

Longfields Skills Progression Art and Design

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Range 3: CM Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</p> <p>Range 4: CM Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p>Range 5: CM Continues to explore colour and how colours can be changed. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Range 6: CM Develops their own ideas through experimentation with diverse materials, e.g. light, projected image,</p>	<p>Exploring and developing ideas (ONGOING)</p>	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 		<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	
	<p>Evaluating and developing work (ONGOING)</p>	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 		<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further
	<p>Drawing</p>	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or

<p>loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Range 4: BIE Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p>		<ul style="list-style-type: none"> Begin to explore the use of line, shape and colour 	<p>of time from the figure and real objects, including single and grouped objects.</p> <ul style="list-style-type: none"> Experiment with the visual elements; line, shape, pattern and colour. 	<p>from different sources.</p> <ul style="list-style-type: none"> Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<p>independently in a sketchbook.</p> <ul style="list-style-type: none"> Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p>mixed media, using a sketchbook.</p> <ul style="list-style-type: none"> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p>Range 5: BIE Creates sounds, movements, drawings to accompany stories.</p> <p>Range 6: BIE Creates representations of both imaginary and real-life ideas, events, people and objects. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</p>	<p>Painting</p>	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades <ul style="list-style-type: none"> using different types of paint. Create different textures e.g. use of sawdust 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
	<p>Printing</p>	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing 	<ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in 	<ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric.

		<p>techniques e.g. monoprint, block, relief and resist printing.</p> <ul style="list-style-type: none"> • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<p>produce a simple print.</p> <ul style="list-style-type: none"> • to explore pattern and shape, creating designs for printing. 	<p>order to get the effect they want</p> <ul style="list-style-type: none"> • Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours 	<ul style="list-style-type: none"> • Alter and modify work. • Work relatively independently
	Textiles/collage	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.
	3 D form	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely.

		<p>malleable media, especially clay.</p> <ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	<ul style="list-style-type: none"> Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<p>modelling other shapes.</p> <ul style="list-style-type: none"> Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models 	<p>shape, space and form.</p> <ul style="list-style-type: none"> Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. 	<ul style="list-style-type: none"> Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Create sculpture and constructions with increasing independence.
	Breadth of study	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 			

EYFS

CofEL

Playing & Exploring

- Using senses to explore the world around them.
- Engaging in open-ended activity.
- Taking a risk, engaging in new experiences, and learning by trial & error.

Active Learning

- Paying attention to detail.
- Persisting with an activity or toward their goal when challenges occur.
- Being proud of how they have accomplished something – not just the end result.
- Showing high levels of involvement, energy, fascination.
- Showing satisfaction in meeting their own goals (I can!).

Thinking Creatively & Critically

- Visualising & imagining options.
- Playing with possibilities (what if? What else?)
- Finding new ways to do things.
- Testing their ideas
- Review how well the approach worked.

Statutory EAD ELG:

Creating with Materials

Being Imaginative & Expressive

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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| | <ul style="list-style-type: none">• Share their creations, explaining the process they have used.• Make use of props and materials when role playing characters in narratives and stories. | |
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