

Expressive Arts and Design

Art – Progression from EYFS to KS1

Strand	EYFS	Key Stage 1
Drawing	<ul style="list-style-type: none"> • Realise that tools can be used for a specific purpose. • Experiments with blocks, colours and marks • Handle equipment and tools effectively, including pencils for writing. • Begins to use anti clockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> • to use drawing to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space • 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
	<ul style="list-style-type: none"> • Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. • Use drawings to tell a story from retelling or from imagination. • Investigate different lines – thick, thin, wavy and straight. • Explore different textures and experiment with mark making. • Encourage drawings of people that include all the visible parts of the body. 	<ul style="list-style-type: none"> • To complete observational drawings of your own portrait. • To study different artists and recreate in the style of these artists when drawing.
Colour	<ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Explores what happens when they mix colours. • Understands that different media can be combined to create new effects. 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space • 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
	<ul style="list-style-type: none"> • Experiencing and using primary colours. • Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. 	<ul style="list-style-type: none"> • To paint using colour mixing in a variety of ways such as self-portrait, painting rocks. • To use powder paint to mix and make specific colours.

	<ul style="list-style-type: none"> Learn the names of different tools that produce colour; pastels, powder paint, felt tip pens and crayons. Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. 	<ul style="list-style-type: none"> To use pastels, chalk and other colour tools using them for a specific outcome.
	EYFS	Key Stage 1
Texture	<ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Beginning to be interested in and describe the texture of things. Experiments to create different textures. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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
	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials. Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down. Sewing a simple pattern using needle and thread. 	<ul style="list-style-type: none"> Class artist Georgia O’Keefe and Kandinsky with a focus on line drawing, shading, pattern and texture e.g. sky scrapers, flowers. To complete weaving using a variety of materials.
	EYFS	Key Stage 1
Form	<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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

	<ul style="list-style-type: none"> • Handling, feeling, manipulating materials. • Constructing and building from simple objects. • Pull apart and reconstruct objects. • Able to shape and model from observation and imagination. • Impress and apply simple decoration. • Simple language created through discussion of feel, size, look, smell etc.. 	<ul style="list-style-type: none"> • To use natural materials to create 3D sculptures such as twigs. • To explore using clay to develop sculptures of ourselves in the topic Marvellous Me.
	EYFS	Key Stage 1
Printing	<ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Realise that tools can be used for a specific purpose. 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use print making to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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
	<ul style="list-style-type: none"> • Make rubbings showing a range of textures and patterns. • Take prints from objects: leaf, hand, onion, feet, junk, bark etc. • Produce simple pictures by printing objects. • Able to print from imagination and observation • Print with block colours. 	<ul style="list-style-type: none"> •

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Pattern	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Realise that tools can be used for a specific purpose. • Experiments with blocks, colours and marks 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • 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
	<ul style="list-style-type: none"> • Imitate and create own simple repeating patterns using concrete objects ie using buttons, stones, blocks, beads etc • Make irregular patterns using paint and other mark making materials based on real life ie animal print, wall paper etc • Simple symmetry – paint and folding paper • Pattern in the environment using the outdoors to see patterns and copy patterns. 	<ul style="list-style-type: none"> • Explore shapes and patterns using different inspirations such as buildings. • Create a class mural to represent a particular building. • To explore patterns inspired by the different continents.