coordination, and agility.</li></ul> <p><b>Early Learning Goal</b></p> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul> <p><b>Expressive Arts and Design</b></p> <p><b>3- to 4-Year-Olds</b></p> <ul style="list-style-type: none"><li>• Explore different materials freely, 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>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>• Explore colour and colour mixing.</li></ul> <p><b>Reception</b></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>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources, and skills.</li></ul> <p><b>Early Learning Goal</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</li><li>• Share their creations, explaining the process they have used.</li></ul>	<ul style="list-style-type: none"><li>• Use a range of materials creatively to design and make products.</li><li>• Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li><li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li><li>• Learn 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></ul>

	Exploring and Developing Ideas	Drawing	Painting	Sculpture	Textiles	Printing	Work of Other Artist
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>• Look and talk about what they have produced, describing simple techniques and media used.</li> <li>• Explore their emotions through drawings and paintings.</li> <li>• Create paintings and pictures that represent movement and sound.</li> <li>• Create and develop pieces of artwork collectively sharing thoughts and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy using graphic tools, fingers, hands, chalk, pens, and pencils.</li> <li>• Use and begin to control a range of media.</li> <li>• Draw on different surfaces and coloured paper.</li> <li>• Produce lines of different thickness and tone using a pencil.</li> <li>• Start to produce different patterns and textures from observations, imagination, and illustrations.</li> <li>• Draw and use shapes to create pictures.</li> <li>• Add details to drawing i.e. on faces</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/size brushes and tools i.e., sponge brushes, fingers, twigs.</li> <li>• Recognise and name the primary colours being used.</li> <li>• Mix and match colours to different artefacts and objects.</li> <li>• Explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</li> <li>• Impress and apply simple decoration.</li> <li>• Cut shapes using scissors and other modelling tools.</li> <li>• Build a construction/ sculpture using a variety of objects e.g., recycled, natural, and manmade materials.</li> <li>• Use simple tool to effect change to materials, handling them safely and with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy playing with and using a variety of textiles and fabric.</li> <li>• Decorate a piece of fabric.</li> <li>• Show experience in simple stitch work i.e., threading.</li> <li>• Show experience in simple weaving: paper, twigs.</li> <li>• Show experience in fabric collage: layering fabric.</li> <li>• Use appropriate language to describe colours, media, equipment, and textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy taking rubbings: leaf, brick, coin.</li> <li>• Create simple pictures by printing from objects and shapes.</li> <li>• Develop simple patterns by using objects.</li> <li>• Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Look and talk about different artists work, describing simple techniques and media used.</li> <li>• Copy other artists work using the same media.</li> <li>• Talk about what they like and dislike about different artists work.</li> </ul>

<p>Key Stage One</p>	<ul style="list-style-type: none"> <li>• Respond positively to ideas and starting points.</li> <li>• Explore ideas and collect information.</li> <li>• Describe differences and similarities and make links to their own work.</li> <li>• Try different materials and methods to improve.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of varying thickness.</li> <li>• Use dots and lines to demonstrate pattern and texture.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Experiment with drawing with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</li> <li>• Use key vocabulary to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with paint media using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads.</li> <li>• Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.</li> <li>• Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>• Name the primary colours and mix to create a range of secondary colours, being able to predict the resulting colours.</li> <li>• Use key vocabulary to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment in a variety of malleable media such as clay, papier-mache, salt dough, Modroc.</li> <li>• Shape and model materials for a purpose (e.g., a pot, tile) from observation and imagination</li> <li>• Manipulate malleable materials using a variety of techniques including rolling, pinching, cutting, and kneading.</li> <li>• Impress and apply simple decoration techniques, including painting.</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model,</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate textures and produce an expanding range of patterns, such as through weaving.</li> <li>• Use dyeing techniques to alter a textile's colour and pattern.</li> <li>• Decorate textiles with glue or stitching to add colour and detail.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g., corks, fruit, sponges.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the work of artists and the techniques they had used, expressing their likes and dislikes.</li> <li>• Explore 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> <li>• Explain how a piece of art makes them feel – link to emotions.</li> <li>• Identify changes they might make or how their work could be developed further.</li> <li>• Use inspiration from famous, notable artists to create their</li> </ul>
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		<p>knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>			<p>own work and compare.</p> <ul style="list-style-type: none"> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</li> </ul>
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